



**Los Angeles
Valley College**

**Institutional Self Evaluation Report 2016 for the
REAFFIRMATION OF
ACCREDITATION**



Institutional Self Evaluation Report

Los Angeles Valley College

Self Evaluation Report of Educational Quality and Institutional Effectiveness

Support of Reaffirmation of Accreditation

Submitted by:

Los Angeles Valley College

5800 Fulton Avenue

Valley Glen, CA 91401



Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

Submitted January 2016

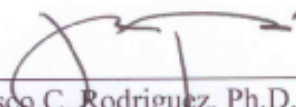
To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

From: Dr. Erika Endrijonas, College President

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

I certify that there was broad participation by the campus community
and believe that this report accurately reflects the nature and substance
of this institution.

Signatures:



Francisco C. Rodriguez, Ph.D.,
Chancellor, Los Angeles Community College District

12/9/15

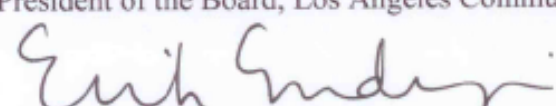
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Scott J. Svonkin,
President of the Board, Los Angeles Community College District

12/9/15

date



Dr. Erika Endrijonas, College President, Los Angeles Valley College

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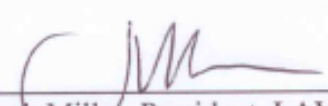
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Karen Daar, Accreditation Liaison Officer

12-1-15

date



Josh Miller, President, LAVC Academic Senate

12.3.15

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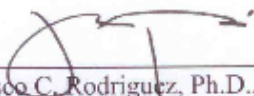
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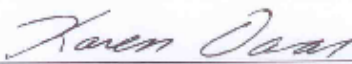
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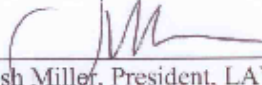
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LAVC History

Early Beginnings

Los Angeles Valley College was established in 1949 in response to the higher education needs of the rapidly growing San Fernando Valley. The College was officially chartered by the Los Angeles Board of Education in June of 1949 and opened its doors on September 12th of that year on the campus of Van Nuys High School. During its founding academic year, it had 439 students, 23 faculty members, and five bungalows.

A Look at LAVC Today

Today, LAVC is a comprehensive two-year institution of higher education that serves the transfer education, career technical education, and lifelong learning needs of communities within the San Fernando Valley region of Los Angeles. With more than 18,000 students from the communities of North Hollywood, Van Nuys, Panorama City, Burbank, Sherman Oaks, and Los Angeles, the College contributes to the economic development and vitality of the region.

The College's diverse student body is reflective of the region it serves. Many communities in the eastern portion of the San Fernando Valley comprise a high percentage of people of Hispanic descent. Consequently, LAVC has a sizable Hispanic population and is designated as a Hispanic-serving institution (HSI).

New College Leadership Brings About Change

Since 2013, the College has had a few administrative changes, including a new Vice President of Administrative Services and a new College President. Following the retirement of former President Dr. Susan Carleo in January 2013, followed by an acting president, in June 2014, Dr. Erika Endrijonas became LAVC's President.

Following the College's last accreditation in 2013, LAVC was placed on warning by the ACCJC. Under Dr. Endrijonas' leadership, LAVC was able to satisfactorily address the one remaining recommendation. Recognizing the work of the College, the ACCJC removed LAVC from Warning and reaffirmed its accredited status in June 2015.

Continuing the ReVitalization of Valley College

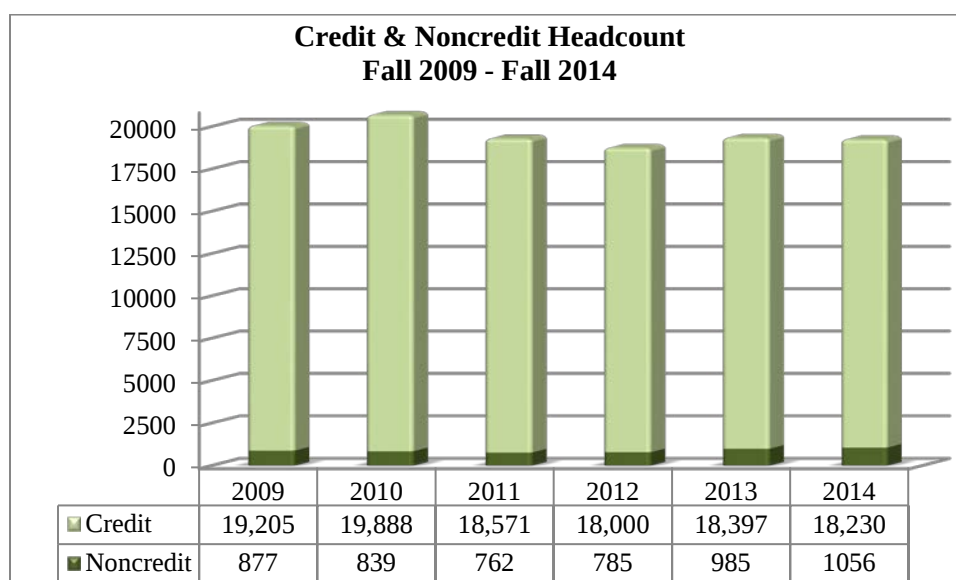
As part of the voter-passed Propositions A, AA and Measure J, Valley College continues its \$626 million renovation and construction projects to improve and replace campus facilities. In 2014, construction began on an Administration and Career Advancement Center, which will house administrative offices, classrooms, and a conference center, which along with an Athletic Training Facility and athletic fields will be completed in 2016. A 1200-space parking structure opened in August, providing much-needed parking near the center of campus.

In 2015, our Community Services Center opened. A well-known and beloved piece of Los Angeles public art, the "Freeway Lady" by muralist Kent Twitchell, was completed on the side of the Student Services Building. Currently in construction is a Student Union, which will house the cafeteria, bookstore, business office, student health center, and student government offices. The building will be completed in February 2016. In the coming year, LAVC will break ground on a state-of-the-art Valley Academic and Cultural Center, which will serve as a hub for performing arts activities in the eastern San Fernando Valley.

LAVC Demographic Data Trends

Los Angeles Valley College (LAVC) is a comprehensive community college located in the center of the San Fernando Valley serving about 28,000 students annually. The college serves the community by providing transfer, degree, career-technical, foundational and continuing education programs. The college offers over 3,000 credit and over 100 non-credit sections and annually.

LAVC serves a student population that reflects the diversity of its service area. The majority of students come from a 15 mile service area characterized by average and low-income neighborhoods: North Hollywood, Van Nuys, Panorama City, Burbank, Sherman Oaks, Sun Valley, Arleta, and North Hills. Many students face financial hardship and academic challenges. Most LAVC students come from neighborhoods that are economically lower than the average San Fernando Valley community. The majority (almost 2/3rds) of LAVC students receive some form of financial aid. LAVC students also come from low API scoring high schools. Over 40% of LAVC students are first generation college students. The majority (70%) of students assessed in English or math place below college level in English and Math assessments.



Data based on LACCD Census tables in the SIS.

In fall 2014, LAVC enrolled just over 18,000 credit students and just over 1,000 additional students in the Non-Credit program. Credit enrollment has seen a decline since the recent peak in 2010. Non-Credit headcount has increased in the past few years since the five-year low in 2011.

Annual FTES

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Credit FTES	11,764.26	10,729.96	10,249.62	11,061.95	11,156.02
Non-Credit FTES	615.43	508.43	540.08	753.18	772.49
Total FTES	12,379.69	11,238.39	10,789.70	11,815.13	11,928.51

The College currently generates just under 12,000 FTES annually. Since a high in 2010-2011, the college FTES has declined and then risen in the recent years. The current College enrollment management strategy includes growth.

Gender

	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Female	11,488	58%	10,724	58%	10,260	57%	10,420	57%	10,266	56%
Male	8,400	42%	7,847	42%	7,740	43%	7,977	43%	7,964	44%
Total	19,888	100%	18,571	100%	18,000	100%	18,397	100%	18,230	100%

The representation of females in the LAVC student population remains greater than males, though the gap over the last five years has decreased slightly. Females accounted for 56% of the credit student population in fall 2014. The LAVC female representation is higher than the female population in the San Fernando Valley, Los Angeles County, California and the United States as a whole (ranges from 50-51%).

Age

	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Under 20	4673	23%	4,368	24%	3902	22%	3909	21%	3995	22%
20-24	6542	33%	6,395	34%	6607	37%	6778	37%	6695	37%
25-34	4736	24%	4,350	23%	4113	23%	4294	23%	4303	24%
35-54	3101	16%	2,772	15%	2665	15%	2666	14%	2476	14%
55 and over	836	4%	686	4%	713	4%	750	4%	755	4%
Total	19,888	100%	18,571	100%	18,000	100%	18,397	100%	18,224	100%

In fall 2014, almost sixty percent of LAVC students were under the age of twenty-five. This distribution has remained relative constant in recent years. In fall 2014, thirty-seven percent of students were between the ages of twenty and twenty-four, making up the largest share of the student population. Both the twenty to twenty four and twenty-five to thirty four age ranges are overrepresented in the LAVC student population, while other age groups are underrepresented compared to the representations in the population in San Fernando Valley, Los Angeles County, California and the United States.

Ethnicity

	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
African-American	1,176	7%	1,095	7%	1,066	6%	1010	6%	1004	6%
Asian	1,940	11%	1,752	10%	1,644	10%	1599	9%	1520	9%
Hispanic	7,255	41%	6,715	40%	6,863	41%	7250	42%	7338	43%
Other Non-White	51	0%	37	0%	38	0%	36	0%	33	0%
White	6,365	36%	5,875	35%	5,745	35%	5743	33%	5520	32%
Multiple Ethnicities*	896	5%	1,228	7%	1,256	8%	1527	9%	1697	10%
Total	17,683	100%	16,702	100%	16,612	100%	17,165	100%	17,112	100%

LAVC has a diverse student population. Over forty-percent of LAVC students are Hispanic/Latino, nine percent are Asian and six percent are African American. LAVC has experienced an increase in the number of students reporting multiple ethnicities. Since the classification of multiple ethnicity reporting changed during this period, it is unclear if this

reflects a growth in the population. It is likely that it reflects a change in reporting than a change in the population. Slight declines in most other groups at LAVC are consistent with such a shift. The multiple ethnicity category at LAVC is higher than the percentages for the San Fernando Valley, Los Angeles County, California and U.S. as a whole. The Hispanic population is comparable to that of the San Fernando Valley. The White and Asian LAVC population is lower than the percentages in the San Fernando Valley population, while the African American population is slightly higher. The LAVC Student Equity Plan explores the issues of access and strategies for addressing gaps between the various populations.

Unit Load

	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
12 or more units	4,625	23%	4,393	24%	3,199	18%	3366	18%	3217	18%
6 to 11.5 units	7,462	38%	6,755	36%	6,481	36%	7169	39%	7430	41%
Fewer than 6 units	7,801	39%	7,423	40%	8,320	46%	7862	43%	7583	42%
Total	19,888	100%	18,571	100%	18,000	100%	18,397	100%	18,230	100%

The majority of LAVC students are enrolled part-time. Less than twenty percent of the student population is enrolled full-time. In fall 2014, just over forty-percent of students were enrolled in 6 to 11.5 units. A comparable percent were also enrolled in less than six units. The College, through its Educational Master Plan, aims to increase the number of full-time students.

Educational Goal

	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Associate Degree	1,255	7%	1,138	7%	1,130	7%	1140	8%	1132	8%
Personal Development	1,801	10%	1,553	9%	1,403	8%	1444	10%	1263	9%
Transfer	8,004	43%	8,263	48%	8,562	51%	9125	64%	9471	66%
Vocational/Job-Related	4,449	24%	3,482	20%	2,949	18%	2590	18%	2445	17%
Undecided	2,942	16%	2,813	16%	2,765	16%	2921	20%	2718	19%
Total	18,451	100%	17,249	100%	14,044	84%	14,299	100%	14,311	100%

The majority, two-thirds, of LAVC students indicate Transfer as their educational goal. Almost twenty-percent of students indicate a Vocational/Job-related educational goal. The LAVC Educational Master Plan, emphasizes the completion and transfer as primary institutional goals.

Language

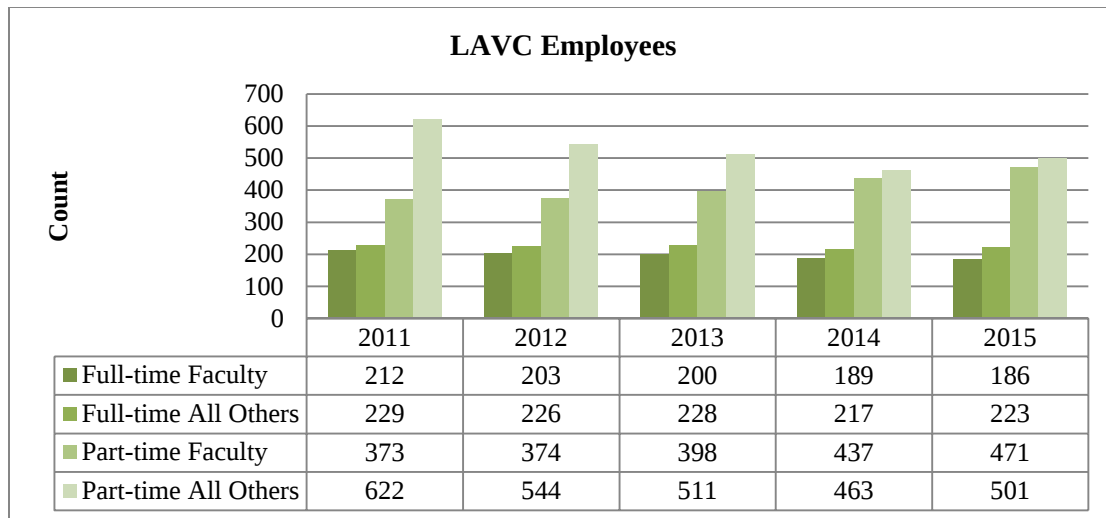
	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
English	13,866	70%	13,052	70%	12,943	72%	13,565	74%	13,776	76%
Armenian	1,987	10%	1,954	11%	1,857	10%	1,716	9%	1,638	9%
Spanish	2,222	11%	1,971	11%	1,710	10%	1,635	9%	1,436	8%
Russian	455	2%	442	2%	421	2%	420	2%	392	2%
Farsi	242	1%	218	1%	229	1%	273	1%	245	1%
Filipino	220	1%	207	1%	192	1%	168	1%	156	1%
Korean	75	0%	67	0%	41	0%	36	0%	38	0%
Vietnamese	55	0%	37	0%	43	0%	44	0%	32	0%
Chinese	46	0%	38	0%	43	0%	28	0%	21	0%
Japanese	27	0%	24	0%	22	0%	16	0%	19	0%
Other	651	3%	529	3%	468	3%	472	3%	462	3%
Total	19,846	100%	18,539	100%	17,969	100%	18,373	100%	18,215	100%

Most LAVC students are native English speakers. However, almost ten percent of the student population indicated Armenian as their primary language. A similar percent of students indicated Spanish as their primary language.

Incoming Status

	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Continuing	12,386	62%	11,844	64%	11,751	65%	11,688	64%	11,773	65%
New	5,628	28%	4,736	26%	5,109	28%	5,416	29%	5,213	29%
Returning	1,874	9%	1,991	11%	1,140	6%	1,293	7%	1,244	7%
Total	19,888	100%	18,571	100%	18,000	100%	18,397	100%	18,230	100%

New students comprised about one-third of the fall 2014 LAVC student population. Just under twenty percent of the student population are first-time beginning students. The majority of LAVC students are continuing. As part of the student Success and Support Programs and other institutional initiatives, the college has a focused effort on the matriculation of new students as well as having continuing students achieve benchmarks and progress toward academic goals. The retention of new students and progress toward completion is an emphasis of the LAVC Educational Master Plan.

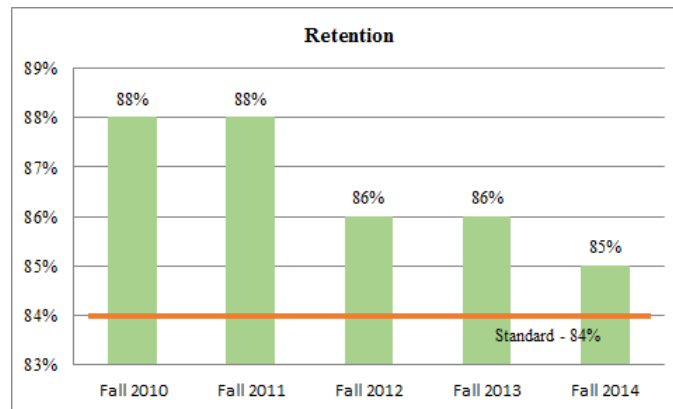


In order to meet its institutional goals and provide effective instruction and services, LAVC employs over 400 full-time and almost 1,000 part-time employees. One-third of the college employees are adjunct faculty.

Student Achievement Data and Analysis

Retention

Course Retention	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	5 year average	Institution-Set Standard	Goal 2016-17	Goal 2019-20
	88%	88%	86%	86%	85%	87%	84%	87%	88%

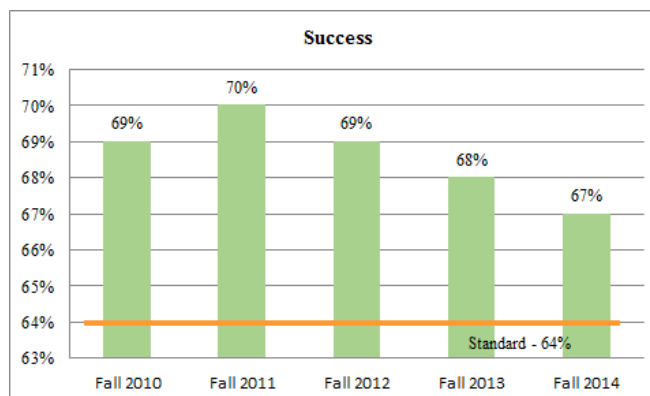


The within course retention rate at LAVC has declined slightly in the past five years, the outcome in each of these years has remained above the institution-set standard (84%). In fall 2014, Male, African Americans, Hispanics, Native Hawaiian/Pacific Islander, Students 20-24 years old and students on BOGG only perform lower than the standard. Retention rates in online and hybrid courses are also below the institution-set standard. The Campus Distance Education Committee and instructional departments are tasked with reviewing the data and making recommendations for improvement. Through its Equity and Student Success and Support Plans, the College is addressing the underperformance of African Americans and Latino male students as well as other populations.

Course Retention	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		5 year average	
	Enrollment (duplic)	Retention (%)	Enrollment (duplic)	Retention (%)	Enrollment (duplic)	Retention (%)	Enrollment (duplic)	Retention (%)	Enrollment (duplic)	Retention (%)	Enrollment (duplic)	Retention (%)
Campus Total	49,409	88%	45,315	88%	46,017	86%	46,801	86%	46,911	85%	46,891	87%
Gender												
Female	28,191	89%	25,829	89%	25,971	87%	26,312	86%	26,132	86%	26,487	87%
Male	21,218	88%	19,486	87%	20,046	86%	20,489	85%	20,779	84%	20,404	86%
Race												
Asian	4,522	90%	4,045	90%	3,755	88%	3,625	88%	3,483	86%	3,886	89%
Black/African-American	2,873	86%	2,732	86%	2,792	83%	2,669	81%	2,717	82%	2,757	84%
Hispanic	18,382	86%	16,728	87%	17,775	85%	18,953	84%	19,417	83%	18,251	85%
Native American/Alaskan	121	89%	62	94%	64	94%	83	89%	80	93%	82	91%
Native Hawaiian/PI	156	87%	103	88%	115	85%	103	89%	72	83%	110	87%
White	16,180	90%	15,193	90%	15,192	88%	14,911	88%	14,479	87%	15,191	89%
Two or More Races	3,001	87%	3,298	87%	3,917	86%	4,400	85%	4,840	85%	3,891	86%
Unknown	4,174	89%	3,154	88%	2,407	85%	2,057	86%	1,823	86%	2,723	87%
Age												
Less than 20 years old	19,683	89%	21,379	89%	24,409	86%	27,356	86%	29,579	84%	24,481	87%
20-24 years old	12,630	86%	9,466	86%	8,050	84%	7,036	84%	6,095	83%	8,655	85%
25-39 years old	11,322	88%	9,381	89%	8,505	87%	7,703	86%	6,961	85%	8,774	87%
40 or more years old	5,774	92%	5,089	91%	5,053	89%	4,706	89%	4,276	89%	4,980	90%
Socio-economic Status												
No Aid	20,986	87%	16,502	87%	16,091	85%	15,218	84%	15,302	82%	16,820	85%
BOGG Only	8,677	83%	7,630	83%	8,899	81%	9,614	82%	9,956	81%	8,955	82%
PELL Only	2,320	90%	2,752	90%	2,272	88%	3,544	86%	4,198	87%	3,017	88%
BOGG & PELL	17,426	92%	18,431	91%	18,755	90%	18,425	89%	17,455	89%	18,098	90%
Mode of Instruction												
Regular	45,947	89%	41,598	89%	41,692	87%	42,332	87%	42,518	85%	42,817	87%
Online	2,574	83%	2,782	84%	3,221	80%	3,046	78%	2,849	79%	2,894	81%
Hybrid	888	80%	935	84%	1,104	80%	1,423	80%	1,544	81%	1,179	81%

Success

Course Success	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	5 year average	Institution-Set Standard	Goal 2016-17	Goal 2019-20
	69%	70%	69%	68%	67%	69%	64%	70%	71%

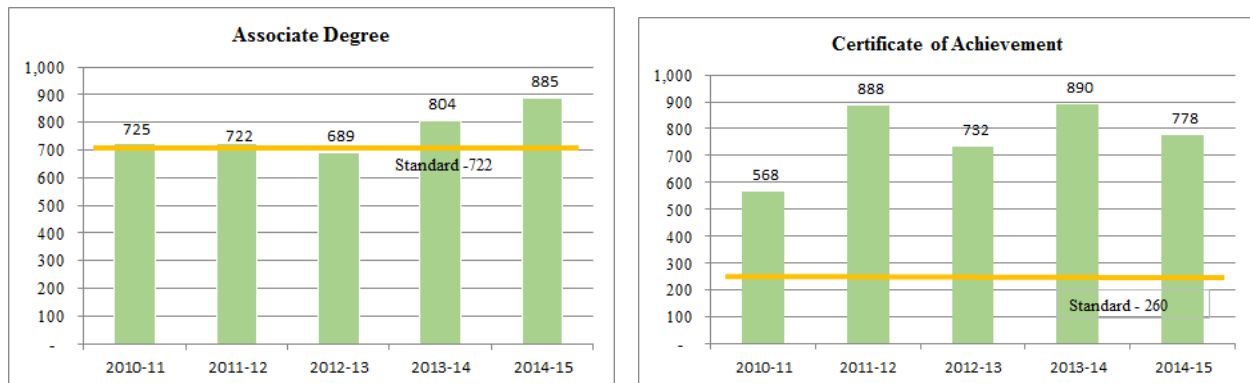


The LAVC course success rate has fluctuated slightly in the past five years hitting a low of 67% in fall 2014. Performance in all years remains above the institution-set standard of 64%. In fall 2014, African Americans, Hispanic, students under 20, BOGG only students had success rates below the standard. Success rates in online and hybrid courses were also below the standard. Departments have reviewed course and discipline success rates and proposed recommendations for improvement as part of the program review process. The Student Success Committee and Campus Distance Education Committee are also responsible for reviewing the institutional trends and identifying areas for improvement. The College is focused on improving student success through the activities of the Basic Skills Action Plan, the STEM Math grant, the Student Equity Plan and numerous other initiatives.

Course Success	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		5 year average	
	Enrollment (duplic)	Success (%)	Enrollment (duplic)	Success (%)	Enrollment (duplic)	Success (%)	Enrollment (duplic)	Success (%)	Enrollment (duplic)	Success (%)	Enrollment (duplic)	Success (%)
Campus Total	49,409	69%	45,315	70%	46,017	69%	46,801	68%	46,911	67%	46,891	69%
Gender												
Female	28,191	71%	25,829	72%	25,971	71%	26,312	70%	26,132	70%	26,487	71%
Male	21,218	67%	19,486	68%	20,046	66%	20,489	65%	20,779	65%	20,404	66%
Race												
Asian	4,522	76%	4,045	77%	3,755	75%	3,625	74%	3,483	74%	3,886	75%
Black/African-American	2,873	58%	2,732	58%	2,792	58%	2,669	56%	2,717	60%	2,757	58%
Hispanic	18,382	64%	16,728	66%	17,775	64%	18,953	63%	19,417	62%	18,251	64%
Native American/Alaskan	121	67%	62	74%	64	73%	83	72%	80	79%	82	72%
Native Hawaiian/PI	156	71%	103	66%	115	61%	103	58%	72	72%	110	66%
White	16,180	75%	15,193	76%	15,192	74%	14,911	75%	14,479	74%	15,191	75%
Two or More Races	3,001	66%	3,298	68%	3,917	68%	4,400	65%	4,840	66%	3,891	67%
Unknown	4,174	73%	3,154	71%	2,407	70%	2,057	69%	1,823	72%	2,723	71%
Age												
Less than 20 years old	19,683	66%	21,379	67%	24,409	65%	27,356	65%	29,579	64%	24,481	65%
20-24 years old	12,630	66%	9,466	67%	8,050	68%	7,036	67%	6,095	69%	8,655	67%
25-39 years old	11,322	74%	9,381	76%	8,505	74%	7,703	73%	6,961	72%	8,774	74%
40 or more years old	5,774	79%	5,089	78%	5,053	77%	4,706	76%	4,276	79%	4,980	78%
Socio-economic Status												
No Aid	20,986	68%	16,502	69%	16,091	67%	15,218	65%	15,302	65%	16,820	67%
BOGG Only	8,677	62%	7,630	63%	8,899	62%	9,614	63%	9,956	62%	8,955	63%
PELL Only	2,320	70%	2,752	69%	2,272	68%	3,544	66%	4,198	69%	3,017	68%
BOGG & PELL	17,426	74%	18,431	74%	18,755	73%	18,425	73%	17,455	72%	18,098	73%
Mode of Instruction												
Regular	45,947	70%	41,598	71%	41,692	70%	42,332	69%	42,518	68%	42,817	70%
Online	2,574	62%	2,782	60%	3,221	61%	3,046	58%	2,849	61%	2,894	60%
Hybrid	888	53%	935	59%	1,104	58%	1,423	57%	1,544	58%	1,179	57%

Completions

LAVC has increased the number of students receiving awards over the past five years. Both Certificates of Achievement and Associate Degree awards have increased. The College has met the institution set standard in each year, with the exception of Associate Degrees in 2012-2013. The EMP focusses on completion as does the Student Equity Plan. Other campus efforts focus on completions at the programmatic level. The Career Technical Education Committee has also focused its efforts on increasing completers or making adjustments to low completion CTE programs.



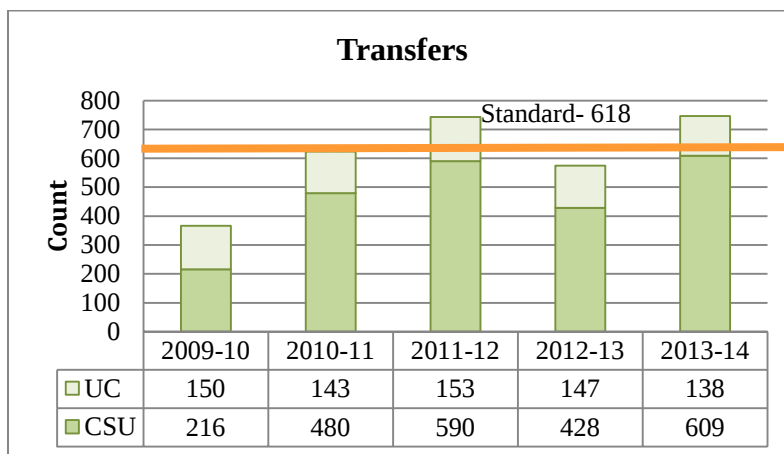
	2010-11	2011-12	2012-13	2013-14	2014-15	5 year average	Institution Set Standard	Goal 2016-17	Goal 2019-20
Associate Degree	725	722	689	804	885	785	722	729	736
Certificate of Achievement	568	888	732	890	778	772	260	895	903
Total	1,293	1,610	1,421	1,694	1,663	1,536			

The LAVC EMP and the Student Equity Plan include strategies to increase completions and address equity gaps in completion across various populations. Among completers, the majority are female, ages 20-29, Hispanic and White and receiving financial aid.

	2010-11		2011-12		2012-13		2013-14		2014-15	
Student Demographics	Associate Degree	Certificate of Achievement	Associate Degree	Certificate of Achievement	Associate Degree	Certificate of Achievement	Associate Degree	Certificate of Achievement	Associate Degree	Certificate of Achievement
Campus Total	725	568	722	888	689	732	804	890	885	778
Gender										
Female	466	412	461	616	454	462	519	571	581	526
Male	259	156	261	272	235	270	285	319	304	252
Age										
Less than 20 years old	32	58	31	66	30	39	30	60	25	52
20-24 years old	285	188	283	351	280	338	329	400	356	299
25-39 years old	305	208	286	302	264	242	308	284	350	271
40 or more years old	103	114	122	169	115	113	137	146	154	156
Race/Ethnicity										
Asian	118	57	97	85	75	67	91	74	99	77
Black/African-American	38	28	46	36	37	31	52	40	51	38
Hispanic	248	185	238	291	262	243	304	330	343	276
Native American/Alaskan	5	8	2	1	3	1	1	2	1	2
Native Hawaiian/PI	1	1	1	2	1			1	2	1
White	212	203	231	326	221	285	247	329	271	272
Two or More Races	32	20	39	54	39	38	55	64	72	71
Unknown	71	66	68	93	51	67	54	50	46	41
Financial Status										
No Aid	278	217	285	349	233	283	248	321	297	315
BOGG Only	183	126	150	159	172	161	194	194	241	170
PELL Only	8	3	22	33	10	13	28	51	40	44
BOGG+PELL	256	222	265	347	274	275	334	324	307	249
Campus Total	725	568	722	888	689	732	804	890	885	778

Transfers

LAVC has increased the number of UC and CSU transfer in the most recent academic year after a few years of fluctuation. The College is working on several initiatives to increase the number of transfer-prepared students such as the Math STEM grant and increasing the number of transfer awards available to students. UC and CSU institutions remain impacted and transfer from the community colleges are affected as a result. Despite those trends, LAVC strives to increase the number of transfers to these institutions.



*2009-2010 represents an outlier due to reporting errors for LAVC transfers to CSUN, LAVC's top transfer institution, in particular.

Organization of the Self Evaluation Process

Over the past two years, Los Angeles Valley College has been engaged in dialogue and research to examine our institution and assess how we are doing. The Accreditation Liaison Officer (ALO), Faculty Accreditation Chair and Dean of Institutional Effectiveness guided our efforts, meeting weekly to assess progress and plan next steps. They began by recruiting tri-chairs (consisting of an administrator, a faculty member, and a classified staff member) to lead the 11 standards committees. An Executive Steering committee of campus leaders met periodically to examine the findings and solidify the action plans and contents of the Quality Focus Essay.

Accreditation mega-meetings, town halls, and emails kept the college community apprised of activities and invited participation. The process was collegial and productive, with all constituencies represented. The standards committees were called “teams” to create a feeling of teamwork and cooperation. When issues were discovered, the teams came up with constructive ideas to address them. The process was truly a group effort. The report is an accurate appraisal of our College, a chronicle of where we have been, and a vision of where we hope to go.

LAVC Self Evaluation Timeline

Spring 2014	Selection of tri-chairs and recruitment of team members, meetings to organize and train the chairs and teams, attended an ACCJC training held for all District colleges
Summer 2014	Teams begin work on self-evaluation, SharePoint site set up
Fall 2014	Accreditation survey sent out, interactive activity on Opening Day, mega-meeting in November, teams gather evidence and write narrative, drafts due in December
Spring 2015	All-team meeting to fill in gaps and compile action projects for the QFE, forum held in February, drafts due March 30, teams review and approve edited versions, Steering Committee meets in April.
Summer 2015	IEC retreat to discuss the QFE, accreditation activity at Staff Enrichment Day, presentation made to ASU Board, draft of report prepared for campus community review
Fall 2015	Report disseminated for review and input, two town halls held, final report approved by the Senate, IEC, and Board of Trustees
Spring 2016	Prepared for the ACCJC Evaluation Team site visit in March

Executive Steering Committee

Dr. Erika Endrijonas, College President Karen Daar, Vice President, Academic Affairs, ALO Mike Lee, Vice President, Administrative Services Florentino Manzano, Vice President, Student Services Michelle Fowles, Dean, Institutional Effectiveness	Deborah Kaye, Faculty Accreditation Chair Josh Miller, President, Academic Senate Larry Nakamura, AFT College Faculty Guild Cyndi Maddren, AFT Staff Guild
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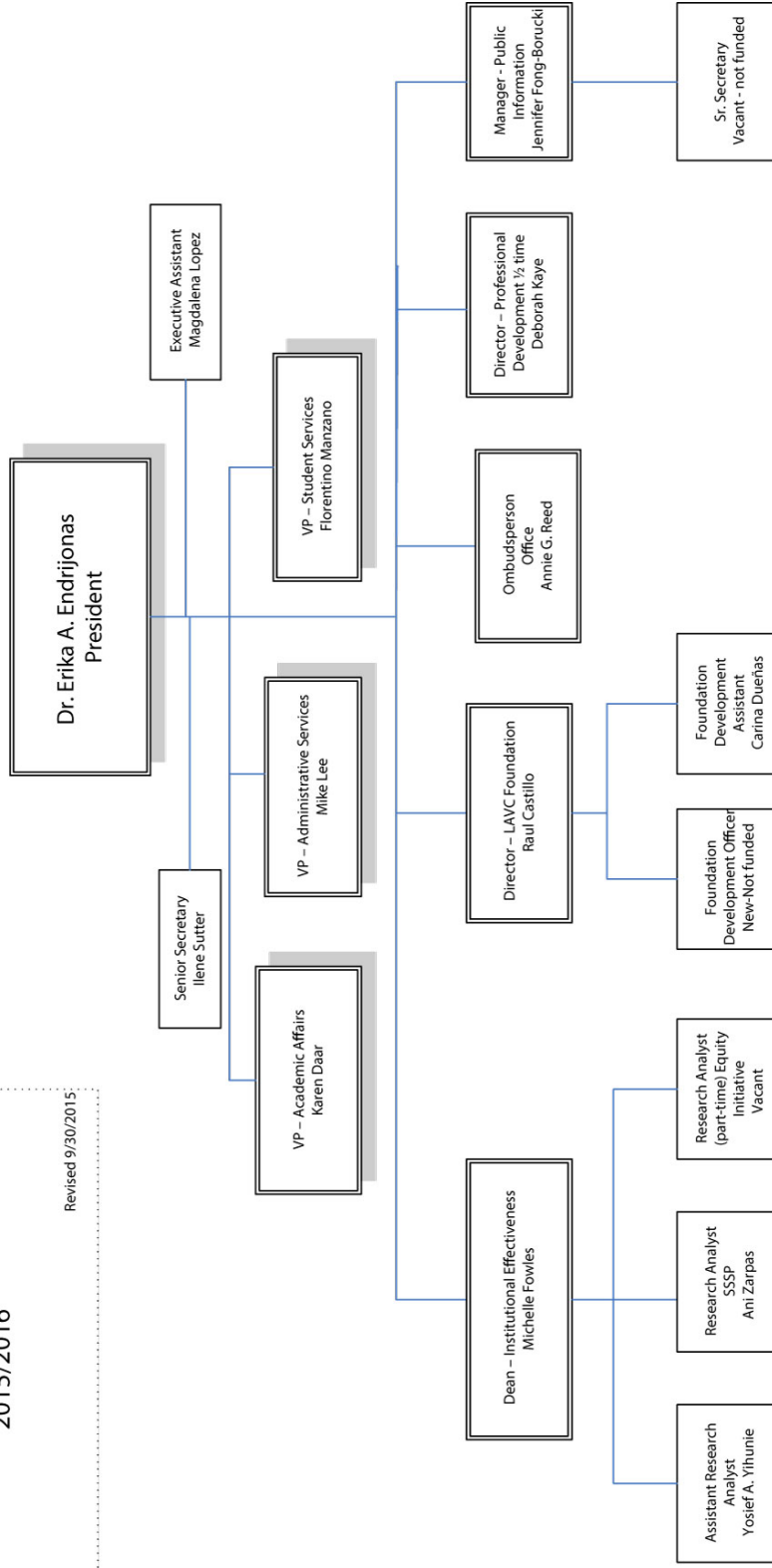
Accreditation Self Evaluation Tri-Chairs & Team Members

I.A. Mission Administrator: Dave Green, Associate Dean Staff: Maria Real/Lizette Lopez Faculty: June Miyasaki I.B. Assuring Academic Quality and Institutional Effectiveness Administrator: Deborah diCesare, Dean Staff: Carlos Flores Morejon Faculty: Rebecca Stein Michael Atkin, Manager Elmida Baghdaserians, Faculty Brown, Beth, Adjunct Faculty Reginald Hubbard, Faculty Maggie Lopez, Classified Staff Tyler Prante, Faculty Kelly Rodriguez. Student Amadeo Quilici, Faculty Luz Shin, Faculty I.C. Institutional Integrity Administrator: Liz Negrete, Dean Staff: Julia Mendoza Vasquez Faculty: Tracey Dickson-Baca Louis Jones, Adjunct Faculty La Vergne Rosow, Faculty Joseph Thomas, Classified Staff II.A. Instructional Programs Administrator: Matt Jordan, Dean Staff: Chauncey Maddren Faculty: Rebecca Frank Karen Daar, Administrator Vic Fusilero, Faculty Amena Jannat, Student Anita Martinez, Faculty Keidra Morris, Faculty Christian Nova, Faculty Tasos Sioukas, Faculty II.B. Library and Learning Support Services Administrator: Rudy Besikof, Dean Staff: Chana Held Faculty: Scott Weigand Dora Esten, Faculty Meghan Gaynor, Faculty Lydia Letona, Adjunct Faculty	II.C. Student Support Services Administrator: Sherri Rodriguez, Dean Staff: Veronica Enriquez Faculty: Margaret Sarkisyan Gabriela Caballero, Classified Staff Jim Fenwick, Faculty III.A. Human Resources Administrator: Tom Aduwo, Classified Manager Staff: Yasmin Aviles Faculty: Rick Murray Luke Davis, Classified Manager III.B. Physical Resources Administrator: Tom Lopez, Classified Manager Staff: Israel Ortiz Faculty: Meredith Leonard III.C. Technology Resources Administrator: Laurie Nalepa, Dean Staff: Claudette Bentley Faculty: Gregory Morrison John Altounji, Adjunct Faculty Vernon Bridges, Classified Manager Gerald Clark, Faculty Jerzy Gorecki, Classified Staff Doug Marriott, Faculty Lyn Robinson, Adjunct Faculty III.D. Financial Resources Administrator: Raul Gonzalez, Assoc. VP Staff: Dorothy Bates Faculty: Larry Nakamura Violet Amrikhas, Classified Manager Vernon Bridges, Classified Manager Raul Castillo, Foundation Director Mary John, Classified Manager Hao Xie, Chief Financial Officer IV.A. Decision Making Roles and Processes IV.B Chief Executive Officer Administrator: Annie G. Reed, Associate Dean Staff: Cyndi Maddren Faculty: Josh Miller Erika Endrijonas, College President
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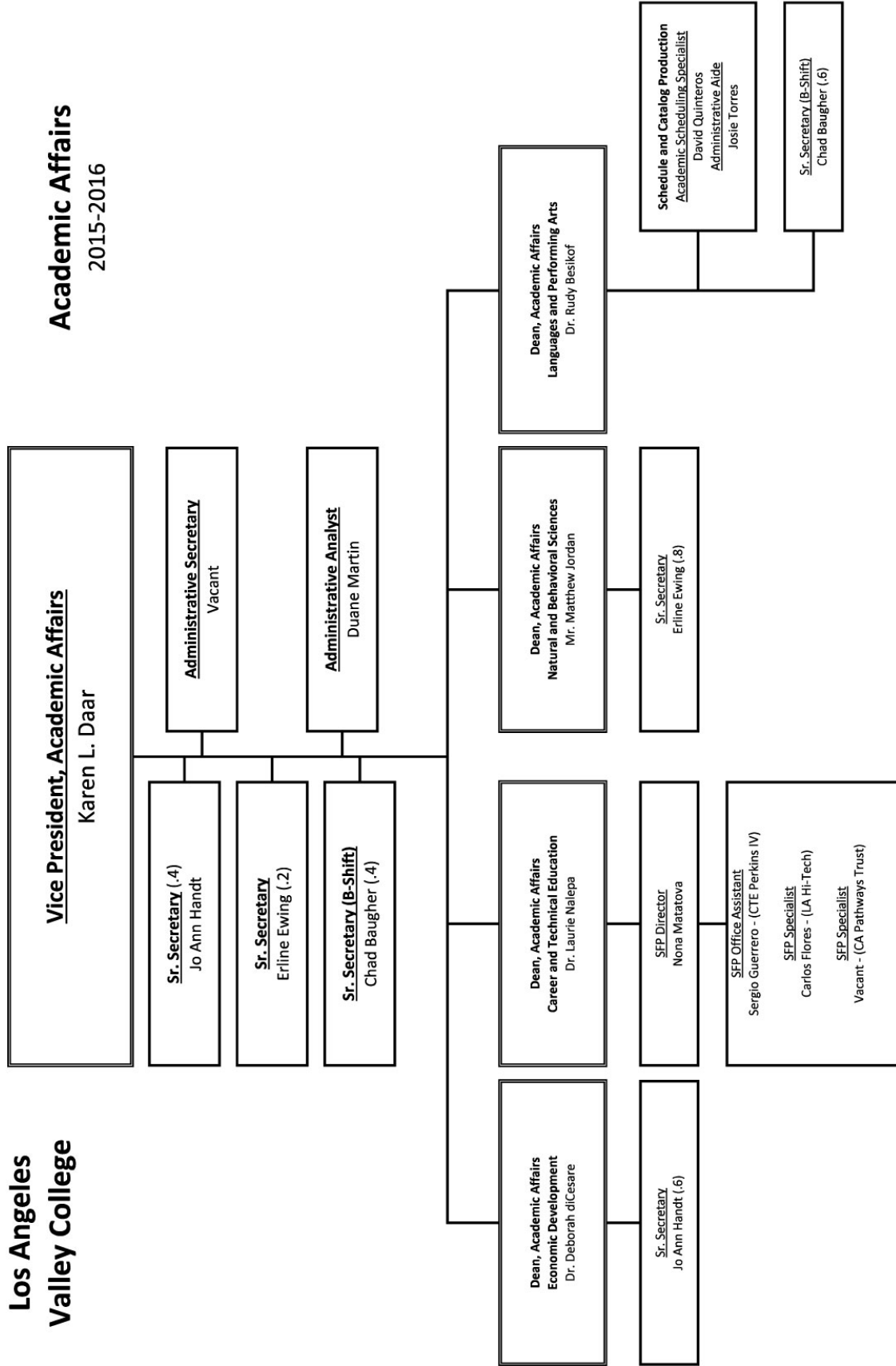
LOS ANGELES VALLEY COLLEGE
ORGANIZATIONAL STRUCTURE
2015/2016

Revised 9/30/2015

EXECUTIVE DIVISION

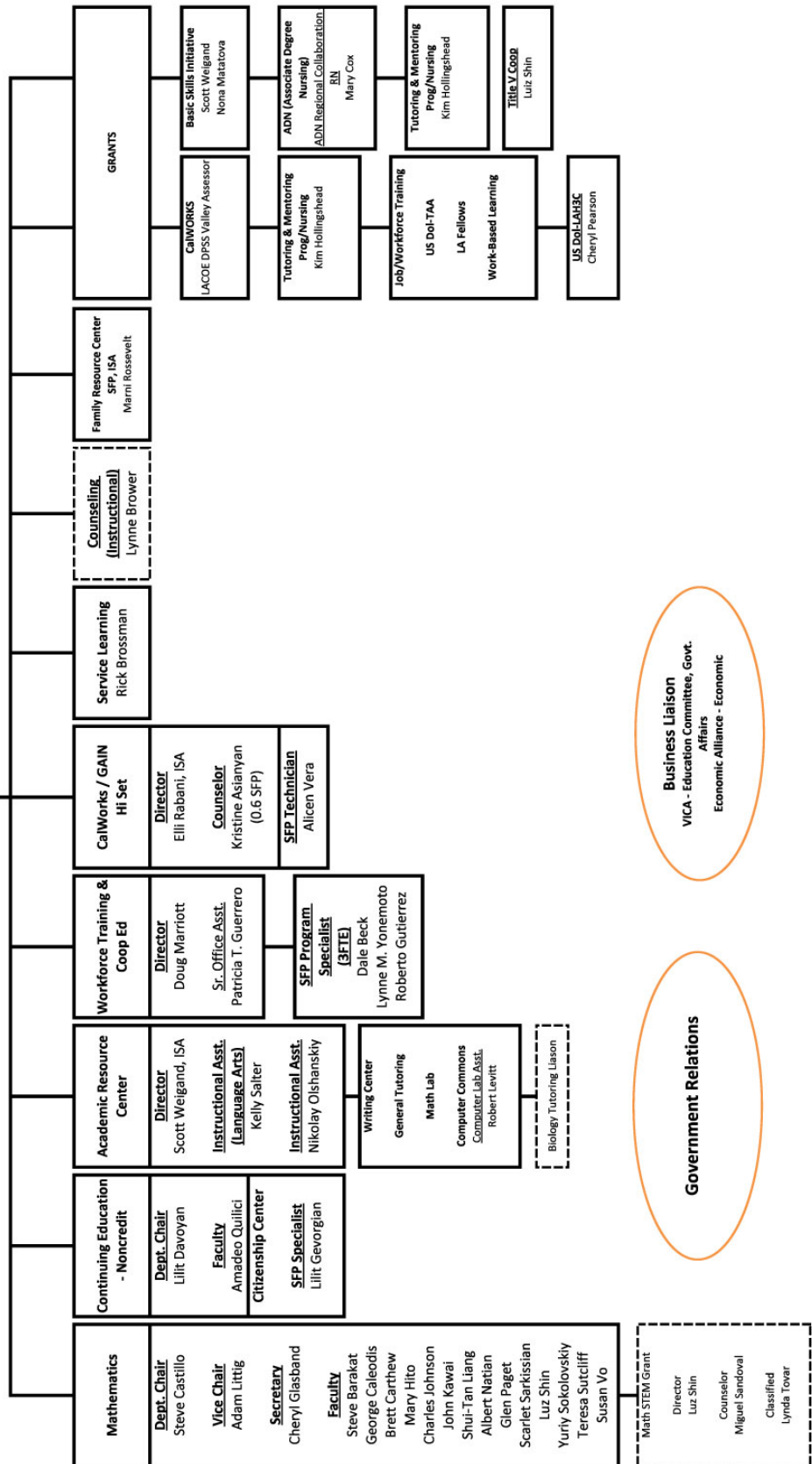


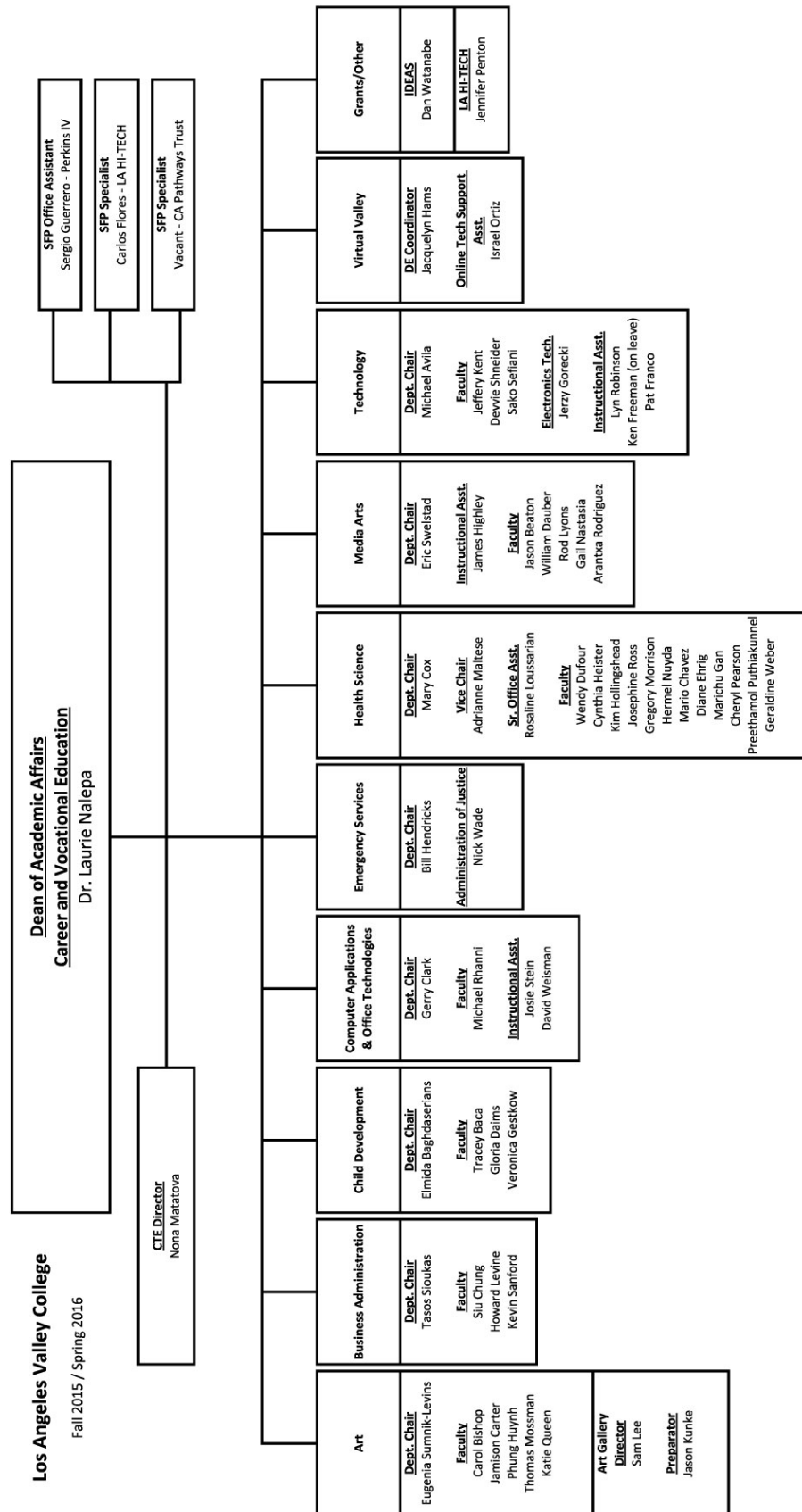
Monday, October 26, 2015

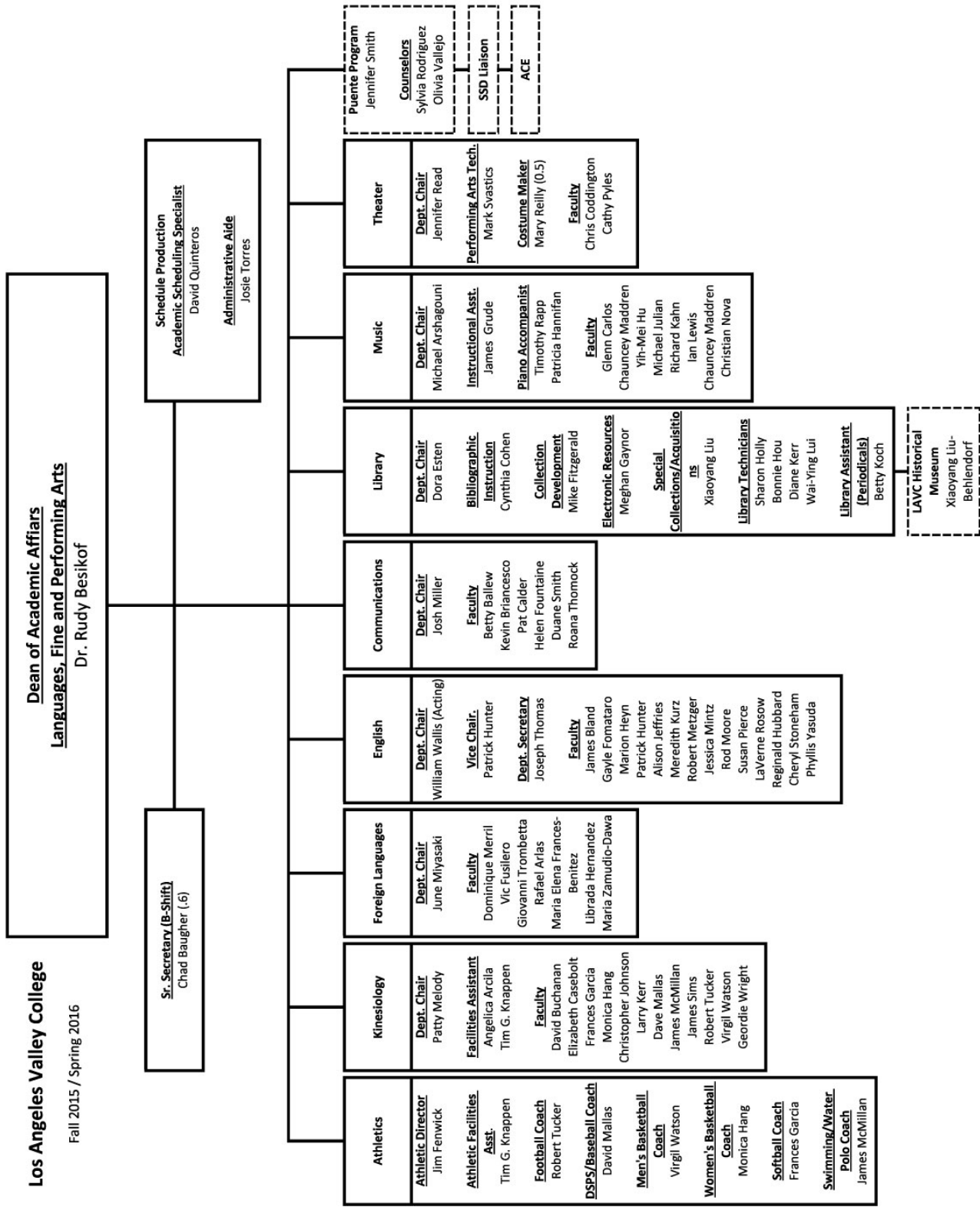


Fall 2015 / Spring 2016

Sr. Secretary
Jo Ann Handt (.6)







Los Angeles Valley College

Fall 2015 / Spring 2016

Dean of Academic Affairs Natural and Behavioral Sciences

Matthew Jordan

Sr. Secretary
Erline Ewing (.8)

Catalog Production

Curriculum

Chemistry/Physics

Dept. Chair
Theodore Fickel

Chemistry Lab Techs.
Joshua Saffren
Edmond Anderiassian
(.5) B-shift

Physics Lab Tech.
Gabriel Lucero

Faculty

Woodrow Elias
Elizabeth Friedman
Lucas Haley
John Milligan

Biological Sciences

Dept. Chair
Sara Huang

Dept. Secretary
Chana Held

Science Techs.
Enrique Aniceto
Lori Hess

Albina De Santiago (B-shift)

Faculty

Pamela Byrd-Williams
Suzanne Baldwin
Ericka Brockmann
Joseph Frantz
Becky Green-Marroquin
Estenia Haley
Gary Kovnat
Larry Nakamura
Lynn Polasek
Lisa Zung

Earth Science

Dept. Chair
Jacquelyn Hams

Faculty
David Falk
Donald Gauthier
Meredith Leonard

Anthropology

Dept. Chair
Rebecca Stein

Dept. Secretary
Joseph Thomas

Faculty
Rebecca Frank
Eugene Scott

Philosophy & Economics

Dept. Chair
Tyler Prante

Faculty
Ercument Aksoy
Zachary Knorr
Chris Pallotti
Nathan Placencia

Psychology

Dept. Chair
Ron Mossler

Faculty
Ruby Christian-Brougham
Harry Fink
Ali Ghassemi
Roman Grattreks
Christina Peters
Cherine Trombley

Sociology & Ethnic Studies

Dept. Chair
Tiffany Lanoix

Faculty
Ruben Mendoza
Keidra Morris
Pete Lopez
Sally Raskoff
Laura Scott
Darby Southgate

History/Humanities/Law/Political Sciences

Dept. Chair
Michelle Lewis

Faculty
Rose Frummond
Rick Murray
Deanna Heikkinen
Anthony O'Regan

Transfer Alliance Program (TAP)
Laura Scott

LOS ANGELES VALLEY COLLEGE
STUDENT SERVICES
2015-2016
NOVEMBER 2015

STUDENT SERVICES
VICE PRESIDENT
FLORENTINO MANZANO
0003-1FTE

ADMINISTRATIVE SECRETARY
FRANCES HURWIT
0443-1 FTE

STUDENT SUCCESS AND SUPPORT SERVICES
DEAN
MARCO J. DE LA GARZA
0010 - 1FTE

SENIOR SECRETARY
VACANT
0000 - 1FTE

ADMINISTRATIVE ANALYST
VACANT
0000 - 1FTE

SPECIAL PROGRAMS
DEAN
SHERRI RODRIGUEZ
8197 - 1FTE

STUDENT SERVICES
DISCIPLINE/OMBUDSPERSON
ASSOCIATE DEAN
ANNIE GOLDMAN REED
0000-1 FTE

STUDENT LIFE
DEAN
M. ELIZABETH NEGRETE
0014 - 1FTE

COUNSELING
CHAIR
LYNNE BROWER 0000-1FTE
STUDENT SERVICES ASST-SSSP
RICHE ARIUABO 0000-1FTE
OFFICE ASSISTANTS (2.0)
SELMA COHEN - A SHIFT 0498-1FTE
ANTHONY AMEY - B SHIFT 0000-1FTE
COUNSELORS (8.6)
RICK BROGSMAN 0047-1FTE
FAY DEA 0043-1FTE
CLIVE GORDON 7743-1FTE
REGGIE REED 0044-1FTE
JOYCE ROMERO 0003-1FTE
MARGARET SARKISYAN 0000-1FTE
OLIVIA VALLEJO - 0000-8FTE
NEIL ROBERTS - 0000-8FTE
COUNSELORS - SSSP (4.5)
MICHAEL GOLD 0032-1FTE
ANN GEE 0045-1FTE
LILIANA FANELLI 0000-1FTE
ANDRES CRUZALEGUI 0000-1FTE
VACANT 0000- 5FTE
SFP - VATEA (5)
VACANT 0000-5FTE

ADMISSIONS & RECORDS
REGISTRAR
ASHLEY DUNN 0000-1FTE
SENIOR A&R SUPERVISORS
VACANT 0448-1FTE
ANNA CHESHMEDZHYAN 0447-1FTE
A & R ASSISTANTS
A SHIFT
VACANT 0465-1FTE
VACANT 7506-1FTE
JOSE MONTES 0481-1FTE
VACANT 0468-1FTE
LIZETTE CARBALAL 0473-1FTE
JAMES YU 0472-1FTE
JUAN AVALOS 0478-1FTE
B SHIFT
ANNA PALUY 0476-1FTE
MARIA THERESA VELA 0479-1FTE
AMANDA NEVAREZ 0477-1FTE
MARGARIT PETROSOSYAN 0480-1FTE
CLAUDIA FIORE 7508-1FTE
SERGIO NAKAGAMEKU 0468-1FTE
A&R EVALUATORS
SUE HOULT 0462-1FTE
MARSHA RESPESS 0463-1FTE
CHRISTINE TEMPLE 0464-1FTE
A&R EVALUATOR - SSSP
VACANT - 0000-1FTE

FINANCIAL AID
MANAGER
VERNON BRIDGES 0650-1FTE
SENIOR OFFICE ASST.
JESSICA VALEZ 0426-1FTE
VACANT 7844-1FTE
SR. ACCTG. TECHNICIAN -A SHIFT
IRINA YELENSKAYA 8143-1FTE
ACCTG. TECHNICIAN -B SHIFT
TATYANA GOLOVATSKY 0405-1FTE
SUPERVISORS
SILVIA DIAZ 7807-1FTE
LORENA SORIANO 0449-1FTE
TECHNICIANS
A SHIFT
ARPINE MALLUMYAN 0453-1FTE
VACANT 0456-1FTE
VACANT 0450-1FTE
YELENA MAYILYAN 7810-1FTE
ALMA SANCHEZ 7804-1FTE
MARINA OGANESEYAN 8092-1FTE
APTS/VK KHACHATRYAN 7862-1FTE
B SHIFT
DAVID JENKINS 0461-1FTE
JOSEPHINE GALLEGO 0455-1FTE
CONNIE KAWAGUCHI 8093-1FTE
ANDRES GUERRERO 7757-1FTE
HASMUK MANUCHARYAN 7819-1FTE
ASSISTANTS
MARCUS ANASTASI 0460-1FTE
VACANT 0542-1FTE
MARK BERGQUIST 0458-1FTE
VACANT 0457-1FTE
VACANT 7757-1FTE

EOPS/CARE/CAAFES
SENIOR OFFICE ASSISTANTS
VACANT 0000-1FTE
STUDENT SERVICES ASSISTANT
VENONICA ENRIQUEZ 0525-1FTE
COUNSELORS
JULIA VARGAS LUEBA 0038-1FTE
JESSICA ARALDO- COCS-1FTE
ANNA MUSHEGYAN 0037-1FTE
TRIO/STUDENT SUPPORT SERVICES
DIRECTOR
BARBARA SCHNEIDER 0624-1FTE
COUNSELOR
GABRIELA CABALLERO 0081-1FTE
OFFICE ASSISTANT
ADRIANA SANCHEZ 0000- 5FTE
TRIO/UPWARD BOUND MATH-SCIENCE
DIRECTOR
JULIA MENDOZA 0000-1FTE
VACANT 0000-1FTE
UB-UBMS TECHNICIANS
ROBERTA CELIS 0000-1FTE
OFFICE ASSISTANT
ADRIANA SANCHEZ 0000-1FTE

DSPS/SERVICES STUDENTS WITH DISABILITIES
ASSOCIATE DEAN
DAVE GREEN 7881-1FTE
SPECIAL SERVICES ASSISTANT
DAVID VALENTINO 0620-1FTE
INST. ASST. ASSISTIVE TECH.
CASEY NORDBERG 1578-1FTE
DISABILITY SPECIALIST
VACANT 0086-1FTE
ADAPTED PE INSTRUCTOR
DAVID MALLAS 0000- 83
LEARNING DISABILITY SPEC.
SHEYDA MELKONIAN 0734-1FTE
COUNSELORS
ELIZA UZUNYAN 0030-1FTE
KATIE TEJEDA-MAY 0031-1FTE

STUDENT EQUITY
COORDINATOR
LANET MARTIN 0000-1FTE
GUARDIAN SCHOLARS
COORDINATOR
ALEX OJEDA 0000-4FTE

CHILD DEVELOPMENT CENTER
DIRECTOR
VACANT 0023-1FTE
STUDENT SERVICES ASST.
DOROTHY BATES 0626-1FTE
TEACHERS
VACANT 0024-1FTE
VACANT 0026-1FTE
CATHY GISH-PERSI 0025-1FTE
VACANT 7816-1FTE
ASSOCIATED STUDENT UNION
TITLE IX
STUDENT HEALTH CENTER
STUDENT PSYCHOLOGICAL SERVICES

District-College Functional Map: Responsibilities for Accreditation Standards

The responsibilities for meeting Accreditation Standards are delineated in the District-College Functional Map, which designates each as primary, secondary, or shared.

Click here for the [Evidence\Other\District College Functional Map.pdf](#).

Functional Area Maps: District/College Division Responsibilities

The functional relationship between the Los Angeles Community College District and its nine colleges is clearly delineated in the Functional Area Maps, which are part of the LACCD District Governance and Functions Handbook. The maps clarify responsibility for district-level processes and functions, including:

- Functional Areas
- Accreditation Standard that each supports
- Constituents
- Which functions are college responsibilities, district responsibilities, and shared responsibilities

Click here for the [Functional Area Maps](#).

LACCD Organizational Charts

Click here for the [District Org Charts](#).

Analysis and Evaluation of the Division of Responsibilities in the Functional Areas

The District has procedures in place for the colleges to provide input on the delineation of functions. The appropriate groups (e.g., the VPSS, VPAA, VPAS Councils, college representatives on the District Planning and Accreditation Committee) get together to discuss delineation of duties and provide feedback on the current division of duties. The personnel working in college offices provide useful feedback on the delineation of duties and are aware of which duties are carried out by the District and which are the responsibility of the colleges.

While the collection of feedback is sufficient and awareness of the delineation of duties is clear to those who work in college offices, some may not know how other divisions function. While communication is always a challenge, it would be beneficial to build upon this strong foundation of providing feedback by ensuring that information is shared across various operations.

Compliance with Eligibility Requirements

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 60 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, 52 Certificates of Achievement, 13 Skills Certificates, and 11 Noncredit Certificates of Completion ([ER.1 Educational Programs, 2015-16 LAVC Catalog](#)). 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 ([ER.2 President's Bio](#)). Her full-time responsibility is to serve as the chief executive officer of the College. She is given authority by the Board of Trustees in 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: [Link to LACCD External Audits](#). 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.

ELIGIBILITY REQUIREMENTS #6 THROUGH #21 ARE ADDRESSED IN THE SELF EVALUATION REPORT

Compliance with Commission Policies

Policies on Rights and Responsibilities of the Commission and Member Institutions

The College solicited third party comment on its self-evaluation report in fall 2015 by holding several open forums ([CP.1 Town Halls](#)), emailing the report to the campus community, and posting it on the College website. The College President also sent out a Survey Monkey to the campus to solicit feedback ([CP.2 Email Soliciting Feedback](#)). The Board of Trustees held a public meeting at the College to review the report on October 30, 2015 ([CP.3 Board IESS Agenda](#)). The agenda included public comment and was posted on the District website. The College will cooperate with the visiting evaluation team if follow-up is required related to third party comments.

Policy on Institutional Degrees and Credits

The College conforms to commonly accepted standards and practices for awarding credits and degrees. Board Rule 6201.10, Unit Requirement, codifies the minimum accepted program length for an associate degree as “60 semester units of course credit in a selected curriculum” ([CP.4 Board Rule 6200](#)). The Valley College Curriculum Committee reviews all new degree proposals as well as degree revisions and confirms that the degrees meet this minimum unit requirement. Procedures for determining a credit hour have been determined by the California Community Colleges Chancellor’s Office and are published in its [Program and Course Approval Handbook](#). Units of credit for coursework at LAVC follow these established guidelines which maintain that on unit of credit is awarded for each three hours of student learning time per week in a term. The specific relationship of units to hours for each course is visualized in a grid on the course outline of record ([CP.5 Sample Course Outline](#)). The Valley College Curriculum Committee reviews all course outlines to verify that unit-to-student-learning-hour ratios are correct. The College does not offer courses based on clock hours or direct assessment programs.

Policy on Transfer of Credit

Transfer policies are made available to students and the public through the LAVC Catalog ([CP.6 LAVC Catalog Transfer Requirements](#)), the Catalog’s addendum ([CP.7 Associate Degree for Transfer Addendum](#)), the College website ([CP.8 Transfer Requirements page](#)), and the Schedule of Classes ([CP.9 Transfer Information Spring 2016 Schedule](#)). Policies in regard to advanced placement examinations, College Level Examination Program, and military credit are also disclosed in these publications.

Counseling faculty and graduation evaluators, in consultation with department chairs, review courses when there are questions regarding equivalency of courses from other institutions. LAVC’s Career Transfer Center encourages students to utilize the website information in order to access current transfer information. The Center holds regular events to help students understand transfer requirements ([CP.10 Transfer Events Calendar](#)).

Policy on Representation of Accredited Status

See Policy on Student and Public Complaints against Institutions below.

Policy on Distance Education and on Correspondence Education

All courses offered in the distance education delivery mode are of the same quality and have the same accountability and focus on learning outcomes as other LAVC courses. They go through the same established curricular process and have the same clearly defined SLOs as face-to-face courses, and students are assessed for their achievement.

Policies regarding what differentiates a DE class from a correspondence course are set by the Distance Education Subcommittee of the Academic Senate's Curriculum Committee and the Campus Distance Education Committee. DE courses are not approved unless they meet these requirements, which include regular and substantive interaction between the instructor and students, initiated by the instructor, and online activities that are part of the students' grades ([CP.11 DE Course Approval Guidelines](#)). Faculty performance is evaluated to ensure quality instruction and that the DE guidelines are met.

LAVC verifies student identity with a secure log-in and password. To take a distance education course, a student must go through the LAVC admissions process and receive a student ID number. The username and password used to access the course are based on the ID number and student's date of birth ([CP.12 Online Registration](#)).

The College's technology infrastructure is sufficient to maintain the DE program. Students have access to online services and assistance from [Virtual Valley](#), which offers resources for faculty ([CP.13 Virtual Valley Faculty Resources](#)) and students ([CP.14 Virtual Valley Student Resources](#)). The DE Coordinator supports faculty in using the course management system and creating the appropriate elements of the course. Students can access student services (e.g., registration, financial aid, orientation) and educational resources (e.g., library research databases, posted materials from the Writing Center). In fall 2015, LAVC began offering online tutoring to students in DE and hybrid classes (See Standard II.B).

Policy on Student and Public Complaints against Institutions

LAVC has clear policies and procedures for handling student complaints, which are accessible to students in the College Catalog and on the College website.

Policies and procedures for filing complaints as well as access to complaint forms and instructions are posted on the College website under [policies](#) as well as under Complaints on the [Current Students tab](#). Divisions post information on filing complaints on their web pages:

- [Academic Affairs](#)
- [Administrative Services](#)
- [Student Services](#)

The College Ombudsperson handles [complaints for students](#) as well as [issues for employees](#). Complaints for allegations of unlawful sexual harassment/discrimination are handled solely by the [District Office for Diversity, Equity, and Inclusion](#). Information on how to file a complaint for any of these issues is located on the Ombudsperson's page on the College website under [District compliance](#). Complaints relating to [Title IX Compliance](#) are posted on the College website as well.

The College maintains files of student complaints in all four divisions (Academic Affairs, Student Services, Administrative Services, and Office of the President). The student complaint files since the last comprehensive evaluation are available in those offices as well as from the [District Office for Diversity, Equity and Inclusion](#). The files provide evidence that the complaint policies and procedures were appropriately implemented.

LAVC posts provides contact information for filing complaints with the agencies that accredit the college and its programs ([CP.15 LAVC Accreditation webpage](#)). This information is also located in the College Catalog (page 1) and the Schedule of Classes (page 3). Information on the agencies that accredit our [Nursing](#) and [Respiratory Therapy](#) programs is also posted on these programs' webpages.

Policy on Institution Advertising, Student Recruitment, and Representation of Accredited Status

The College provides accurate, current, and detailed information to students and public about its programs and policies on its website and in its College Catalog. It posts information on its accredited status on its Accreditation page ([CP.15 LAVC Accreditation webpage](#)), which is one click away on the [LAVC homepage](#).

Policy on Contractual Relationships with Non-Regionally Accredited Organizations

The College does not have any contractual relationships with non-regionally accredited organizations.

Policy on Institutional Compliance with Title IV

LAVC adheres to various strategies to prevent loan defaults. Its loan application form helps students make informed borrowing decisions and understand their obligations as borrowers; it also serves to discourage them from defaulting ([CP.16 Student Loan Request Form](#)). The College provides in-house guidance in Entrance and Exit Loan Counseling sessions, which are mandatory for loan applicants. Financial Aid checks for previous loan history to ensure students have not already exceeded any aggregate loan amounts as mandated by the U.S. Department of Education.

In the fall 2015 semester, the District instituted a second exclusion roster, the Active Enrollment Roster (AER), which was created to help resolve the problem of students who have stopped attending classes but have not withdrawn officially collecting financial aid. These rosters will help to ensure the College is not responsible for repaying unearned financial aid ([CP.17 Active Enrollment Roster message](#)). The California Community Colleges Chancellor's Office has entered into an agreement with a private firm to consult with the community colleges on default management ([CP.18 Authorization of Contract](#)). LAVC will be participating in this program.

LAVC's current default rate is 15.3 percent ([CP.19 Cohort Loan Default Rates](#)), an improvement over the previous rate of 18.8 percent. The College is in the process of finalizing its official Default Prevention Program.

The College does not have any contractual relationships to offer or receive educational, library, or support services.

EVIDENCE LIST FOR ELIGIBILITY REQUIREMENTS
AND COMPLIANCE WITH COMMISSION POLICIES

[ER.1 Educational Programs, 2015-16 LAVC Catalog](#)

[ER.2 President's Bio](#)

[CP.1 Town Halls](#)

[CP.2 Email Soliciting Feedback](#)

[CP.3 Board IESS Agenda](#)

[CP.4 Board Rule 6200](#)

[CP.5 Sample Course Outline](#)

[CP.6 LAVC Catalog Transfer Requirements](#)

[CP.7 Associate Degree for Transfer Addendum](#)

[CP.8 Transfer Requirements page](#)

[CP.9 Transfer Information Spring 2016 Schedule](#)

[CP.10 Transfer Events Calendar](#)

[CP.11 DE Course Approval Guidelines](#)

[CP.12 Online Registration](#)

[CP.13 Virtual Valley Faculty Resources\)](#)

[CP.14 Virtual Valley Student Resources](#)

[CP.15 LAVC Accreditation webpage](#)

[CP.16 Student Loan Request Form](#)

[CP.17 Active Enrollment Roster message](#)

[CP.18 Authorization of Contract](#)

[CP.19 Cohort Loan Default Rates](#)

STANDARD I.A MISSION

I.A.1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.

Evidence of Meeting the Standard

LAVC's broad educational purposes are described in its mission, vision, and core values ([I.A.1 LAVC Mission, Vision, and Core Values](#)):

MISSION STATEMENT

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

VISION STATEMENT

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

CORE VALUES

Student Success and Innovation in Teaching and Learning

The college creates a learning-centered environment that offers a broad range of academic programs and services in an atmosphere of academic freedom and collaboration responsive to students, faculty, staff, and the community. Los Angeles Valley College encourages each student to successfully complete all courses attempted, persist from term to term, and fulfill his or her educational goals.

Mutual Respect, Diversity, and Access to Education

The college promotes access to educational opportunities for all in a welcoming, supportive, and respectful environment that provides a place for critical thinking, learning, and personal growth.

Resourcefulness and Environmental Stewardship

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

The mission is appropriate for a degree-granting institution of higher education as it specifies pathways for certificates, degrees, transfer, and continuing education. Its core commitments are the guiding principles that support the College in accomplishing its mission. These statements convey the College's commitment to access, success, quality educational programs, a rich campus life, diversity, and concern about the environment. A detailed analysis of LAVC's service community and demographics – the constituency it serves --is provided in the Educational Master Plan (EMP), which is based on the College's mission statement. EMP objectives state the College's commitment to student learning and achievement.

[Fulfills Eligibility Requirement 6.]

Analysis and Evaluation

The mission states that the College serves “as a leader in student success,” and that LAVC empowers its students to “be productive and engaged members of the global community.” These statements speak to LAVC’s commitment to student success and achievement.

1.A.2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

Development of the College’s 2014-2020 EMP began with its annual evaluation of the mission statement, which is the philosophical description of what the College strives to be and sets the groundwork for the data to be reviewed during development of the EMP’s goals and objectives. In turn, implementation of each objective is monitored annually to assure the College continues to meet its mission. The EMP contains quantitative and qualitative data used to analyze effectiveness. Data delineates the demographics of our student population -- their socio-economic and educational backgrounds, primary languages, gender, and trends in enrollment.

The program review process demonstrates how effectively the College is fulfilling its mission. A voluminous amount of achievement and survey data is reviewed by each academic unit. Profile and enrollment data can be found on the [Institutional Effectiveness webpage](#). Each unit going through the comprehensive program review process is required to develop its own mission statement, explaining the purpose of its program, and stating in the module how it supports the institutional mission. Thus, review of all of the units’ enrollment, student success/achievement, and SLO assessment data helps the College determine that it is accomplishing its overall mission. Achievement and SLO assessment data allow the College to analyze how each unit/department improves student learning, major component of the EMP.

In addition, the program review process includes review of multiple modules by shared governance committees, which are tasked with identifying patterns, themes, and trends to inform institutional decision making ([I.A.2 Program Review Module Evaluation](#)). Where appropriate, these reviews include priorities for actions to be considered by the IEC ([I.A.3 EPC Review of Annual Goals Summary Report 2014](#)). Departmental and services goal trends provide insight on areas the College should focus its efforts on during the next several years and are reflected in the EMP.

Approved initiatives and plans provide the basis for actions in meeting the educational needs of students and further meet the College’s mission. For example, the Technology Committee review of the technology annual plan modules reflects trends in the Technology Plan ([I.A.4 Tech Committee Annual Plan Report](#)). Once funding became available, needs such as updating instructional computers and software were met because they were identified in the Technology Plan as institutional priorities to ensure student success ([I.A.5 Block Grant and Prop 20 Funding](#)).

The Office of Institutional Effectiveness publishes key achievement data for students, disaggregated by delivery format and demographic characteristics at the course and institutional levels ([I.A.6 LAVC Success and Retention Report 2009-2015](#)). The College also publishes reports from accountability agencies such as the IPEDS Feedback Report, the Scorecard, and links to the State Chancellor's website, which hosts a variety of public data tools allowing for disaggregation and comparison. These are accessible on [OIE resources page](#). This data is analyzed and periodically presented to the College's Student Success Committee (SSC), Educational Planning Committee (EPC), and Institutional Effectiveness Council (IEC). These reports support institutional discussions on how the College is meeting its mission. The IEC reviews reports prior to be presented to the Board and discusses goals that need to be established. Scorecard data is also reviewed annually.

Surveys are regularly conducted among the student population to gather data, and this information is posted annually in the [Student Profile page](#) on the College website. This information has been used in determining which projects will support student access and institutional effectiveness. For example, data that 20 percent of entering students report "acquiring vocational/job related skills" as their primary goal for pursuing education at LAVC has been used to support bond construction projects, such as the expanded Child Development Center. This and other data regarding needed buildings was extensively reviewed and documented in all of LAVC's facilities master plans and updates, which support the College's Educational Master Plan and established a framework for the College's future, ensuring that facilities are provided to further accomplish the College's mission.

The College also regularly monitors its retention, success, persistence, and completions disaggregated by gender, age, and ethnicity to ensure steady progress toward meeting our three- and six-year institutional targets for student achievement (i.e. success, retention, degrees and certificates, and transfer) as well as to ensure that resources are provided to support those populations that may be struggling ([I.A.7 Viability Report Recommendations Spring 2013](#)). Recently, a great amount of data review was performed in creating the College's Student Equity Plan to direct LAVC on how to support underrepresented populations to advance their education, personal development, and quality of life as stated in the College's mission statement.

Data guides the College's support for programs such as TAP, EOPS, TRIO, and PUENTE, each of which helps students to complete pathways and be successful. Some of these programs request data annually for their evaluation and reporting. They are also required to analyze data for program review. Data was used to evaluate the effectiveness of our Achieving the Dream efforts ([I.A.8 AtD Database](#)). The College has institutionalized many of the programs that were developed as part of AtD, all of which have helped create pathways for certificates, degrees, and transfer ([I.A.9 PASS Institutionalization Report](#)).

Analysis and Evaluation

The Office of Institutional Effectiveness provides data, analysis, and assessment for planning, goal-setting, and decision-making. Although a great amount of data review has been used to support institutional decisions in regard to enrollment management, equity, and services to be offered to students, the College could benefit from making use of its existing shared governance structure to holistically and comprehensively review the integration of its efforts.

A preliminary review of reports and recommendations to the College's primary shared governance body, the Institutional Effectiveness Council (IEC), shows variation in terms of how data is presented in order to support a recommendation for institutional action. Similarly, in a review of minutes of primary shared governance committees, evidence of in-depth dialogue on data during discussions is uneven. The College suspects that this may be due to a lack of uniformity in data analysis that is presented through both motions to IEC and recommendations to change or update major planning documents. Recommendations to assess, measure, integrate, and address gaps in plans would be strengthened if the College ensured that all contributing constituencies are knowledgeable about the data resources available and how each can be used to support recommendations for improvement.

As an example, to further support its mission, the College would like to make greater strides in reaching its 2019-2020 persistence target, an increase of three percent from the baseline standard. Although each unit through program review assesses achievement leading to persistence and completion in each of its areas, the Student Success Committee (SSC) has not yet been directed to look at this information in its entirety nor has it received the professional development needed to recognize the core indicators to perform this review. Similarly, the Educational Planning Committee (EPC) is scheduled to assess the objectives in the EMP this year in order to further monitor progress on the fulfillment of the College mission; however, it is unclear whether or not members of the committee are aware of the successful models the College has for using data effectively in order to complete this task and definitively set College priorities. [See Action Project #1 in the Quality Focus Essay.]

The College uses data to inform all decisions related to the bond program, as noted in the 2013 ACCJC visiting team report, which confirmed that the College's Facilities Master Plan "is used to guide all processes associated with the bond program and physical resources" (p. 32) and that "The renovation of the campus has been grounded in the EMP and guided by the Facilities Master Plan following the passage of the most recent bond, Measure J, in 2008 (p. 33)" ([I.A.10 ACCJC Visiting Team Report 2013](#)). The BWG exercises oversight of campus construction and ensures that decisions regarding facilities are aligned with the Facilities Master Plan and support the students' educational experience. However, the College recognizes that it can make better use of its existing processes to enhance the learning environment. This includes ensuring that those shared governance committees directly responsible for monitoring the College learning environment also receive the professional development required to continue to make data-driven decisions. [See Action Project #1 in the Quality Focus Essay].

The College expects that the activities outlined in QFE Action Project #1 will allow participants on shared governance committees to more uniformly articulate strategies to innovate and increase dialogue on ways that LAVC can further meet its mission and ensure student learning and achievement is taking place throughout the College. In addition, an informed governance body will also be able to provide the resources necessary for the College to do a better job of measuring how effectively it is meeting its mission as well as how to direct its institutional priorities.

I.A.3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

The College Mission and Core Values shape the College's culture and are the basis for the EMP, which serves as the College's central planning document and establishes a clear set of performance measures to guide planning efforts. The EMP details all major academic and educational planning objectives to support its mission and institutional goals. Each objective listed in supporting institutional plans (e.g., Enrollment Plan, Equity Plan) is also aligned to a goal of the EMP.

To determine whether the College's educational programs meet the needs of its student population and support its mission, the College employs a regular cycle of program review. Each department and service is asked to provide a narrative on the purpose of its program and how its program mission supports the institutional mission ([I.A.11 Mission and History Modules](#)). Data on enrollment, success, retention, SLO assessment, and grade distribution is analyzed for each program and provide the basis for creating goals and supporting requests for additional resources. For example, program review modules for facilities and technology ask how expected improvements resulting from requests for resources relate to the EMP objectives ([I.A.12 Facilities and Technology Modules](#)). The staffing request module also asks how the staff member would support the program and the College goals as listed in the EMP. Each module is validated by a supervising dean and/or vice president and the VP prioritizes the requests based on how well each fulfills the College's mission. Specific modules are also reviewed by college planning committees to monitor institutional trends and make recommendations to the primary shared governance body.

Enrollment and completion data is continually monitored to guide decisions as to which courses to offer and at which times, as well as how many sections are optimal ([I.A.13 Sample Department Chair Scheduling Packet](#)).

Data showing completion and transfer rates help the College identify programs that will help students who are underprepared and non-English speaking to achieve completion. While English and math fundamentals, ESL, and non-credit courses have been increased to help this population, evidence suggests that LAVC needs to continue initiating programs that will improve these rates. This data, including persistence and retention rates, is included in the College's effectiveness reports ([I.A.14. LAVC 2014 College Effectiveness Report Presentation](#)).

The charge of the College's primary shared governance body, the IEC, is to ensure that the work of its planning committees implements the College's mission, vision, and goals and is consistent with them. Any time a planning committee sends a recommendation to the IEC for approval or the IEC submits a motion to the College President, it must provide a rationale that connects it to the EMP ([I.A.15 IEC Motion Form](#)). The connection to the mission and EMP is required on every Academic Senate motion form before the recommendation is submitted to the College President ([I.A.16 Senate motion/resolution form](#)). Committees make recommendations through the lens of the EMP and other relevant plans that pertain to their particular area. In addition, the

Grants Committee ensures that the submission of an application for a grant aligns with the EMP and is based on how the grant will help the College meet the objectives of its mission ([I.A.17 Grant Approval p. 2](#)). The mission statement is featured on all shared governance committee agendas ([I.A.18 Agenda template](#)).

Analysis and Evaluation

The College's Mission Statement and accompanying core values emphasize LAVC's commitment to student success and completion of students' educational goals. Planning and resource allocation emphasizes how and which courses and program are to be offered for each delivery system.

For the last several years, the College has been doing a better job of using its mission in decision-making through an emphasis on EMP goals to guide planning. All budget requests in program review and annual plans, from staffing to facilities to technology, must indicate how they are linked to EMP goals.

The habit of referencing the mission when making decisions has become standard protocol in college culture. Questions such as "How does this decision support our mission?" and "How does this decision impact student success?" come up over and over again, from minor to more critical decisions, such as prioritizing hiring and making budget cuts. Students have cited the mission statement to support their positions on issues such as smoking on campus. Since the last accreditation self-evaluation, the College has made great strides to link planning to budgeting using data through the annual plan process, which assists each department and program to plan and set goals that are directly aligned with the EMP.

I.A.4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.

Evidence of Meeting the Standard

In response to a 2007 ACCJC recommendation, the College developed written, institutionalized procedures for the regular review and revision of the mission statement, vision statement, and core values ([I.A.19 Process for the Review and Revision of the Mission Statement](#)). The EPC reviews the mission statement for appropriateness each spring semester. If changes are needed, the committee assigns the revisions to a workgroup. This process includes input from stakeholders (students, faculty, administrators, and staff), who are represented on the EPC. Changes must be approved by the Academic Senate and the IEC.

Based on feedback from a broad range of constituents, the current mission, vision, and core values were revised and went through the campus shared governance approval process in fall 2012. It was approved by the Board of Trustees in February 2013 ([I.A.20 Board Agenda and Minutes 2/6/13](#)).

The mission statement was again reviewed by the EPC in spring 2014 as a part of the development and adoption of the 2014-2020 Educational Master Plan. In spring 2015, the EPC, together with the Academic Senate, began a discussion about the current mission statement and its alignment to the EMP ([I.A.21 EPC Minutes March and April 2015](#)). The IEC has asked all its

committees to examine the current mission statement and provide feedback on how well it aligns with the EMP objectives and defines LAVC and what it does. It was thought that it might be helpful to add a brief student learning statement (e.g., “LAVC serves as a leader in student success and learning”) as well as revise the wording to clarify how the College honors this commitment to student achievement, for example, through the resources and tools provided. An alignment grid was created to serve as a discussion tool ([I.A.22 EMP Mission Alignment Matrix](#)).

The mission statement is published in the college catalog, schedule of classes, weekly college bulletin, the EMP, the Program Review handbook, Annual Plan modules, and [the College website](#). It is posted in buildings and offices on campus ([I.A.23 Posted Mission Statement](#)).
[Fulfills Eligibility Requirement 6]

Analysis and Evaluation

The College does a good job of publicizing its mission statement. After being approved in 2013, the mission statement was printed on 11 x 17 color posters and placed in various locations around campus.

The College adheres to its guidelines for the regular review of its mission statement.

EVIDENCE LIST FOR STANDARD I.A

[I.A.1 LAVC Mission, Vision, and Core Values](#)

[I.A.2 Program Review Module Evaluation](#)

[I.A.3 EPC Review of Annual Goals Summary Report 2014](#)

[I.A.4 Tech Committee Annual Plan Report](#)

[I.A.5 Block Grant and Prop 20 Funding](#)

[I.A.6 LAVC Success and Retention Report 2009-2015](#)

[I.A.7 Viability Report Spring 2013](#)

[I.A.8 AtD Database](#)

[I.A.9 PASS Institutionalization Report](#)

[I.A.10 ACCJC Visiting Team Report 2013](#)

[I.A.11 Mission and History Modules](#)

[I.A.12 Facilities and Technology Modules](#)

[I.A.13 Sample Department Chair Scheduling Packet](#)

[I.A.14. LAVC 2014 College Effectiveness Report Presentation](#)

[I.A.15 IEC Motion Form](#)

[I.A.16 Senate motion/resolution form](#)

[I.A.17 Grant Approval p. 2](#)

[I.A.18 Agenda template](#)

[I.A.19 Process for the Review and Revision of the Mission Statement](#)

[I.A.20 Board Agenda and Minutes 2/6/13](#)

[I.A.21 EPC Minutes March and April 2015](#)

[I.A.22 EMP Mission Alignment Matrix](#)

[I.A.23 Posted Mission Statement](#)

STANDARD I.B. IMPROVING INSTITUTIONAL EFFECTIVENESS

I.B.1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Faculty and staff engage in ongoing self-reflective dialog in department/division meetings as they review data and formulate improvements ([I.B.1 Math Dept. Meeting Minutes, 2/20/15](#)). For each assessment, an Assessment Report is submitted, detailing the assessment itself, the improvement plan, and how these will be shared with members of the discipline ([I.B.2 Sample SLO Assessment Reports](#)). A technical review is prepared for courses and services to ensure the quality of assessment and the inclusion of improvement plans. They are reviewed by the [Outcomes Assessment Committee \(OAC\)](#), which provides feedback to departments and services, facilitating productive dialog on assessment processes ([I.B.3 Sample SLO Technical Reviews](#)).

Assessment results are shared in a variety of settings across constituency groups. Assessment reports for course, program and service outcomes are all posted on the campus [Outcomes SharePoint site](#) for access by the internal college community as well as the public. Programs report out annually in the planning process with regard to the status of assessments and improvement plans. Additionally, areas are expected to discuss common findings and implications for improvement in student learning related to goals. Departments are required to demonstrate dialogue about the assessment process and results as part of the submission process. Further dialogue is promoted within divisions and departments to discuss common findings and strategies for improvement. LAVC constituents attend District Academic Senate Summits, in which breakout sessions encourage discussion of best practices at all the LACCD campuses to improve student outcomes ([I.B.4 DAS Summit 2015](#)).

Program assessment promotes dialog about the improvement of learning. For example, in the assessment of LAVC's three Program Pathways -- Career-Technical Education (CTE), Foundational Skills, and General Education (GE)/Transfer -- a workgroup of faculty from the involved disciplines works with the Program Assessment Coordinator to discuss results and report back to OAC. Reports on the results of the program pathway assessments were also presented to the IEC, the Academic Senate, and Chairs and Directors. All these representatives report back to their constituencies and recommendations impacting programs are part of department and divisional discussions ([I.B.5 Foundational Skills Committee Minutes](#)).

[The Preparing All Students for Success Committee \(PASS\)](#), which was responsible for instituting the College's Achieving the Dream (AtD) initiative, conducted numerous discussions about student achievement and how data supported initiatives and connected to campus planning. In 2015, PASS reflected on the activities completed between May 2014 and April 2015 ([I.B.6 2015 Annual Reflection Worksheet](#)) and discussed the resulting improvements.

Campus dialog and review of assessment data and evidence have led to decisions impacting student learning and the implementation of the College's Basic Skills Initiative plan. A change in student tutoring resulted from extensive review of data by the [Committee for Academic Resources and Tutoring Services \(CARTS\)](#), which in turn led to more dialogue among the

directors of academic support labs. Through review of student assessment data related to math and English placement, the College was not convinced that its current placement exams accurately place students in appropriate basic skill level classes. LAVC is now a part of a pilot project through the State to move from standardized assessment examinations to improving assessment through evidence-based multiple measures, which could potentially save students one to two semesters of developmental education.

CTE programs meet with external advisory committees to discuss and assess vocational programs in light of business and industry needs, recommending changes to improve programs and better serve students. CTE discipline chairs or their representatives also meet monthly to discuss CTE Advisory recommendations, the allocation of CTE Perkins IV funds, and CTE program assessment ([I.B.7 CTE Advisory Committee Minutes](#)). Some grants also have advisory committees. The allocation of grant funding is tied to the Educational Master Plan (EMP) and labor market data. Committees such as Team Transfer ([I.B.8 Team Transfer Committee Minutes 9/16/14](#)) and the SSSP Advisory Committee discuss ways of improving student outcomes. Extensive dialogue took place in the development of the Student Success and Support Plan ([I.B.9 SSSP Advisory Committee Minutes](#)).

Extensive conversation took place in the development of LAVC's Student Equity Plan, resulting in clear objectives to address equity gaps ([I.B.10 Student Equity Plan Webpage](#)). The new Faculty Inquiry Group (FIG) that grew out of the Equity Plan is promoting dialog about student learning and achievement in order to determine faculty professional development needs, including a primer and a venue to further discuss how equity can be achieved in the classroom ([I.B.11 Equity Plan Faculty Inquiry Group Minutes](#)). On Opening Day 2015, faculty engaged in dialog and an interactive activity based on presentations about the College's equity gaps ([I.B.12 Equity Plan Presentation](#)) and a Community College Research Center study on understanding our students. The 300 faculty in attendance discussed strategies based on the report.

The Curriculum Committee meets regularly and holds rich discussions about newly proposed course outlines, updated course outlines, the reinstatement of courses, new programs and program changes ([I.B.13 Curriculum Committee Minutes, 2/11/15](#)). Academic quality is discussed extensively in meetings of the [Program Effectiveness and Planning Committee \(PEPC\)](#) with the preparation of viability studies and the establishment of institutional standards. PEPC has also reviewed improvement plans and resulting changes in programs that have gone through viability. Through honest discussion with those impacted department members, PEPC recommended further changes to improve and modify these programs. The Academic Senate held several lunches in 2014-15 to discuss learning on the campus ([I.B.14 Faculty Lunches](#)).

[The Strategic Team for the Advancement and Retention of Students\(STARS\)](#) holds events and workshops to engage students, faculty, and staff in dialog about teaching and learning. Participants discuss their roles in fostering a student-centered learning environment. Students have a chance to listen to the perspectives of faculty while faculty hear the viewpoints of students on topics such as overcoming math anxiety, study strategies, habits of mind, and academic dishonesty.

Dialog occurs in the annual plan and program review process, beginning at the department and program level and becoming a larger conversation at shared governance committee meetings. Committees review modules to identify institutional-level trends and needs for future planning. For example, the Technology Committee discusses campus priorities in light of the Technology Plan priorities and criteria while reviewing technology annual plan modules to ensure available funding is provided for needs that align with the plan ([I.B.15 Technology Committee Minutes re: priorities](#)). Each committee reviewing annual modules provides a report of trends to the IEC. During this year's comprehensive program review cycle, these reports will also be reviewed by PEPC during its review of achievement data to further inform viability analyses and performance relative to the institution set-standards.

The Educational Planning Committee (EPC), in its work on revising the Educational Master Plan, held many forums presenting and discussing college data that led to the development of the goals and objectives of the EMP ([I.B.16 EMP Forums February 18 21 2014](#)). As a result of this evaluation, the College identified completion and equity as primary goals, informing LAVC's direction on priorities for 2014-2020.

Through the shared governance process, all campus constituencies (faculty, staff, administrators and students) engage in dialog on institutional processes. Shared governance committees have constituency-based representation so discussion takes place among all constituencies. Through the consultation process, the College President meets regularly with the leadership of the Academic Senate and the employee unions to discuss issues and try to resolve them informally. As discussed in Standard IV.A.7, evaluation of the shared governance structure is an ongoing continuous improvement process ([I.B.17 IEC Retreat Minutes June 2015](#)).

In the process of conducting our accreditation self-evaluation, a cross section of the college community had the opportunity to be involved in reflecting on student learning and institutional processes and ways to improve. Teams were headed by tri-chairs (an administrator, a faculty member, and a staff member) and altogether comprised over 70 faculty, administrators, staff, and students. Town Hall meetings offered more opportunities for dialog ([I.B.18 Accreditation Town Halls](#)).

Analysis and Evaluation

Although the College provides many opportunities for dialog that focuses on student learning, the 2014 Accreditation Survey shows that there is still room for improvement. About half of the respondents agreed that faculty and staff regularly engage in dialogue about student outcomes (53 percent), academic quality (51 percent), institutional effectiveness (46 percent), and continuous improvement of student learning (49 percent). Dialogue about student equity got a lower rating (35 percent), as the College had just launched its equity plan efforts ([I.B.19 2014 Accreditation Survey](#)).

More effort needs to be made to build awareness, involve more people, and document how the dialog results in continuous improvement of student learning and achievement. Although LAVC has utilized robust discussions about institutional change when working on State and District initiatives, larger-scale dialogue involving crossover perspectives and awareness is not as robust. The College President's action of designating her Senior Secretary to take minutes at meetings of

shared governance committees and maintain their webpages should help to spread awareness. [See Standard IV.A.6].

I.B.2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.

Evidence of Meeting the Standard

LAVC has identified student learning outcomes (SLOs) for all of its courses (including noncredit) and programs as well as service outcomes for all student and learning support services. The College regularly assesses these outcomes to demonstrate that students who complete programs have achieved them. All disciplines submit [Department/Discipline Assessment Plans \(DAPs\)](#) to define when course SLOs will be assessed, data evaluated, improvements developed and implemented, and then be reassessed. Course SLOs and accompanying course assessment measures can be accessed through the [Electronic Curriculum Development \(ECD\) System](#) for credit courses or through the [VCCC page](#) for noncredit courses. The assessments for courses are posted on the [LAVC Outcomes page](#).

The College has defined an instructional program as a major educational pathway that students take through the institution. All degrees and certificates are incorporated into one of the three [Program Pathways](#): Foundational Skills, Career-Technical Education (CTE), and General Education (GE)/Transfer. The program assessments can be found on the [LAVC Outcomes page](#).

LAVC's Institutional Learning Outcomes (ILOs) are comprised of our seven program learning outcomes (academic habits of mind, communication skills, global awareness, professional behavior, reasoning skills, social responsibility and personal development, and technical skills). They are embedded in the program pathways assessment model. Each subject, and hence each course, is mapped into a pathway ([I.B.20 Subject Program Alignment](#)). Each degree and certificate is also mapped into a program pathway ([I.B.21 Degree/Certificate/Transfer Mapping](#)).

All service and instructional areas must report out in the program review process about the status of their improvement plans. The modules are reviewed by OAC, which reports to PEPC and then to IEC on trends ([I.B.22 Examples of Improvement Plan Results](#)). As part of this regular cycle of program review, programs are asked to evaluate the pathway assessment findings and their course assessment findings in order to update their alignment grids. Through the assessment and review process, some programs have modified their SLOs, their assessment methodology, or mode of instruction to improve student learning. With the completion of the program pathway assessments and all course assessments, departments are utilizing program rubrics to analyze course content and areas of major emphasis. This phase also allows disciplines to have comprehensive analysis of student learning across all courses in the discipline. Some areas are revising outcomes and curriculum based on these findings. Service outcome assessments are available on the [LAVC Outcomes page](#).

Embedded in course assessment forms are plans for improvement. Annually, departments are required to report out on the status of assessments and improvements as part of the planning cycle. The institution gathers information on the types of improvements (e.g. pedagogy instruction, tools). As part of program review, departments discuss the findings of assessments

with student achievement data. The 2014-2020 EMP incorporated key recommendations from program assessments in developing strategies to improve student learning. All service and instructional areas must report out in program review about the status of the improvement plan. These modules are all reviewed by OAC, which reports to PEPC and the IEC about trends. [Fulfills Eligibility Requirement 11]

Analysis and Evaluation

In April 2014, the IEC approved a three-year assessment cycle for all courses, programs, and services beginning in 2014-15 ([I.B.23 Three-Year Assessment Cycle Motion](#)). All LAVC courses have ongoing assessments based on the established cycle. Course learning outcomes have been assessed and the results have been used for improvement. All program pathways have been assessed and summary reports have been vetted through the College's shared governance committee structure.

In fall 2015, the College began implementing eLumen, an electronic system for SLO submission, review, and tracking that will allow systematic access to assessment results for planning and decision-making, will allow for capture of data at the student level so it can be disaggregated to identify more specific gaps among subgroups, and facilitate broad analysis of the outcomes data and use of results.

I.B.3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.

Evidence of Meeting the Standard:

In March 2013, the College completed its vetting process and established institutional standards for student achievement (i.e. success, retention, degrees and certificates, and transfer) ([I.B.24 Institution-Set Standards](#)). In 2014, the fall-to-fall persistence standard was revised ([I.B.25 Standards Motion Approved](#)). The College is currently reviewing methodology and data update. The standards and how well our students are performing to meet them are published on the [College website](#). The College completed an analysis of 10 years of student achievement data ([I.B.26 LAVC Completions 2005-15](#)) and discussed the implications of the standards in key campus committees. For each program, data is collected for average class size, success rate, retention rate, WSCH/FTEF, status in the SLO and program review process, and the number of program completers ([I.B.27 Viability Standards](#)). These standards are used in LAVC's viability process ([I.B.28 Viability Review of Educational Programs](#)). As part of this process, recommendations for program improvement are made. The Program Viability Process is published on the [PEPC website](#).

Programs compare their own data to institutional standards as well as the college average and set more specific program standards for completers and success ([I.B.29 Student Success Data module](#)). Additionally, the standards, baseline of current performance and targets were incorporated in the EMP. This alignment clarifies the relationship of the standards with institutional and programmatic goals.

Program review summaries are posted on the PEPC website. Strategies to achieve desired outcomes are reflected in each department's annual goal module.

In the 2012-13 annual plan cycle, PEPC applied the institution-set standards to its review of the program data to identify programs that were below the institution-set standards and viability triggers in multiple areas of achievement and effectiveness. Programs with multiple triggers were recommended for either viability or self-study ([I.B.30 Viability Report Spring 2013](#)).

Workgroups examined additional data on student achievement, learning outcomes, and program effectiveness. PEPC received the completed viability reports in spring 2014 ([I.B.31 Completed Viability Reports](#)). Several programs (Business, Chemistry, Education, HHLPS, and Jewish Studies) are undergoing the self-study process for specifically identified issues related to student achievement and program effectiveness ([I.B.32 Viability Self-Study Memos](#)).

As part of both the annual and six-year program review processes, the College requires programs and departments to compare program performance to the College average on several data points. Institution-set standards of student achievement are now also applied at the program level through the validation of the modules and review process. PEPC identifies programs that fall below the institution-set standards and determines whether viability or other action is warranted.

Prompts in program review modules ask departments and services to directly respond to the institution-set standards ([I.B.29 Student Success Data Module](#)). The College has also set standards specifically for the pass rate on licensure exams in Nursing and Respiratory Therapy ([I.B.33 PEPC Minutes April 2014](#)). These reports, published by accrediting agencies, are posted on the College's disclosure page.

PEPC reviews the College's progress as part of the six-year Comprehensive Planning and Review process. EPC reviewed this data as part of its development of the EMP. Each program also must evaluate its progress against the indicators as part of Annual Planning and Review and Comprehensive Planning and Review. Institutional data may be attached to shared governance committee motions to support recommendations brought to IEC. Much review of data took place during the College's participation in Achieving the Dream and during the creation of the SSSP and Student Equity plans. Certain departments, such as the Academic Resource Center and Math, have consistently sought data and bring items forward for consideration by the College. [Fulfills Eligibility Requirement 11]

Analysis and Evaluation

In fall 2015, PEPC began its most recent assessment of performance data and methodology for revising the institution-set standards. In this ongoing process, it will assess how well the College is achieving these baseline guides to performance and, if appropriate, will make a recommendation to the IEC to adjust them. The assessment will include how each department and service responds during the program review process and how it compares to those standards. The College has integrated the standards into its viability, program review, and strategic planning processes.

On the 2014 LACCD Student Survey, when students were asked if they knew where to find information on student success rates for the College and their particular program, 66 percent of

respondents strongly agreed or agreed. Through PEPC, the College is reviewing the standards and monitoring our performance relative to the EMP standards and goals. As a result of these processes and dialog, the campus is re-evaluating strategies for meeting the institutional standards at the program level and reaching performance targets campus-wide. Although LAVC publishes its institutional standards in various documents and uses them as a gauge during program review, the College as a whole would benefit from creating mechanisms to increase the accessibility of the data for use in decision making and to further inform discussions at both the department/service as well as institutional levels. [See Action Project #1 in the Quality Focus Essay.]

I.B.4: The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

Assessment data is used in the program review and annual plan processes. Programs review their assessment results and implications of the data for program planning and improvement. This data is used to support program goals or other requests. The Outcomes Assessment Committee reviews assessments and modules when they are completed.

To achieve sustainable continuous quality improvement, analysis of data to inform decision-making is an integral part of how LAVC operates. Achievement data is readily accessible on the LAVC website. The Dean of Institutional Effectiveness serves as a resource on campus committees and plays a key role by providing data analysis ([I.B.34 Five Examples of Data Analysis](#)). Most recently, research staff have been especially active in providing analysis for the implementation and evaluation of the STEM grant, Basic Skills Initiative, and Student Equity Plan. The Office of Institutional Effectiveness is exploring technologies to enhance data collection, distribution, and analysis.

Under the new [Student Success and Support Programs \(SSSP\)](#), the intake program was reorganized to focus on supporting student learning and achievement. The College has focused on removing roadblocks to student pathways. For example, the number of English and Math sections has been steadily increasing based on data analysis ([I.B.35 Fall 2014 FTEF Analysis](#)).

Through program review and SLO assessments, the College identifies improvement plans, which are prioritized for funding in the resource allocation process. When units advocate for a goal or a need, it may be supported by their assessment data. Shared governance committees review certain modules for trends, which can lead to an institutional recommendation to the IEC. Improvements in certain divisions include examples from the follow-up or current modules.

Assessment data is integrated into planning to improve student learning and achievement through program review (both annual and comprehensive) of departments and services. Trend analysis on modules is performed by Tier 2 committees and goals and requests are supported by the department/services assessment results. Results of trend analyses are reported to the IEC and integrated, as appropriate, into college planning.

Analysis and Evaluation

One improvement the College plans to make is to task OAC with reporting out to PEPC and the Senate on the results of its review of assessments as a whole (as is done for trends in goals, technology, and facilities modules). This extra step will ensure that trends related solely to assessment data are not being missed or lost. This will be particularly helpful once the College has fully implemented eLumen, which will allow for a more systematic approach to the review and structured dialog of assessment data. It will facilitate examination of data across the board and at various levels to see how trends identified through assessment data reflect factors of difference among students. Lacking the capacity to look at assessment data institutionally has resulted in the inability to establish evidence of improvements across instructional and non-instructional divisions and makes it difficult to use assessments for all-encompassing institutional decision making.

The College has started to address this weakness. PEPC is reviewing achievement data as part of program review. The three new SLO coordinators who were hired in July 2015 are working with departments and services to fully implement eLumen, which will allow for broad based reporting and analysis. This will help LAVC identify areas of improvement and organize processes to use data and have discussions to identify areas of improvement and related activities. The College plans to implement these resources, restructure shared governance, and provide more direction to Tier 2 committees in order to overhaul the way college culture works and establishes priorities. [See Action Project #1 in the Quality Focus Essay.]

I.B.5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

The mission permeates all College plans as they are linked through the EMP's goals and objectives. The EMP acts as the roadmap for ways to accomplish the mission and it drives all college planning. An extensive evaluation of the previous EMP goals and objectives was undertaken to determine how well the College met its goals and objectives ([I.B.36 Evaluation Survey Results](#)). A summary narrative is contained in the current EMP. The EPC is currently discussing how to evaluate the objectives and goals in the 2014-2020 EMP. In addition, the EPC annually reviews the program review goals modules to ensure alignment with the EMP goals and objectives ([I.B.37 EPC Review of Annual Goals Summary Report 2013](#)). The EPC, during its annual review of the mission statement, is charged by the IEC to ensure that the statement continues to be aligned with the EMP goals and objectives.

Program planning occurs annually through Annual Planning and Review, which is focused on short-term goals and planning, and every six years through Comprehensive Planning and Review, which is focused on long-term goals and planning. As part of both processes, programs are provided with student achievement data specific to their own program (including success, retention, and grade distribution) that is disaggregated by program type and mode of delivery. Comparable data at the campus level is also provided. There are two data modules in the current cycle and each department and program was given achievement data to use in the process. This

[Program Review Data](#) is posted on the OIE website. Qualitative data in the form of surveys are also used for both instructional and non-instructional areas. If data for a program does not meet institutionally defined standards and other identified college triggers, the program viability process may be triggered. This process ensures that the College's instructional and non-instructional resources are used to support the College's mission, its EMP, and the needs of its students.

In addition to review of student achievement data, programs also evaluate outcomes assessment results and progress on past goals ([I.B.38 Assessment and Goals module](#)). As new goals are made, they are linked to assessment and other data, campus-wide plans, and the College's mission in the goals module. As part of the program review process, programs articulate their own missions and how they support the mission of the College ([I.B.39 Mission and History module](#)).

Departments review a data pack that provides a comprehensive overview of each program's population with disaggregated data, including a comparison between Distance Education success and retention rates and those of face-to face classes. Departments refer to this information in determining their schedules and identifying areas to expand or reduce distance education offerings. This data pack is also sent to the College's Campus Distance Education Committee (CDEC) for further review. Current data was sent out to departments in fall 2015 and are just now going to the committees for review.

Analysis and Evaluation

The comprehensive program review process entails analysis of a wide range of disaggregated data. All program review modules, including goals and objectives for each instructional and non-instructional area, are validated by the supervising dean and/or vice president. Shared governance committees review the modules to document how goals and objectives support the College's mission.

I.B.6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

Data on student learning and achievement are at the center of the Student Equity Plan ([I.B.40 Equity Analysis](#)). To identify performance gaps, the College is analyzing student equity in terms of access, course completion, degree/transfer completion, and basic skills course completion for specific populations of students by disaggregating data by ethnicity, gender, and age. The College has received funding from the State to help mitigate these gaps. Various interventions, such as targeted tutoring and bridge programs, will be implemented to address these student populations. The Plan specifies how the efficacy of these measures will be evaluated ([I.B.41 2015-2020 Student Equity Plan](#)).

The Foundational Skills Committee examines disaggregated data for performance gaps in successful completion of the basic skills course sequence as well as the transition to and

successful completion of degree applicable/transfer courses. Funding from the Basic Skills Initiative is used to mitigate those gaps by providing resources such as additional tutoring, counseling, and student success workshops. Resources have also been used to address structural changes, such as curriculum redesign. The efficacy of these measures is evaluated on a yearly basis by comparing the cohorts of students who have received these measures compared with those populations that do not ([I.B.42 BSI 2015-2016 Final Report](#)).

Disaggregated achievement data are an essential part of the College's accountability efforts and program review. Programs are asked to examine equity gaps and propose steps to mitigate those gaps in their program goals. The College reports to the Board of Trustees' Institutional Effectiveness and Student Success Committee (IESS) annually on its performance relative to the District Strategic Plan goals, the College EMP goals, and State Scorecard data. All of these data are longitudinal and disaggregated. The College indicates areas of improvement and planned activities to address identified issues ([I.B.43 College Effectiveness Report 2015](#)).

Analysis and Evaluation

In fall 2015, the College implemented eLumen, which is allowing the College to disaggregate student learning outcomes data as well.

Since the College disaggregates data for the Student Equity Plan and the Basic Skills Initiative, the evaluation of these plans will serve as models to identify achievement gaps for units/departments campus-wide.

CDEC and the Enrollment Management Committee will review gaps in success and retention rates and inform the EPC on trends. The data will be used to identify gaps, link them to budget allocations, and implement strategies to mitigate them.

I.B.7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Governance processes are reviewed on an ongoing basis through self-evaluation by shared governance committees and with a more global review by the Evaluation Workgroup. [See response to Standard IV.A. 7]. Shared governance committees also regularly review their own practices ([I.B.44 Tech Committee minutes](#)). Service areas also review policies and practices as part of service outcomes assessment ([I.B.45 Student Services Leadership Meetings](#)). The College also reviewed its viability processes and program review process ([I.B.46 PEPC minutes April 2015](#)). The evaluation process culminates at the annual IEC shared governance retreat in June and may include recommended revisions to one or more components of the College's model of integrated planning and decision-making process ([I.B.47 IEC June Retreat Minutes](#)).

Policies and practices are also found in District Board Rules and Administrative Regulations ([I.B.48 Chart of District policies](#)), which are regularly reviewed by District committees and councils, which include representation from each campus. College administrators are asked for

feedback regarding these policies ([I.B.49 Sample Consultation Items for Administrators](#)). [See the response to Standard IV.C.7 on the review of District policies.]

Analysis and Evaluation

The IEC and the Academic Senate continue to be the primary campus bodies that assure institutional policies and practices are regularly reviewed and that they support academic quality. District committees and councils regularly review Board Rules and Administrative Regulations and are applied by each campus to further support their own missions.

I.B.8. The institution broadly communicates the results of all its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

[The Office of Institutional Effectiveness](#) collects and publishes information related to assessment and evaluation activities. It provides departments/programs with Student Data Profiles and helps to design, administer, and analyze student surveys for program review and outcomes assessment. Program review narratives are posted on the [PEPC webpage](#). Program assessment data and reports are available on the [Outcomes Assessment webpage](#). CTE programs share the results of assessment and evaluation activities with their external advisory boards ([I.B.50 CTE Advisory Board Minutes](#)).

[Student Right to Know \(SRTK\) data](#) is published in the catalog, the class schedule, and on the College website. The [disclosure and reports](#) required by the Higher Education Act of 1965 (HEA), as amended by the Higher Education Opportunity Act of 2008 (HEOA) are all published on the College website. This includes:

- [Gainful employment data](#)
- [Consumer information \(e.g., fees, financial aid, enrollment\)](#)
- Achievement data (e.g., program completion, retention rates, graduation rates) and reports are posted on the Reports page of the [OIE website](#)
- [License examination rates](#) (Nursing, Respiratory Therapy, EMT programs)

LAVC's data elements are reported annually through the IPEDS system to the National Center for Education Statistics (NCES). [Scorecard data](#) is posted and input on the College's official published response is solicited from College administration, the Academic Senate, and shared governance bodies.

The annual Institutional Effectiveness report to the Board of Trustees (see I.B.6 above) is posted on the College website and presented to the College's Institutional Effectiveness Council.

Assessment and evaluation results are used in planning processes to set campus priorities and craft campus plans, such as the EMP, Student Equity Plan, Basic Skills Action Plan. Strengths and weaknesses are identified using achievement data, and areas of weakness are addressed in the creation of institutional goals and plan priorities.

Analysis and Evaluation

LAVC has publicly posted a great deal of information, assessment and evaluation data about the College. Program reviews, assessment results, and data reports are posted on SharePoint. On the 2014 Accreditation Survey, 74 percent of respondents said they understood LAVC's strengths and weaknesses. As the College completes more rounds of assessment, this area will be strengthened.

Although the College widely communicates the results of all its assessment and evaluation activities, it is possible to do more to ensure that the campus community has an agreed-upon understanding of the College's strengths and weaknesses in order to set appropriate priorities. In addition, the College would benefit from strengthening the alignment of issues common across plans. Further, communication about the evaluation status of each plan's objectives could be more widespread. LAVC has started addressing these issues. Action Project #1 in the Quality Focus Essay provides a more detailed list of activities that will enable the College to improve in this area through the existing shared governance structure.

I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

Evidence of Meeting the Standard

Systematic Evaluation and Planning

LAVC's Annual Planning and Review and Comprehensive Planning and Review processes are the core of its program planning process. Annually, systematic evaluation and planning occurs at the program/department level via annual plans and a comprehensive program review in the sixth year. Institutional planning is driven by the EMP and links to program-level plans through the establishment of department/program level goals linked to institutional objectives. Short and long-term institutional planning occurs in relation to technology (Technology Plan), physical resources (Facilities Master Plan, Maintenance & Operations Plan), human resources (Faculty Hiring Prioritization, Divisional Planning), and resource requests based on the needs and themes identified in annual plan/program review modules.

The College's shared governance and planning committees as well as assigned administrators review the annual plan modules to identify items for institutional planning ([I.B.51 Instructions for Summarizing Modules](#)). Recommendations about institutional planning are forwarded from the shared governance subcommittees to the IEC and then to the College President ([I.B.52 Sample Summary Review of Program Review Module](#)). Members of the college community provide input through their constituency representatives. Committees or individuals are assigned to the various modules:

Program Review Module Evaluation

Module:	Responsible Area/Committee:
Mission and History	EPC
Biographies	--
CTE 2 year review	Career Ed + PEPC
Curriculum Update	VCCC
Data-Enrollment	EMC
Data Student Success	SSC
Facilities	WEC, FPC
Department Goals	EPC – (OIE Summary Report)
Influences, Relationships, Collaboration	---
Professional Development	Professional Development Committee
Service Outcome Assessment	OAC
SLO/Assessment Update	OAC
Staffing-Instructional	PEPC, SENATE
Staffing- Classified, Administrative, ISA	Senior Staff
Supply Requests	Senior Staff
Surveys	PEPC
Technology	Technology Committee
Executive Summary	--

The PEPC website posts the College's [program review history](#) and processes ([I.B.53 Program Review Handbook](#)). In order to better align allocation of institutional resources and promote comprehensive institutional planning, the College implemented a simultaneous Annual Planning and Review and Comprehensive Planning and Review cycle for instructional and service areas. The College aligned the planning process with the shared governance and planning structure to facilitate decision-making and resource allocation.

The Budget Office webpage has [a link to the Budget Process Overview](#). The [Budget Committee](#) addresses the financial planning process. In December 2015, the Budget Committee approved procedures for assessing the FON's impact on programs and budget ([I.B.54 Role of the Budget Committee regarding the FON](#)).

At several Department Chairs and Directors meetings in spring 2015, an overview of the program review cycle, including training on how to use the system and meet the deadlines, was conducted ([I.B.55 Chairs and Directors Notes June 2015](#)).

Integration of Planning and Resource Allocation

Resource requests are made through the annual plan/program review process and are reviewed and prioritized by Division heads. Technology, physical, human and fiscal resource requests must be linked to department or institutional-level objectives and planning items, and address improvement of institutional effectiveness and academic quality.

The faculty hiring prioritization process was recently revised ([I.B.56 Faculty Hiring Guidelines 2015](#)). The faculty prioritization workgroup is now under PEPC to ensure links to effectiveness and increase use of institutional data in the decision-making process. The rubric was revised to facilitate that process ([I.B.57 Faculty Hiring Prioritization Process](#)).

Short and Long-Term Planning for Educational Programs, Human, Physical, Technology, Financial Resources

Short-term planning occurs mainly through the annual plan process. Long-term program planning occurs during comprehensive six-year program review. Institutional-level planning occurs through the shared governance process:

Planning Area	Short-Term	Long-Term	Shared Governance Planning Committee
Educational Program	Annual Plans	Program Review, Educational Master Plan	Educational Planning Committee; Program Effectiveness and Planning Committee; Student Success Committee
Human Resources	Annual Plans; Faculty Hiring Prioritization	Program Review, Division Plans	Faculty Hiring Prioritization workgroup (PEPC)
Physical Resources	Annual Plans	Program Review; Facilities Master Plan; (WEC working on MOP)	Facilities Planning Committee; Work Environment Committee
Technology Resources	Annual Plans	Program Review; Technology Plan	Technology Committee
Financial Resources	Annual Plans	Program Review	Budget Committee

[Fulfills Eligibility Requirement 19]

Analysis and Evaluation

To improve information-gathering and evidence of improvement, the College implemented online systems for program review submissions and SLO assessments. These tools will improve the College's ability to easily document and communicate how decisions are made and how

those decisions could potentially impact groups across campus. How this information is communicated and the training faculty and staff will need to be truly versed in interpreting data and critically analyzing how it impacts all areas of the campus are identified areas of growth for LAVC during the next six years. The College has multiple examples of using comprehensive analyses of student achievement, but assuring widespread understanding of these analyses is limited. Similarly, dialog on assessment is limited to the local (departmental) level. Lacking the capacity to look at assessment data institutionally has resulted in the inability to establish evidence of improvements across instructional and non-instructional divisions. This makes it difficult to use assessments for all-encompassing institutional decision making. The College will work on a strategy to take the Student Learning Outcomes assessment dialog beyond the program review level so that results and trends can be used as a basis for establishing institutional priorities. [See Action Project #1 in the Quality Focus Essay.]

Changes Arising out of the Self Evaluation Process:

- Improved the infrastructure for program review submissions and SLO assessments
- Adopted eLumen and began training faculty and staff in its use

EVIDENCE LIST FOR STANDARD I.B

[I.B.1 Math Dept. Meeting Minutes, 2/20/15](#)

[I.B.2 Sample SLO Assessment Reports](#)

[I.B.3 Sample SLO Technical Reviews](#)

[I.B.4 DAS Summit 2015](#)

[I.B.5 Foundational Skills Committee Minutes](#)

[I.B.6 2015 Annual Reflection Worksheet](#)

[I.B.7 CTE Advisory Committee Minutes](#)

[I.B.8 Team Transfer Committee Minutes 9/16/14](#)

[I.B.9 SSSP Advisory Committee Minutes](#)

[I.B.10 Student Equity Plan Minutes](#)

[I.B.11 Equity Plan Faculty Inquiry Group Minutes](#)

[I.B.12 Equity Plan Presentation](#)

[I.B.13 Curriculum Committee Minutes, 2/11/15](#)

[I.B.14 Faculty Lunches](#)

[I.B.15 Technology Committee Minutes re: priorities](#)

[I.B.16 EMP Forums February 18 21 2014](#)

[I.B.17 IEC Retreat Minutes June 2015](#)

[I.B.18 Accreditation Town Halls](#)

[I.B.19 2014 Accreditation Survey](#)

[I.B.20 Subject Program Alignment](#)

[I.B.21 Degree/Certificate/Transfer Mapping](#)

[I.B.22 Examples of Improvement Plan Results](#)

[I.B.23 Three-Year Assessment Cycle Motion](#)

[I.B.24 Institution-Set Standards](#)

[I.B.25 Standards Motion Approved](#)

[I.B.26 LAVC Completions 2005-15](#)

[I.B.27 Viability Standards](#)

[I.B.28 Viability Review of Educational Programs](#)

[I.B.29 Student Success Data module](#)

[I.B.30 Viability Report Spring 2013](#)

[I.B.31 Completed Viability Reports](#)

[I.B.32 Viability Self-Study Memos](#)

[I.B.33 PEPC Minutes April 2014](#)

[I.B.34 Examples of Data Analysis](#)

[I.B.35 Fall 2014 FTEF Analysis](#)

[I.B.36 Evaluation Survey Results](#)

[I.B.37 EPC Review of Annual Goals Summary Report 2013](#)

[I.B.38 Assessment and Goals module](#)

[I.B.39 Mission and History module](#)

[I.B.40 Equity Analysis](#)

[I.B.41 2015-2020 Student Equity Plan](#)

[I.B.42 BSI 2015-2016 Final Report](#)

[I.B.43 College Effectiveness Report 2015](#)

[I.B.44 Tech Committee minutes](#)

[I.B.45 Student Services Leadership Meetings](#)

[I.B.46 PEPC minutes April 2015](#)

[I.B.47 IEC June Retreat Minutes](#)

[I.B.48 Chart of District policies](#)

[I.B.49 Sample Consultation Items for Administrators](#)

[I.B.50 CTE Advisory Board Minutes](#)

[I.B.51 Instructions for Summarizing Modules](#)

[I.B.52 Sample Summary Review of Program Review Module](#)

[I.B.53 Program Review Handbook](#)

[I.B.54 Role of the Budget Committee regarding the FON](#)

[I.B.55 Chairs and Directors Notes June 2015](#)

[I.B.56 Faculty Hiring Guidelines 2015](#)

[I.B.57 Faculty Hiring Prioritization Process](#)

STANDARD I.C INSTITUTIONAL INTEGRITY

I.C.1. The institution assures the clarity, accuracy, and integrity of the information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors.

Evidence of Meeting the Standard

Information on the College's mission statement, learning outcomes, educational programs, support services, and the accredited status of the College and programs is provided on the College website, in the College Catalog, and in the Schedule of Classes.

The President's Office oversees the publication of the LAVC College News, published online each week by the Public Relations Office, which also oversees the website. Each department chair, program director, and administrator is responsible for reviewing and correcting the accuracy and timeliness of their postings on the LAVC website.

The accredited status of the campus can be found on the [Accreditation page](#) of LAVC's website. The link to accreditation status updates and documents is one click away once [on the home page](#). The status of our two programs that are separately accredited is also provided on that page as well as on their department pages: [Nursing](#) and [Respiratory Therapy](#).

Analysis and Evaluation

On the 2014 LACCD Student Survey, taken by students at all of the District's campuses, 92 percent of the 4,022 LAVC students who responded agreed or strongly agreed that the college catalog provides accurate information about the College ([I.C.1 2014 LACCD Student Survey #23e](#)).

I.C.2. The institution provides a print or online catalog for students and prospective students with precise, accurate and current information on all facts, requirements, policies and procedures listed in the "Catalog Requirements."

Evidence of Meeting the Standard

The LAVC College Catalog is published at the beginning of each academic year and can be viewed and/or downloaded from the website at no charge ([I.C.2 2015-16 LAVC Catalog](#)). As of fall 2012, the catalog has been available primarily online.

Information on FERPA (Federal Educational Right and Privacy Act) has been added, as has Board of Governors fee waivers information. Since there is the possibility of fees changing, the disclaimer "subject to change" is given. Numerous pages describe degrees, certificates, graduation, and transfer options. District and college policies include those concerning academic dishonesty, nondiscrimination, acceptance and transfer of credits, student grade grievance procedures, sexual harassment, sexual assault policy, and refund of fees.

To ensure accurate and current information, the Office of Academic Affairs oversees the publishing of the College Catalog, which is updated annually by a committee that includes faculty, staff, and administration. Department chairs and program directors are given a copy of their sections from the past issue to check and update, when necessary. Departments and programs, such as Admissions and Records, Counseling, and Student Services, review their respective portions. Additionally, the production for the schedule and catalog is reviewed by administration, faculty, and staff to ensure accuracy. As changes occur, updates are made to the online version.

When policies are not spelled out in the catalog, the locations where they are found are listed, such as District Board Rules, Title 5, the District website, California Educational Code, the State Chancellor's Office website, the Clery Act, and federal Financial Aid Guidelines.
[Fulfills Eligibility Requirement 20]

Analysis and Evaluation

The LAVC Catalog provides quality information and resources. Students can use it to make informed decisions and find out about the many campus resources and programs that are available to help them successfully achieve their academic goals. The catalog is posted on the college website, is complete, clear, and easy to use.

The Catalog contains all of the information listed in the Catalog Requirements plus many more features. Several sections are devoted to providing information about financial aid. Especially helpful is the information covering how to determine financial need and cost of attendance. Academic resources, student support services, and student activities are included. In addition to the names and degrees of administrators and faculty, departmental organization and course subject abbreviations are listed.

I.C.3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.

Evidence of Meeting the Standard

The College's Office of Institutional Effectiveness collects and publishes information related to quality assurance. The OIE publishes numerous achievement and assessment reports. Student learning outcomes from program pathways are included. Reports are available on the College website and are shared widely. Data about student achievement, such as the LAVC Student Profile brochure, is published annually and posted on the [OIE webpage](#).

[Student Right to Know \(SRTK\) data](#) is published in the catalog, the class schedule, and on the College website. The [disclosure and reports](#) required by the Higher Education Act of 1965 (HEA), as amended by the Higher Education Opportunity Act of 2008 (HEOA) are all published on the College website. This includes:

- [Gainful employment data](#)
- [Consumer information \(e.g., fees, financial aid, enrollment\)](#)
- Achievement data (e.g., program completion, retention rates, graduation rates) ([I.C.3 Success and Retention Report 2009-2015](#))

- [License examination rates](#) (Nursing, Respiratory Therapy, EMT programs)

LAVC's data elements are reported annually through the IPEDS system to the National Center for Education Statistics (NCES). [Scorecard data](#) is posted and input on the College's official published response is solicited from College administration, the Academic Senate, and shared governance bodies.

The College's comprehensive website provides easy access to our research data, mission, plans, and other information. The college website was recently redesigned to make it easier for students to navigate. Each shared governance committee has a webpage using the same template, which includes its membership, annual goals, agendas, minutes, and other important documents.

The Office of Institutional Effectiveness provides departments/programs with Student Data Profiles and helps to design, administer, and analyze student surveys for program review and outcomes assessment. The student data profiles consider several types of data, including demographic, enrollment, and effectiveness. This information, along with outcomes assessment data, is used in both the annual plan and program review processes. CTE programs report results to their external advisory boards ([I.C.4 Advisory Board Minutes](#))

Program review narratives are posted on the [PEPC webpage](#). Program assessment data and reports annual plans are posted on the Outcomes Assessment Committee webpage. Departments are establishing outcomes for degrees and certificates.
[Fulfills Eligibility Requirement 19]

Analysis and Evaluation

LAVC has publicly posted a great deal of information and data about the College. Program reviews, assessment results, and data reports are posted on SharePoint. As the College completes more rounds of assessment, this area will be strengthened. The College publishes a great deal of data at the program, department, and course level.

I.C.4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

The LAVC Catalog provides information about educational courses, programs, and degrees and certificates. Course descriptions in both the catalog and schedule of classes align with those approved in the course outline of record. All educational programs are listed in a table on pages 17-19 of the College Catalog, identifying the degrees and certificates offered by each program ([I.C.5 Educational Programs Listing](#)). Degree and certificate programs are detailed in the catalog and on the [College website](#).

Student learning outcomes are published in the catalog for each of the three program pathways. Course learning outcomes are attached to the course outline, which can be publicly viewed on the [District Electronic Curriculum Development System](#). There is also a description for each degree and certificate listed in the catalog.

The College Catalog, Schedule of Classes, and [LAVC website](#) provide information on the pathways and how to find the course SLOs prior to the start of the semester. A Board Rule states that during the first week of classes, faculty members teaching classes shall provide students and the department chairperson with a syllabus that includes the approved course SLOs ([I.C.6 Board Rule 6705.20](#)). Instructor evaluations include the requirement that a syllabus be provided and that approved SLOs be published on the syllabus.

Analysis and Evaluation

Information provided to students is clear and accurate. Results from the 2014 LACCD Student Survey showed that 89 percent strongly agreed or agreed that they were aware of the learning outcomes for their classes (#32d), 77 percent strongly agreed or agreed that they were aware of the learning outcomes for their programs (#32c), and 78 percent said they were aware of the intended learning outcomes of the college (#32b).

I.C.5. The institution regularly reviews instructional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

The Catalog/Schedule Committee meets regularly to review the class schedules and catalog and update them (see Standard I.C.2). Committees that set instructional policies and procedures, such as the [Campus Distance Education Committee \(CDEC\)](#) for distance learning and the [Institutional Effectiveness Council \(IEC\)](#) for college-wide policies, regularly review them. Those responsible for updating handbooks ensure that they are posted on the College website.

LAVC is represented on District committees and councils (e.g., the [District Academic Senate](#), the [Technology Planning and Policy Committee](#), the [District Curriculum Committee](#), the Vice Presidents Councils, the Presidents' Cabinet.). These bodies regularly review, update, and issue policies and procedures.

Analysis and Evaluation

The process of reviewing College publications works well. Previously, fewer than 30 people were issued licenses to update their department or program web pages. Since the College changed its website platform, many more people have been given access to update their pages when policies or procedures have been revised.

I.C.6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

Information about tuition and student fees, as well as financial aid, is listed on the LAVC website ([I.C.7 LAVC Fees page](#)). Students can see the costs of textbooks on the [bookstore website](#). Some departments list fees on their homepage; for example, the Health Science Department has an itemized list of costs for its [Respiratory Therapy Program](#). The [Gainful Employment](#) information for CTE and other programs is listed on the College website.

Analysis and Evaluation

During the process of evaluating this Standard, it became apparent that some departments did not post the costs involved in completing their programs. The costs of completing some programs are listed on the Gainful Employment page, but some departments did not link to that page. To ensure that all students are informed about anticipated costs and that educational costs are visible and accessible, departments need to provide a link to the Gainful Employment page and/or provide this information separately on their own web pages. In addition, the Net Cost Calculator needs to be consistently updated.

I.C.7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.

Evidence of Meeting the Standard

Statements on academic freedom are published in the College Catalog ([I.C.8 Academic Freedom Statement Catalog](#)) and in the Schedule of Classes ([I.C.9 Academic Freedom Statement Schedule](#)) in the LACCD/Faculty Collective Bargaining Agreement ([I.C.10 Article 4, Academic Freedom](#)), and in LACCD Board Rules ([I.C.11 Board Rule 15002](#)). Free inquiry is one of the District's core values ([I.C.12 Board Rule 1201](#)). One question on student evaluations of faculty performance asks whether the instructor "creates an environment in which it is safe to...ask questions or express opinions which differ from those of the faculty member," so faculty are held accountable for ensuring that intellectual freedom is supported ([I.C.13 Student Evaluation of Classroom Instructor](#)).

[Fulfills Eligibility Requirement 13]

Analysis and Evaluation

LAVC is proud to stand for academic integrity and requires that the highest standards be maintained on campus and in the classroom. One of the core commitments of the College is mutual respect: "We promote an environment of openness and integrity in which the views of each individual are respected."

I.C.8. The institution established and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard

Standards of student conduct and academic honesty, including consequences for violating these standards are published in the Catalog ([I.C.14 Student Code of Conduct and Academic Dishonesty -- Catalog](#)) and Schedule of Classes ([I.C.15 Student Code of Conduct and Academic Dishonesty -- Schedule](#)). An LACCD Board Rule requires faculty to include a statement on their syllabi about student codes of conduct as they relate to academic honesty ([I.C.16 Board Rule 6705.20](#)). Other Board Rules define academic dishonesty ([I.C.17 Board Rule 9803.12](#)) and spell out the procedure for dealing with instances of academic dishonesty ([I.C.18 Board Rule 91101](#)).

A statement on academic dishonesty is printed on the cover of LAVC examination books, which include a line for a student signature of acknowledgement ([I.C.19 Exam Book Cover](#)).

Analysis and Evaluation

On the 2014 LACCD Student Survey, 93 percent of respondents agreed or strongly agreed that the policies and penalties for cheating are provided and are followed (survey #23d).

LAVC believes that trustworthiness and honesty are the foundations of an academic environment. The College Ombudsperson offers workshops on ways to deal with plagiarism through establishing a classroom environment that prevents cheating ([I.C.20 Managing Classroom Discipline](#)). Professional Development offers workshops and posts materials on ways to prevent plagiarism on its website ([I.C.21 Professional Development Teaching Resources](#)).

I.C.9. Faculty distinguish between personal conviction and professionally accepted views on a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

Faculty members are expected to provide a learning environment in which information is presented objectively. Performance evaluations include the requirement to teach course content “that is appropriate to the official course outline of record congruent with standards set by the discipline” ([I.C.22 Classroom Faculty Evaluation Checklist](#)).

Analysis and Evaluation

On the 2014 LACCD Student Survey, 91 percent of respondents agreed or strongly agreed that instructors at LAVC distinguish between personal conviction and professionally accepted views in class (#23g).

I.C.10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

The College does not require conformity to specific codes of conduct other than the standards of student conduct noted in Standard I.C.8 and the ethics policies noted in Standard III.A.13.

I.C.11. Institutions operating in foreign locations in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Los Angeles Valley College does not offer curricula in foreign locations.

I.C.12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities.

Evidence of Meeting the Standard

Whenever LAVC has been involved in accreditation-related processes, it has prepared appropriate and timely follow-up, midterm, and self-evaluation reports. In all cases, LAVC has fully complied with ACCJC standards, eligibility requirements, policies, and guidelines, including the requirements for public disclosure, team visits, and prior approval of substantive changes.

[Fulfills Eligibility Requirement 21]

Analysis and Evaluation

The College has been responsive to Commission recommendations, as evidenced in its midterm and follow-up reports, which have all been accepted by the ACCJC.

I.C.13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public.

Evidence of Meeting the Standard

LAVC has relationships with many outside agencies – businesses, other colleges and college districts, the media, the State Chancellor’s Office, neighborhood associations, Chambers of Commerce, and federal, state, county, and city governmental bodies and legislators. Two of our programs, Nursing and Respiratory Therapy, are accredited by outside accrediting agencies. The College has dealings with the U.S. Department of Education, the NCAA, the California Community Colleges Athletic Association, and other colleges through articulation. Through our Job Training, CalWORKs, Cooperative Education, Continuing Education, and Service Learning programs, LAVC interacts with many community-based organizations.

LAVC has submitted appropriate substantive change reports and has communicated via email and posting on our website regarding changes in our accredited status ([I.C.23 LAVC Accreditation web page](#)). When the College was on Warning, it provided regular updates to the public and campus community. In addition, it submitted reports to other accrediting bodies, such as the Board of Registered Nursing, informing them of the sanction and our plans to have our accredited status fully reaffirmed.

[Fulfills Eligibility Requirement 21]

Analysis and Evaluation

In all relations with external agencies, LAVC has always maintained and displayed the very highest ethical standards of honesty and integrity. Relationships with other colleges, high school and college districts, neighborhood associations, the media, businesses, and governmental agencies have been aboveboard and honest.

I.C.14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

The College does not have investors, related, or parent organizations requiring financial support, or external interests. Requests for the use of classrooms and other facilities are granted only after campus programming needs are addressed.

Action Plans:

- Ensure that departments link to the Gainful Employment page and/or provide this information on their web pages
- Ensure that the Net Cost Calculator is consistently updated

EVIDENCE LIST FOR STANDARD I.C

[I.C.1 2014 LACCD Student Survey](#)

[I.C.2 2015-16 LAVC Catalog](#)

[I.C.3 Success and Retention Report 2009-2015](#)

[I.C.4 Advisory Board Minutes](#)

[I.C.5 Educational Programs Listing](#)

[I.C.6 Board Rule 6705.20](#)

[I.C.7 LAVC Fees page](#)

[I.C.8 Academic Freedom Statement Catalog](#)

[I.C.9 Academic Freedom Statement Schedule](#)

[I.C.10 Article 4, Academic Freedom](#)

[I.C.11 Board Rule 15002](#)

[I.C.12 Board Rule 1201](#)

[I.C.13 Student Evaluation of Classroom Instructor](#)

[I.C.14 Student Code of Conduct and Academic Dishonesty -- Catalog](#)

[I.C.15 Student Code of Conduct and Academic Dishonesty -- Schedule](#)

[I.C.16 Board Rule 6705.20](#)

[I.C.17 Board Rule 9803.12](#)

[I.C.18 Board Rule 91101](#)

[I.C.19 Exam Book Cover](#)

[I.C.20 Managing Classroom Discipline](#)

[I.C.21 Professional Development Teaching Resources](#)

[I.C.22 Classroom Faculty Evaluation Checklist](#)

[I.C.23 LAVC Accreditation web page](#)

STANDARD II.A INSTRUCTIONAL PROGRAMS

II.A.1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.

Evidence of Meeting the Standard

Los Angeles Valley College's mission defines four types of programs to student success: certificates, degrees, transfer and continuing education ([II.A.1 Vision and Mission Statements](#)). LAVC offers 60 Associate in Arts (AA) degrees, 19 Associate in Science (AS) degrees, 16 Associate in Arts for Transfer (AA-T) degrees, 4 Associate in Science for Transfer (AS-T) degrees, 52 Certificates of Achievement, 13 Skills Certificates, and 11 Noncredit Certificates of Completion ([II.A.2 Program Listing](#)). The Extension Program offers fee-based, not-for-credit courses in vocational programs. Job Training provides contract education that includes credit and noncredit courses. Continuing Education offers noncredit courses. Community Services offers fee-based, lifelong learning courses designed for the general community. Curriculum and program review processes ensure all curriculum offerings align with the mission.

The Academic Senate's Valley College Curriculum Committee (VCCC) reviews all course outlines to ensure the courses meet the college mission at the time of initiation and through the five-year curriculum review cycle ([II.A.3 VCCC Technical Review Subcommittee](#)) ([II.A.4 New Course and Reinstatement Addendum - GEOL 002](#)). Distance education offerings undergo an additional approval process to ensure educational rigor ([II.A.5 VCCC Distance Education Subcommittee](#)) ([II.A.6 DE Course Approval Guidelines](#)). The College does not offer correspondence education.

All new programs are reviewed by the VCCC and evaluated for mission alignment, student demand and need, UC/CSU transferability and articulation, industry and business needs, and academic rigor appropriate at the collegiate level, following the guidelines detailed in the State Chancellor's Office Program and Course Approval Handbook (PCAH) and VCCC Review Guidelines ([II.A.7 Retail Management Cert New Program Forms](#)).

The [Program Effectiveness and Planning Committee \(PEPC\)](#) aids and supports the individual and collective activities undertaken for the improvement of all college programs through the process of program review and viability assessment in accordance with the Educational Master Plan and college mission. On page 4 of the Program Review Cycle 3 Handbook, program members are instructed to articulate a program mission and describe how it supports the college mission ([II.A.8 Program Review Handbook-Cycle 3](#)).

Instructional programs lead to attainment of student learning outcomes at LAVC. Course SLO assessment is coordinated by department chairs and course SLOs are assessed on a three-year cycle by discipline faculty. Assessments, sampling methodology, results, and improvements are documented in assessment reports available on the [Course Outcomes webpage](#) ([II.A.9 Anthropology 102 Course Assessment Report](#)). In the previous cycle of course assessment,

reports were submitted to the [Outcomes Assessment Committee \(OAC\)](#), which performed a technical review of the reports to ensure quality ([II.A.10 CD 1 Assessment Report Review Sheet](#)). The OAC also coordinates the assessment of Program Student Learning Outcomes for LAVC's three program pathways: Foundational, Career Technical Education, and General Education/Transfer, available on the [Program Outcomes page](#). Currently, LAVC is implementing eLumen, an electronic system for SLO submission, review, and tracking that will allow simple and systematic access to assessment results for planning and decision-making. The College plans to aggregate course-level SLO data to the program level to conduct the second cycle of program assessment.

Instructional programs at LAVC culminate in the attainment of degrees, certificates, employment, or transfer. In 2014-15, the College awarded 886 Associate Degrees and Associate Degrees for Transfer and 777 Certificates of Achievement ([II.A.11 Program Award Summary](#)) and 681 students transferred to one of the CSU campuses. In fall 2014, 167 LAVC students enrolled at a UC campus ([II.A.12 Transfers UC and CSU](#)).

[The Office of Institutional Effectiveness](#) tracks the number of program completers, student reports on transfer, gainful employment, and pass rates on licensing exams. This data is shared with department chairs and posted on the college website.
[Fulfills Eligibility Requirements 9 and 11]

Analysis and Evaluation

The College offers a wide range of programs to meet the varied needs of its student population. Each of these programs aligns with the college mission and this is verified at program creation through the curriculum process and during cyclic program review. The VCCC ensures that all college curricula are appropriate to higher education.

Course and program assessment reports demonstrate that students are attaining learning outcomes and that faculty members are engaged in improvement efforts. The campus continues to refine its SLO assessment process to strengthen the links between student learning, course SLOs, and higher-level outcomes.

Success and retention gaps between face-to-face and distance education offerings are identified during the program review process and documented in the Data-Student Success module. To complete this module, faculty members are provided detailed student outcomes data that can be easily disaggregated by delivery mode. These are posted on the [Research website](#). In the Analysis portion of this module, faculty members are prompted to “analyze trends in Student Success over the period for which data were provided, using detailed breakdowns as necessary. Where college-wide data is provided, compare discipline to college-wide trends and institution-set standards for course success, retention and completion.” Faculty members subsequently document strategies and interventions to address any identified achievement gaps.

II.A.2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Evidence of Meeting the Standard

The College's faculty members, full-time and part-time, create all new courses and programs in accordance with discipline and industry standards and there are multiple levels of faculty curricular review. When a course or program that is new to the District is created, it is reviewed not only by LAVC faculty but also by faculty members at the eight other District colleges. New courses and programs are approved by the VCCC and LAVC Academic Senate. LACCD Administrative Regulations E-64 and E-65 outline the curriculum approval processes for programs and courses ([II.A.13 E-64 New Program Procedures](#)) ([II.A.14 E-65 Curriculum Development](#)). To ensure accuracy and currency, all courses outlines are reviewed and updated on a five-year cycle that the faculty Curriculum Chair oversees ([II.A.15 Curriculum Update Tracking Sheet](#)).

Career technical curriculum must meet rigorous professional standards and demonstrate need based on review of labor market data and be reviewed by discipline advisory boards ([II.A.16 Theater-Emergency Services-Business Advisory Board Minutes 2015](#)). Each of the College's CTE disciplines has an advisory board made up of members of the business community, industry experts, and faculty that meets annually. To be sure information is current, boards provide information about changes in the relevant industries, feedback about their future direction, and suggestions about technical training, networking opportunities, and internship and employment opportunities for students. Advisory boards provide input regarding expectations for competency to inform the college faculty in its determination of expected competency levels.

The [Los Angeles Orange County Regional Consortia \(LAOCRC\)](#) reviews new and substantially changing career technical programs to prevent unnecessary duplication and ensure labor market need. Community services and extension courses undergo a separate, streamlined process for approval in which faculty members play a primary role ([II.A.17 Classes Outside Regular Department Structure Subcommittee – CORDS](#)). Contract education courses and job training programs, offered in partnership with businesses and the County of Los Angeles, conduct regular evaluation to improve offerings ([II.A.18 Contract Ed Evaluation Examples](#)).

In response to student needs, both full-time and adjunct instructors utilize a variety of instructional methodologies: lecture, lab, activity, discussion, fieldwork, independent study, presentations, group projects, and web enhancement. Some instructors offer students the opportunity to participate in Service Learning. The Professional Development Center offers workshops on various teaching methodologies, technology, and innovative strategies faculty members can use to meet various learning styles ([II.A.19 Tech Fest 2015](#)).

The [College Distance Education Committee \(CDEC\)](#) has created a webpage of resources to assist distance education faculty, including a quiz to determine if online teaching is right for them, as well as resources faculty can use to improve online instruction to meet student needs ([II.A.20 Virtual Valley Faculty Resources](#)). Student resources are posted to aid distance education students, as well as help them decide if online classes are right for them ([II.A.21 Virtual Valley Student Resources](#)).

The faculty evaluation process ensures that content and methods of instruction meet high standards and that instructional improvement occurs through participation in SLO assessment.

The evaluation process includes all full-time and adjunct instructors. Evaluation criteria on the Faculty Evaluation Form include:

- Ensures that course content is current and appropriate
- Communicates ideas clearly and effectively
- Participates in the Student Learning Outcomes Assessment Cycle (for classroom faculty, includes approved SLO's on class syllabi.)

([II.A.22 Faculty Evaluation Summary Form](#))

A criterion particularly relevant to Distance Education instructors was added to evaluation form in the 2014-17 Collective Bargaining Agreement: "Initiates regular, systematic and substantive student contact."

Continual improvement of courses, programs, and services is achieved through systematic SLO assessment, program review, and planning. Course outcomes and service outcomes are regularly assessed and the results and improvements made are documented in narrative reports found online: [Service Outcomes Assessment Reports](#) and [Instructional Course Assessment Reports](#). Comprehensive program review is completed on a six-year cycle and incorporates course and service outcomes assessment ([II.A.23 Program Review and Executive Summaries](#)). Annual planning is informed by SLO assessment and program review; they provide an opportunity for staff to review data generated since the last program review and to document department goals which often include curricular improvements. (Access to the Annual Plan site will be provided to the team.)

Analysis and Evaluation

LAVC offers a wide range of programs to meet the varied needs of our student population. Ongoing work within departments, on the VCCC, during professional development activities, and through other processes, such as evaluation of courses and of instructors, ensures the integrity of all courses and programs. The college community holds ongoing dialogue about curriculum, focusing on the relationship between the college curriculum and the college mission and academic standards.

The processes for evaluating faculty, courses and programs are ingrained into the college culture. Program review is the primary means of measuring the effectiveness of educational programs. Faculty evaluations ensure that faculty meets the standards set by the department/discipline while also facilitating continual, professional growth and improvement. Peer and student evaluations as well as observations are components of the evaluation process. Data from the 2014 LACCD Student Survey affirms that LAVC is offering appropriate content and methods of instruction:

To what extent do you agree with each statement	Strongly Agree/Agree Face to Face (n=4,022)	Strongly Agree/Agree Online (n=415)
I receive excellent instruction in most of my courses	88 percent	91 percent
I feel that my courses required in my program prepare me for further coursework, employment, or transfer	89 percent	94 percent

II.A.3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard

LAVC has identified student learning outcomes for all of its courses, programs, certificates, and degrees. Faculty members define SLOs for courses and programs/pathways, design assessments that allow students to demonstrate learning, evaluate those assessments, and use the results for improvement. Success is seen as students demonstrate integrated higher learning skills as they complete courses and programs.

Each department, in consultation with its discipline faculty, submits course SLOs to the Valley College Curriculum Committee (VCCC), which evaluates SLOs following the definitions and guidelines established in the LAVC SLO Manual ([II.A.24 SLO Manual](#)). The VCCC works with discipline faculty to prepare appropriate, rigorous, and measurable SLO's, assessment activities, and measures, then forwards them to the LAVC Academic Senate for approval. The Senate provides leadership in ensuring all courses are assessed, including approving the 2013 motion to the Institutional Effectiveness Council mandating that all courses not assessed by December 30, 2013 be archived ([II.A.25 IEC Motion to Archive Courses Not Assessed](#)).

All official course outlines with course SLOs can be accessed through the Electronic Curriculum Development (ECD) System for credit courses or through the VCCC page for noncredit courses ([II.A.26 Course Outlines and Student Learning Outcomes](#)). Board Rules require that all faculty members must provide students a syllabus that includes the approved course student learning outcomes during the first week of classes ([II.A.27 Board Rule 6705.20-Syllabus](#)). Department chairs collect syllabi from their instructors each term. Adherence to syllabi guidelines, including listing student learning outcomes, is a required component in faculty evaluation. On the summary form, item 12 under Professional Contributions prompts evaluators to assess whether the faculty member has met this requirement ([II.A.22 Faculty Evaluation Summary Form](#)).

All disciplines submit Discipline Assessment Plans (DAPs) to define when course SLOs will be assessed, data will be evaluated, improvements will be developed and implemented, and when the SLOs will be reassessed ([II.A.28 Discipline Assessment Plan Form](#)). The Cycle 2 [Discipline Assessment Plans](#) are housed on the LAVC Outcomes Assessment Site. Faculty use detailed criteria to validate the assessment process, including ensuring accurately and appropriately conducted sampling methodology, valid data that accurately measures what was intended, collaborative review by members of the discipline/service area, and proposals for improvements that are based on the data. This process ensures the quality of assessments, robust dialogue, and a focus on continuous improvement.

The 2013 Institutional Assessment Plan (IAP) set a 20 percent per year course assessment goal so that all courses would have a regular cycle of SLO assessment review every five years ([II.A.29 Institutional Assessment Plan 2013](#)). By spring 2014, the College had assessed 100 percent of all SLOs. In April 2014, the IEC approved a three-year assessment cycle for all courses, programs, and services beginning in 2014-15, which supersedes the former five-year

cycle ([II.A.30 Assessment 3 Year Cycle Motion](#)). LAVC tracks course and program-level SLO assessment cycles (SLOACs), which include review/creation of SLOs, assessment, analysis of results, and the implementation of improvements. Archived course [SLOAC Reports](#) are housed online.

The [Outcomes Assessment Committee \(OAC\)](#) oversees and coordinates SLO efforts at the campus level. Responsibilities include proposing policies and processes, overseeing college-wide program outcomes, and supporting and reviewing the assessment of course and service outcomes. The Committee promotes campus-wide understanding and integration of SLOs, facilitating campus dialogue to enhance institutional effectiveness and the continuous improvement of student learning. Instructional policy items are brought to the Academic Senate and all items are brought to PEPC.

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 ([II.A.31 ILOs in 2015-16 Catalog](#)).

The initial assessment of all of the program pathways was overseen by the Office of Institutional Effectiveness and Planning, guided by the Outcomes Assessment Committee (OAC), the SLO Coordinator, and the SLO Executive Team, and completed in 2013. Work groups, composed primarily of faculty members, were formed for each of the three program pathways. Alignment grids were developed to clearly link courses to program pathways ([II.A.32 Alignment Grid CTE](#)) ([II.A.33 Alignment Grid Foundational Skills](#)) ([II.A.34 Alignment Grid GE-Transfer](#)). These alignments determined the selection of courses for data collection for each of the three program pathway assessments. Various assessment methods were used to assess the program pathways including direct assessment of student work, surveys, review of course assessment reports, and results of professional licensing exams. This process, the results of the assessments, and the improvement plans are well documented in program outcomes assessment reports, which are available on the [Program Outcomes page](#) ([II.A.35 Program Assessment Report-CTE](#)) ([II.A.36 Program Assessment Report-Foundational Skills](#)) ([II.A.37 Program Assessment Report-GE-Transfer](#)).

Analysis and Evaluation

The College has identified learning outcomes for courses, which are listed in course outline addendums and provided to students on their syllabi. Course learning outcomes are assessed on a regular basis and the results are used for improvement. All program pathways have been assessed and summary reports have been vetted through the College's shared governance

committee structure. Course-level SLOAC reports and program pathway assessment reports document the many improvements that have been made as a result of outcomes assessment.

While LAVC has made tremendous progress in its outcomes assessment processes since its last comprehensive review, the College has faced some challenges. After receiving a recommendation on SLOs in 2013, campus constituents reinvigorated course and program assessment. Turnover in SLO Coordinators had been an ongoing challenge. In fall 2014, the SLO Coordinator position was advertised and there were no applicants. In late spring 2015, the position was advertised again ([II.A.38 SLO Position Announcement](#)). This time, three full-time faculty members accepted positions as SLO Coordinators, each at .2 FTE reassigned time, and began in July 2015.

Prolonged discussion and anticipation about adopting an SLO tracking software system, coupled with the absence of an SLO Coordinator, resulted in a reduction in the number of SLOAC report submissions in 2014-15. Nevertheless, departments continued to conduct assessments during this time and departments with overdue reports submitted them in fall 2015. An important role for the new SLO Coordinators will be tracking SLOAC reports to ensure timely submission.

In order to streamline the assessment process by making data collection and aggregation easier, the College purchased eLumen, an electronic system for SLO submission, review, and tracking that will allow simple and systematic access to assessment results for planning and decision-making. The SLO Coordinators worked with administrators and eLumen staff in fall 2015 to provide training as the College transitions to this new process ([II.A.39 eLumen SLO Assessment Process](#)).

Multiple improvements to SLO processes are being spearheaded by OAC and the SLO Coordinators. They are currently planning the implementation of the second cycle of program pathways outcomes assessment and are reviewing and improving existing assessment processes. Disciplines are scheduled to review and update each of the course-to-program pathway alignment grids so that the alignments are more detailed. A GE/Transfer work group will be convened to focus on this program pathway. They will update the 2013 Institutional Assessment Plan to incorporate changes to processes and work with the OAC to create a status report on the improvements instituted as a result of the 2013 program pathways assessments.

On the 2014 LACCD Student Survey, 92% of student respondents said they were aware of the SLOs for their courses (#32d). Department Chairs collect syllabi from all faculty members each term. During performance evaluation, syllabi are examined to ensure that SLOs are listed. To streamline this process and move towards making syllabi more accessible to students, the College is currently piloting an online repository of syllabi.

II.A.4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

LAVC offers pre-collegiate level courses under the designation of Basic Skills courses. These courses are offered in the areas of Communications, Developmental Communications, English

and English as A Second Language (ESL), Learning Skills and Math. The courses that are counted as Basic Skills courses are listed in the LAVC Catalog ([II.A.40 Basic Skills Courses](#)). In addition, some Basic Skills courses are offered in the Continuing Education Program. These courses are noncredit courses offered in ESL and Basic Skills ([II.A.41 Noncredit Basic Skills Courses](#)). The sequences of Basic Skills courses in English and Math are diagrammed in the catalog ([II.A.42 English-ESL Basic Skills Sequence](#)) ([II.A.43 Math Basic Skills Sequence](#)).

Several labs support the acquisition of basic skills. [The General Tutoring Center](#) provides tutoring on a variety of subjects including basic skills. [The Math Lab](#) offers free tutoring to students enrolled in basic skills math courses. It has 15 laptops with math tutoring software. [The Writing Center](#) assists students with English writing skills and has 38 computers for students to work on their writing skills. [The Reading Center](#) assists students in Developmental Communications classes. [The Speech Lab](#) helps students enrolled in communications classes a chance to practice English and work on accent reduction.

[The Foundational Skills Committee](#) coordinates campus efforts aimed at improving LAVC students' pre-collegiate skills ([II.A.44 Foundational Skills Minutes 03-13-14](#)). The General Tutoring Center applies funds from the California Community College Basic Skills Initiative (CCC BSI) to tutor students in the area of basic skills. The Tutoring Center supports the improvement of Basic Skills by bringing in outside experts to conduct workshops with faculty and staff on improving the course sequences ([II.A.45 Four Cornerstones of Gateway Course Completion PowerPoint](#)). The BSI provides additional oversight requiring action plans linked to measurable outcomes.

Goal C.3 of the College's Student Equity Plan is "increase completion of basic skills courses in English." The associated activity for this goal is to "form [an] inquiry group to evaluate Basic Skills English Curriculum...and map accelerated pathways and bridge program to increase pathway completion" ([I.B.41 2015-2020 Student Equity Plan](#)).

Analysis and Evaluation

LAVC offers a robust pre-collegiate curriculum in Communications, Developmental Communications, English and English as A Second Language (ESL), Learning Skills, and Math. This curriculum is clearly designated in the college catalog. Students are supported in acquiring basic skills by the General Tutoring Center, the Writing Center, and the Math Lab. Improvement efforts are underway, particularly in the Student Equity Plan and the SSSP, to increase student completion and success.

II.A.5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level.

Evidence of Meeting the Standard

The breadth, depth, rigor, and course sequencing of our degrees and programs are determined through our curriculum processes as outlined in Administrative Regulations E-64 and E-65 and follow common higher education practices ([II.A.13 E-64 New Program Procedures](#)) ([II.A.14 E-](#)

[65 Curriculum Development](#)). Discipline faculty members engage in ongoing dialogue about their instructional programs both informally and formally in department meetings ([II.A.46 Anthro101 SLO Norming Minutes Nov2013](#)). All course outlines are updated on a five-year cycle. Department chairs, in consultation with their deans, ensure that scheduled course offerings enable students to transfer or complete certificate and degree programs in a timely manner.

Adhering to the California legal and regulatory curriculum standards in Education Code and Title 5 Code of Regulations ensures programs and degrees are of appropriate breadth, depth, rigor, and course sequencing. LAVC has 16 Associate in Arts for Transfer (AA-T) and 4 Associate in Science for Transfer (AS-T) degrees. These California Senate Bill 1440-Student Transfer Achievement Reform Act compliant degrees require no more than 60 units and serve to meet the transfer needs of CSU bound students by guaranteeing admission to the CSU system. ADT's (Associate Degrees for Transfer) encourage double counting of major and general education units to ensure that students transfer in timely manner to the CSU system.

The College also maintains depth and rigor of instruction through the faculty evaluation process, which encourages faculty to continue to improve and grow in their profession. Evaluations are conducted on a regular basis, with the involvement of students, faculty peers, department chairs, and administrators. Evaluators assess faculty by recognizing satisfactory performance, identifying weak performance, and assisting faculty to improve. Assessments include how well the instructor provides constructive feedback to students, to what degree the instructor is knowledgeable about the subject matter, teaching to the course outline of record, providing a clearly outlined syllabus, and spelling out his/her grading policy ([II.A.22 Faculty Evaluation Summary Form](#)). A new section was added to the Distance Education support webpage, Virtual Valley, to aid department chairs in evaluating Distance Education faculty and improving their performance, including a best practices checklist ([II.A.47 Virtual Valley Department Chair Resources](#)).

Time to completion is monitored in the program review cycle. During program review, faculty conducts a rigorous evaluation of courses and programs that includes evaluating completion data for degrees and programs ([II.A.48 Sociology-Ethnic Studies Program Review 2010](#) pages 5-6). The Program Effectiveness and Planning Committee oversees the program review and program viability processes. Programs are required to perform a viability review if indicated by three or more metrics, which include average class size, success rates, retention rates, number of program completers, WSCH/FTEF, and status in the SLO and program review processes ([I.B 27 Viability Standards](#)). In the viability review, program participants review the program data and develop improvement plans ([II.A.49 CAOT Viability Report](#)). PEPC monitors the progress in implementing program viability improvement plans. Synthesis of learning is evaluated through SLO assessment at the course and program levels and documented in narrative reports. [Fulfills Eligibility Requirement 12]

Analysis and Evaluation

LAVC offers high quality degrees and programs that conform to standard practices in higher education. Mechanisms to ensure this include curriculum policies and processes, program review, SLO assessment, and faculty evaluation.

II.A.6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.

Evidence of Meeting the Standard

As a two-year college, LAVC strives to schedule sufficient sections of courses for students to complete their programs of study in a timely manner within budgetary limitations. The Deans of Academic Affairs consult with department chairs to ensure that courses are offered to allow students to complete programs in a timely manner. Beginning in spring 2015 with fall 2015 schedule production, department chairs completed a two-year scheduling matrix in which they projected their offerings for coming terms to ensure that courses would be offered in a manner that facilitated timely completion ([II.A.50 HHLPS 2015_16 Matrix](#)) ([II.A.50.1 HHLPS Fall 2015 Department Chair Scheduling Packet](#)).

The College has established policies to ensure that programs are attainable, including a statement that core courses for degrees and certificates must be offered at least once every two years ([II.A.51 Policy to Ensure Programs Are Attainable](#)). Programs requiring courses that have not been offered in two years submit a Program Change or Discontinuance form to the VCCC to restructure the program.

The [Career Technical Education Committee](#) works with departments to ensure that all CTE programs are attainable in two years or less. All CTE programs are required to have yearly Advisory Committee meetings to get input from industry experts and review their programs. [Fulfills Eligibility Requirement 9]

Analysis and Evaluation

The Policy to Ensure Programs are Attainable articulates the College's commitment to scheduling courses so that students can complete their programs of study in a timely manner. To implement this policy, two-year scheduling matrices are created by Department Chairs. This tool helps the Chairs and others confirm that courses are being offered in a manner that supports student completion.

During the schedule building process, Department Chairs consult with Deans on all aspects of the schedule, including distance education offerings. Success and retention rates of distance education courses are discussed during this consultation and heavily inform scheduling recommendations.

The Mathematics Department was awarded a U.S. Department of Education HSI STEM grant to accelerate the pathway through mathematics, thus decreasing the time to completion or transfer ([II.A.52 Math Grant Performance Report 2014](#)). Through participation in national initiatives, such as Achieving the Dream, the College continues to demonstrate its commitment to improving the quality of instruction, particularly in the areas of sequencing and time to completion.

II.A.7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

In response to student needs, instructors utilize a variety of instructional methodologies: lecture, lab, activity, discussion, fieldwork, independent study, presentations, group projects, and web enhancement. Some instructors offer students the opportunity to participate in [Service Learning](#). Professional development offers workshops on various teaching methodologies, technology, and innovative strategies, such as ‘flipping the classroom,’ incorporating technology, active learning, and other high-impact activities they can use to meet various learning styles ([II.A.53 Professional Development Workshops page](#)).

The [College Distance Education Committee \(CDEC\)](#) created Virtual Valley, a website of resources to assist distance education faculty, including a quiz to determine if online teaching is right for them, as well as resources faculty can use to improve online instruction to meet the needs of faculty ([II.A.20 Virtual Valley Faculty Resources](#)). Student resources are posted to aid distance education students, as well as help them decide if online classes are right for them ([II.A.21 Virtual Valley Student Resources](#)).

Students have access to 100 computers in the [Computer Commons](#), which has expanded its hours to include early mornings, evenings, and Saturdays. Instructional assistants are there to assist students and Virtual Valley help desk staff are next door to assist with technical issues. Additionally, those with disabilities have access to better technology and facilities to meet their needs. For example, the Library and Academic Resource Center has assistive listening devices built into every classroom.

The [Career/Transfer Center](#) has a diagnostic tool available to students to assess their learning styles. Students who enroll in personal development courses also learn study skills strategies. We offer the following support services: Academic Resource Center (Writing Center, Learning Center, General Tutoring, Math Lab), Biology Tutoring, EOPS, TRiO, Puente, Cal Works, and Services for Student with Disabilities (SSD).

LAVC serves over 20,000 students from the San Fernando Valley, many of whom come from neighborhoods that are economically lower than average and from low API-scoring high schools. In the college Student Equity Plan, staff members identified several populations with the greatest need for support to achieve equity ([I.B.41 2015-2020 Student Equity Plan](#)). As part of this plan, LAVC will emphasize three goals: 1) Institute an Equity and Access Pathway by creating cohorts for incoming students from underrepresented populations; 2) Implement a targeted professional development effort to assist all faculty in implementing high-impact practices in the classroom; mentoring strategies; and cultural competency; and 3) To increase completion and success of basic skills courses in mathematics and English.

The College has approved LAVC’s participation in the Online Education Initiative (OEI), a collaborative effort among California Community Colleges to increase student success and completion through access to quality online courses and support services. The benefits include services such as tutoring, online learning readiness, and basic skills support; professional development, such as instructional design support and content resources; and cost savings through system-wide licensing for the Canvas Learning Management System. A pilot group of faculty will begin using the new LMS in spring 2015. Full rollout is set for fall 2016. The

migration to Canvas will expand our infrastructure support for online and hybrid classes and increase the ability to web-enhance face-to-face classes ([II.A.54 OEI Proposal and Analysis](#)).

Analysis and Evaluation

Individual instructors choose their teaching methodologies and they use a variety of instructional strategies. On the 2014 LACCD Student Survey, students reported strong satisfaction when 87 percent of respondents (n=4,022) either strongly agreed or agreed with the statement, “instructors adequately use available technology in and out of the classroom” (#23i). For online students, 91 percent (n=415) strongly agreed or agreed with this statement ([II.A.55 Fall 2014 Online Student Survey](#)). Overall satisfaction with the quality of instruction is extremely high, with 88 percent of face-to-face respondents and 91 percent of online respondents strongly agreeing or agreeing with the statement, “I receive excellent instruction in most of my classes.”

LAVC’s Office of Professional Development offers workshops throughout the year to demonstrate diverse teaching methodologies and best practices. The academic support labs offer numerous services to help students succeed.

II.A.8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

The institution does not use departmental course or program examinations.

II.A.9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions.

Evidence of Meeting the Standard

LAVC awards course credit based on attainment of learning outcomes. Faculty members develop course learning outcomes to articulate the knowledge, skills, and abilities a student will have as a result of successfully completing a course. They also develop specific objectives which students complete on their way to developing competency in the learning outcome. Grades are assigned as an indication of students’ achieved competency in relation to the course objectives. Assessment of course objectives ensures that students attain learning outcomes and leads to awarding credit based on learning outcomes.

The evaluation process is ongoing -- each course is assessed on a three-year cycle defined in the [Department Assessment Plans \(DAPs\)](#). The [Student Learning Outcomes Assessment Cycle Reports \(SLOAC\) reports](#) document course-level SLO assessment and are submitted to the Outcomes Assessment Committee with recommendations for improvement.

Faculty workgroups and committees have developed broader student learning outcomes that specify the more general skills they expect students to be able to demonstrate as a result of their participation in each of the three program pathways, CTE, Foundational Skills, and GE/Transfer. The first cycle of program pathways assessment was completed and documented in 2013. [See

response to Standard II.A.3 for program assessment reports and course-to-program outcomes alignments.]

LAVC's institutional level outcomes are embedded in the program pathways as indicated in the catalog ([II.A.56 Institutional Learning Outcomes in 2015-16 Catalog](#)). There are seven Institutional Learning Outcomes: 1) Academic Habits of Mind; 2) Communication Skills; 3) Global Awareness; 4) Professional Behavior; 5) Reasoning Skills; 6) Social Responsibility & Personal Development; and 7) Technical Skills. All of these outcomes, or combinations of them, are included in the three pathways. Assessment of the program pathways as documented in the program pathway assessment reports ensures that degrees and certificates are awarded based on attainment of learning outcomes.

The LAVC Curriculum Committee (VCCC) reviews courses, degrees and certificates to ensure that they align with District standards. The articulation officer, in conjunction with VCCC, ensures that units of credit awarded are consistent with state guidelines. The College maintains transferable course articulation agreements with the California State University, University of California, California Independent Colleges and Universities, and select out-of-state colleges and universities.

Units of credit for coursework follows state and federal standards which maintain that one credit hour of community college work is approximately three hours of recitation, study, or laboratory work per week throughout a term of 16 weeks. The specific relationship of units to hours for each course is visualized in a grid on the course outline of record ([II.A.57 CO SCI 801 Course Outline](#)). The College does not offer courses based on clock hours.
[Fulfills Eligibility Requirement 10]

Analysis and Evaluation

LAVC faculty members assess course objectives that clearly align with course SLOs which means that credit is awarded based on the attainment of learning outcomes. Course-level SLO data feeds into the program pathway assessment reports, ensuring that degree and certificate credit is awarded based on SLO achievement as well. The College has completed its first cycle of program pathway assessments, and as eLumen is implemented it plans to conduct the second round of program assessments.

II.A.10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Evidence of Meeting the Standard

Transfer policies are made available to students and the public through the LAVC Catalog ([CP.6 LAVC Catalog Transfer Requirements](#)), the Catalog's addendum ([CP.7 Associate Degree for Transfer Addendum](#)), the College website ([CP.8 Transfer Requirements page](#)), and the Schedule of Classes ([CP.9 Transfer Information Spring 2016 Schedule](#)). These publications, as well as counselors, also refer students to <http://www.assist.org>, the official repository of articulation for

California's public colleges and universities that provides the most accurate and up-to-date information about student transfer in the state. Policies that affect transfer credit or external examination policies are brought through the VCCC and the information is updated in the catalog. The Articulation Officer provides training for all counselors on the acceptance of transfer credit as outlined in The California State University Executive Order 1033 and the IGETC Standards.

A summary of curricular changes for new courses at LAVC is sent annually to the four-year institutions for review in order to initiate new articulation. ASSIST is periodically updated by both the Articulation Officer and the four-year institutions to reflect course and program changes at either LAVC or the universities. In accepting transfer credits from other institutions, either the counselor accepts the course, using existing articulation agreements, or the student may file a request with the Petitions Committee to have the credits accepted. The Articulation Officer oversees the process and ensures that the learning objectives for the course accepted for transfer are consistent with the LAVC course objectives and transfer guidelines.
[Fulfills Eligibility Requirement 10]

Analysis and Evaluation

LAVC has long-standing articulation agreements with institutions and maintains excellent relationships with them. The Articulation Officer submits a Summary of Curricular Changes to all UCs and CSUs and participates in the annual submission of new courses approved by the VCCC for IGETC and CSU GE approval. Approvals for IGETC and CSU courses are made available to students in the LAVC Catalog and Schedule of Classes.

II.A.11. The institution includes, in all of its programs, student learning outcomes appropriate to the program level in: communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

LAVC's institutional learning outcomes include communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives; other program-specific learning outcomes have been identified for the three program pathways through curriculum processes. These institutional learning outcomes are embedded in the three program pathways (CTE, Foundational Skills, and GE/Transfer). The ILOs are identified as a major or minor emphasis of each course depending on which of the three program pathways it belongs to.

District Board Rules require that degree-seeking students satisfy reading and writing competency and specify the ways that students can accomplish this ([II.A.58 Board Rule 6201.12](#)). Further details on the specific courses that fulfill these competency requirements are listed on pages 33-37 of the 2015-16 LAVC Catalog ([II.A.59 Degree Requirements – 2015-16 Catalog](#)).

Analytic inquiry skills, or critical thinking skills, are a required component of all degree-applicable courses per California's Title 5 Regulations, Section 55002. The VCCC evaluates all course outlines of record to ensure that this requirement is addressed. Each of the program pathways includes reasoning skills as an outcome. These encompass information competency,

analytic inquiry skills, and ethical reasoning. The reasoning skills outcome for the GE/Transfer program pathway is: “Students will be able to ask appropriate questions, collect accurate information, evaluate its quality, and reflectively and creatively analyze, synthesize and organize the information. As a result, students will be able to reason logically and come to reliable conclusions which will enable them to successfully navigate the world around them.”

Reasoning skills were assessed as a part of the program pathways assessment process. [See response to Standard II.A.3 for program assessment reports.] LAVC offers an array of courses in the GE areas of Language and Rationality as well as in Natural Sciences, in which students learn to apply the scientific method.

Information competency, computer competency, and critical thinking are skills considered for applicable courses and are part of the course outline of record ([II.A.60 Art 101 Course Outline](#)). Also included in the course outline of record is an explanation as to how diverse perspectives (e.g. cultural, gender, etc.), if applicable, are included in each course. Vocational courses are required to identify the SCANS (Secretary’s Commission on Necessary Skills) competencies that students will develop in a course. SCANS competencies encompass skills in communication, information competency, quantitative competency, analytic inquiry, ethical reasoning, and diversity. This is recommended but not required for non-vocational courses.

District Board Rules specify that ethnic studies be offered in at least one of the required areas. Many courses in social and behavioral sciences and humanities offer a cultural diversity component. The standard course outline addresses the issue of cultural diversity for every applicable course. The College also offers a Cultural Competency Skills Certificate, comprised of GE courses, through the Anthropology Department. Global awareness is one of the outcomes in the GE/Transfer Program Pathway. LAVC offers 60 courses in the GE area of Social and Behavioral Sciences.

The three program pathways each have outcomes for communication and reasoning skills. Other program-specific learning outcomes include academic habits of mind (Foundational Program Outcomes), professional behavior and technical skills (CTE Outcomes), and social responsibility and personal development (GE/Transfer Program Outcomes).

Analysis and Evaluation

LAVC has learning outcomes at the program-level for each of the required competencies. Together these outcomes for the College’s institutional learning outcomes are assessed through the program pathways assessment process.

II.A.12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student’s preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

Evidence of Meeting the Standard

LACCD Board Rule 6201.12 establishes General Education (GE) requirements and criteria. In addition, LAVC has established its own general education philosophy and guidelines, as delineated on the [GE Subcommittee webpage](#). The determination of whether a course qualifies as a GE class, and in which area, is made by the General Education Subcommittee which includes faculty members who serve on the VCCC, based on a recommendation by the proposing department and discipline faculty. When evaluating a course for possible inclusion into a general education category, the Subcommittee reviews the course outline of record, paying close attention to whether the course student learning outcomes align to the GE program pathway outcomes.

The GE/Transfer Pathway outcomes for Global Awareness and Social Responsibility and Personal Development give students requisite preparation for and acceptance of responsible participation in civil society. The Social Responsibility and Personal Development outcome states, “Students will be able to take responsibility for their own actions and well-being, make ethical decisions in complex situations, and participate actively in a diverse society.” Skills for lifelong learning are embedded in all four of the GE/Transfer Program outcomes. Skills for application of learning are most strongly embedded in the outcome for Reasoning Skills, which says “students will be able to reason logically and come to reliable conclusions which will enable them to successfully navigate the world around them.” Pathway outcomes are assessed as a part of the program pathways assessment process. [See response to Standard II.A.3 for program assessment reports.]

All of the GE/Transfer Pathway outcomes support broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. This is actualized when the outcomes for Reasoning Skills, Communication Skills, Global Awareness, and Social Responsibility and Personal Development are applied in the context of the above areas. Each of these areas is a required category in each of the GE patterns offered at LAVC ([II.A. 59 Degree Requirements – 2015-16 Catalog](#)). [Fulfills Eligibility Requirement 12]

Analysis and Evaluation

LAVC has a general education philosophy that is clearly stated on the College website and in the College Catalog. Faculty members are involved in the determination of which courses are included in GE patterns and use learning outcomes to guide these determinations. The outcomes for the GE/Transfer pathway address citizenship, lifelong learning, and knowledge and approaches in the arts and humanities, the sciences, mathematics, and social sciences.

II.A.13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core are based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

Los Angeles Valley College offers 60 Associate of Arts degrees, 19 Associate of Science degrees, 16 Associate of Arts for Transfer degrees, 4 Associate of Science for Transfer degrees,

52 Certificates of Achievement, 13 Skills Certificates, and 11 Non Credit Certificates of Completion. These are listed on the College website under [Degrees and Certificates](#). Each of these programs represents a pattern of learning experiences designed to develop competencies within a major or area of emphasis. Discipline faculty members select course offerings and prerequisites to create a sequence of courses leading to a degree in a focused area of inquiry or an interdisciplinary core. Degree programs begin with introductory courses and give the student an overview before beginning more focused study of the subject. Introductory courses often serve as prerequisites for higher-level courses that incorporate focused study or directed practice in a particular field. Several CTE programs require two or more levels of prerequisites prior to enrolling in one or two advanced capstone courses, for example ([II.A.61 Cinema Programs](#)) ([II.A.62 Computer Science Programs](#)).

CTE discipline faculty in disciplines such as Media Arts, Technology, and Business, regularly consult with their Advisory Boards ([II.A.63 Sample Advisory Board minutes 2015](#)), the LACCD CTE Deans, and the Regional Consortium to ensure the rigor and utility of the proposed course of study ([II.A.64 Certificate of Achievement in Retail Management](#)). Department faculty review programs re-validate the courses and sequencing in their degrees and document plans for changes on a six-year [Program Review cycle](#) and in [Annual Reviews](#). Faculty submit program modification proposals to the VCCC ([II.A.65 VCCC Program Modification Form](#)) ([II.A.66 Spanish AA Modification Proposal](#)) as needed. The [program reviews and executive summaries](#) are available on the PEPC website. The [Valley College Curriculum Committee \(VCCC\)](#) evaluates new programs and program modification proposals for adherence to a sequence of courses that move from a broad introduction to a more focused field of study ([II.A.66 Program Proposal Form Sept 2015](#)) ([II.A.67 Curriculum Submissions Program Items 2013-2014](#)) ([II.A.68 Curriculum Submissions Program Items 2014-2015](#)) and makes recommendations to the Academic Senate for approval.

For all degree-applicable courses, discipline faculty members identify Student Learning Outcomes. These summarize the key competencies and practices covered by the course. Upon successful completion of courses within a program and achievement of course SLOs, students master the lower division skills appropriate to their major. Discipline faculty members assess and refine SLO's on a three-year cycle, according to guidelines developed by OAC ([II.A.69 SLO Manual](#)).

Analysis and Evaluation

LAVC offers degrees that help students successfully pursue their educational goals, including transfer and career advancement. Faculty members regularly propose, update, and discontinue programs to best serve our students. During the 2014-15 academic year discipline faculty developed 11 new Associate Degrees for Transfer, one new Certificate of Achievement, and two new Skills Certificates. Five of our existing programs were modified and one program was discontinued. Faculty assess course SLOs on an established cycle and propose changes via the curricular process

Two significant changes will strengthen the links between course, program, and pathway outcomes at LAVC in the coming year. First, the LACCD approved a new, single, General Education Plan ([II.A.70 Board Rule 6201](#)), effective fall 2016, allowing all Associate Degrees to require a minimum of 18 units major course work and fulfill GE requirements using CSU GE

Breadth, IGETC, or a 21 unit LACCD GE plan. In response to the adoption of this new GE Plan, and in connection with the six-year Comprehensive Planning and Program Review, all departments on campus will review the requirements of their programs and update as needed. The eLumen software system will strengthen the links between course, program, and pathway assessment.

II.A.14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

Occupational programs meet annually with their advisory board members to discuss curriculum to remain current with skills needed in the workplace. Many LAVC occupational programs have designed certificates that meet outside agency standards or have developed courses to prepare students for external licensing exams (see below). The Office of Institutional Effectiveness posts [Gainful Employment data](#) related to the CTE certificates offered on campus. The CTE Program Pathway completed its first round of assessment in 2012 to assess the effectiveness of the program in meeting its educational goals ([II.A.35 Program Assessment Report-CTE](#)).

The following programs provide preparation for California licensures, permits, or certifications:

- Nursing provides NCLEX exam preparation for the RN licensure.
- Respiratory Therapy prepares students to be licensed as respiratory care practitioners by the Respiratory Care Board of California under the Department of Consumer Affairs.
- All seven certificates offered in Child Development meet State Department of Social Services requirements as defined in Title 22 ([II.A.71 Child Development Certificates Awarded 2014-2015](#)).
- Fire Technology offers a course in Emergency Medical Technician (EMT) training that prepares students to take the test to be admitted to the National Registry of Emergency Medical Technicians, certification necessary to work as an EMT. Occupational certificates prepare students to become fire fighters, fire inspectors, and arson investigators.
- Real Estate courses prepare students to acquire California salesperson and brokers' licensures.
- Electronics offers a low-unit certificate to prepare students for the A+/Net+ certification exam.
- Physical Education offers a course on CPR and first aid. Upon successful completion of the course, students are awarded the Red Cross certificate in first aid and CPR.

Analysis and Evaluation

The Nursing, Respiratory Therapy, and EMT programs are the only programs that receive feedback on the performance of our students from external agencies.

- The Nursing Department's pass rates on the NCLEX averaged 92.67 percent from 2007-2012 ([II.A.72 NCLEX pass rates](#)). Pass rates for our Nursing Department students on the NCLEX in 2014-15 was 95% for the 80 students who took the test: [NCLEX Pass Rates](#).
- The Respiratory Therapy Program's pass rates on the state license exam averaged 97 percent from 2008-2013 ([II.A.73 NBRC Summary 2014](#)). Pass rates on the CRT licensing exam for the 2014 cohort was 20 out of 23 (86.95%). Nineteen of the 20 CRT-credentialed 2014

graduates (95%) obtained the RRT credential ([II.A.74 Respiratory Therapy Outcomes Report](#)) ([II.A.75 NBRC Annual School Summary LAVC RT 2015](#)). In 2015, 18 graduates of the program took the CRT and 100 percent of them passed. Of the 18 who passed, 13 took the additional RRT exam and obtained their RRT credentials and RCB RT licenses. Effective January 2015 the RRT advanced credential is now required to obtain a RT license through the Respiratory Care Board of California.

- EMT pass rates have averaged 47% between 2010 and 2013 ([II.A.76 NEMRET Pass Rates](#)). To try to improve those rates, the department has taken a number of steps, including raising the percentage needed to pass the course from 70 to 75 percent, re-wording exams, and using Los Angeles County Skills testing ([II.A.77 Letter from Emergency Services Department Chair](#)).

Findings from the CTE Pathway program assessment are also positive: 87 to 92 percent of the students responding to a survey reported that the program had prepared them well or very well to communicate through written and oral expression, reason through problem solving skills, apply technical skills related to their field of study, and conduct themselves in an ethical and professional manner in the workplace. The majority of students met or exceeded faculty expectations in writing and reasoning skills and 99 percent met or exceeded faculty expectations in terms of personal integrity and respect for others ([II.A.35 Program Assessment Report-CTE](#)).

The College has been reporting its [Gainful Employment information](#) to the U.S. Department of Education since 2011.

II.A.15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard

LACCD Board Rule 6202 states that students may graduate under the catalog in effect at the time of graduation or the catalog in which they entered, if the student maintained catalog rights ([II.A.78 BR6202 Catalog Rights](#)). If a program is discontinued or changes significantly, the student may file the “Graduation Course Substitution Form” to substitute available and appropriate courses for the program in question. When discipline faculty propose a program discontinuance, the request is reviewed by both VCCC and PEPC, which then make recommendations to the Academic Senate for approval ([II.A.79 Program Discontinuance Request Form](#)). The review process considers impacts on students, course offerings, and the department. When programs are eliminated, the institution makes an effort to contact and accommodate current students through program changes. The College adopted its policy to ensure programs are attainable in an effort to assist students in completing program requirements.

Analysis and Evaluation

Program discontinuance is sometimes necessary as a result of declining demand changes implemented at the State level that affect local programs (e.g. ADT degrees). In spring 2011, as a result of implementing the Policy to Ensure Programs Are Attainable, the Skills Certificate in Scientific Visualization was inactivated since core courses were not offered. In spring 2012, the AA in both Speech Communication and Mathematics were inactivated as a result of approval of

the new transfer degrees in Communication Studies and Mathematics, respectively. Since the transfer degrees were a re-packaging of, and very similar to, AA curricula, it was clear that students maintaining catalog rights would be able to do so without any impact. Also in spring 2012, four programs in Electronics -- the AS and Certificate for Electronics:

Consumer/Computing Servicing and Electronics: Industrial Electronics -- were inactivated as there was no demand for them. In academic year 2013-14, four programs in Business -- Certificates in Escrow, Credit Administration, Banking, and Banking Management -- and one program in Emergency Services -- Certificate in Homeland Security -- were inactivated as there was no demand for them ([II.A.80 Program Discontinuance Requests](#)). In spring 2014, the Certificate in Finance was restructured into Banking and Finance, thus giving any students interested in banking the opportunity to pursue their objective ([II.A.81 Modification of Finance Certificate](#)).

II.A.16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

The quality and currency of all instructional programs is continually monitored through a variety of processes on campus, with the goals of improving programs and courses to improve student learning outcomes and achievement. These processes are:

- 1) Comprehensive Planning and Review
- 2) Annual Planning and Review
- 3) Curriculum Review
- 4) Outcome Assessment
- 5) Viability Assessment
- 6) Classes Outside Regular Department Structure (CORDS)

Comprehensive Planning and Review is the primary means of evaluating the effectiveness of the College's courses and programs in terms of their relevance, appropriateness, currency, future needs and plans, and achievement of learning outcomes. It occurs every six years and utilizes the information compiled in previous annual plans. Program reviews are completed for all collegiate, pre-collegiate, career-technical, and continuing and community education programs at the College. The process begins the year before the writing of the review with the gathering of data. Student surveys are written during the fall semester and administered at the end of the spring semester so that that data is available to programs during the year the program review is being conducted. Following the completion of comprehensive program reviews, all programs and services make presentations to PEPC summarizing their needs analysis and plans ([II.A.82 Program Review Handbook, Cycle 3](#)).

Some of the items included in the comprehensive program review process are:

1. Its history as it relates to the college and its current impact
2. The mission and philosophy of each program and how they support the mission and commitments of the College

3. Report on assessment results and resulting improvements and determined needs of the program.
4. How current curricular offerings are meeting the needs of the student population
5. Comments and recommendations from advisory boards, university representatives, or other external agencies, and any plans or actions in response to their recommendations
6. How trends in enrollment, outcome and performance data, and course and program offerings impact the population being served

The Cycle 2 [Program Review and Executive Summaries](#) from each department are posted on the LAVC website.

Annual plans focus on short-term planning while program reviews allow for more in-depth analysis and long-range planning. Annual plans provide:

- 1) Annual follow-up on Educational Master Plan implementation
- 2) Information for future planning and program reviews.

All departments must evaluate their performance using the institution-set standards of success, retention, persistence, degree completion, certificate completion and transfers. Advisory committees provide input for CTE programs annually. These programs will be working on biennial reviews early in 2016 that will also address these concerns.

Curriculum review occurs on an ongoing basis, so that every course outline of record is updated every five years, or earlier at the request of discipline faculty ([II.A.83 COR Updates due Fall 2015](#)) ([II.A.84 Curriculum Update Tracking Sheet](#)). Course outlines updates require faculty to review and verify course content and objectives, currency of reading requirements, and a revalidation of requisites. As part of the curriculum review process, Distance Education offerings are also independently reviewed to ensure delivery quality is comparable to face-to-face offerings ([II.A.85 Sample DE Addendum](#)). Following the 2013 ACCJC Accreditation visit, the College's Distance Education Committee (CDEC) and Curriculum Committee (VCCC) developed a more thorough review process and all DE-approved courses updated their proposals in fall 2013 ([II.A.86 Policy to Update DE Addenda](#)).

Outcomes Assessment processes include both course and program pathway reviews. Course Student Learning Outcomes (SLOs) are assessed on a three-year cycle and foster discussion among discipline faculty about changes in curriculum and assignments to improve student success. For example:

- The Biology department is exploring the possibility of incorporating guest lectures by industry professionals in order to demonstrate proper documentation, analysis, interpretation and presentation of data in scientific experiments for CTE courses ([II.A.87 Cycle 2 Biot3 Report](#)).
- In most of their Cycle 2 assessments, the Math Department strongly recommended the continuation of the "Week of Workshops" hosted by the Math Lab during the week before each semester begins ([II.A.88 Cycle 2 Math 27 Report](#)).
- In Music, guitar faculty are implementing a change of textbook, which places greater emphasis upon the learning of single notes. Furthermore, the "Single Note Melody" objective will now be achieved utilizing finger style instead of plectrum style to give students more

experience with this technique, which is required for all four upper-level guitar courses ([II.A.89 Cycle 2 Music 650 Report](#)).

- Psychology course outlines place new emphasis on peer review journal utilization, analysis and evaluation. In addition, English 028 is now an advisory course for all Psychology courses ([II.A.90 Cycle 2 Psych 017 Report](#)).

The campus also assesses outcomes for each of the three Program Pathways, following guidelines developed by the [Outcomes Assessment Committee](#). Each of the three programs has completed Cycle 1 of outcomes assessment and the reports are posted on the [OAC Program Assessment website](#). The results of program outcome results and improvement plans/implementation were shared with members of the campus community in workshop presentations ([II.A.91 CTE Program Presentation](#)) ([II.A.92 Foundational Program Presentation](#)) ([II.A.93 GE/Transfer Program Presentation](#)). Faculty discussion also occurs in department and division meetings throughout the campus ([II.A.94 Social Science Division Meeting Notes](#)). As the end of the three-year cycle for program assessment approaches, the College is currently in the planning phase for the second round of program pathway assessment.

Program Viability processes are in place that addresses the issue of program relevance ([I.B.28 Viability Review of Education Programs Guidelines](#)). A Program Viability Review may arise in several ways, including through the annual and comprehensive program review processes. Data considered in those processes include average class size, success rates, retention rates, number of program completers, WSCH/FTEF and status in the SLO and Program Review processes.

In 2013, the College embarked on multiple viability reviews based on those programs that fell below success standards on several measures ([I.B.27 Viability Standards](#)). The report identified five recommendations for the campus related to the improvement of programs:

- 1) The CTE Committee and EPC should further review the low number of completers across all programs at LAVC and make recommendations to address this issue
- 2) Form a workgroup to review several CTE programs identified as Low Demand/Low Completer
- 3) Small subjects, including Education, Linguistics, and Hebrew and Jewish Studies should conduct a departmental self-study to determine viability
- 4) Departments with data concerns, including Business, Chemistry, and HHLPS should conduct a self-study to improve success on the measures of concern
- 5) Full viability studies should be conducted on Computer Science, Photography, and Geology/Oceanography ([I.B.30 Viability Report Spring 2013](#)).

Departments or subjects identified for self-study were asked to submit their reports directly to PEPC. Workgroups focused on CTE Programs, Computer Science, Photography, and Geology/Oceanography were formed and prepared reports to PEPC. PEPC reviewed these reports and worked with discipline faculty to develop action plans. The results of these efforts resulted in no-cost recommendations to bolster the programs ([II.A.95 Computer Science Workgroup Report](#)) ([II.A.96 Photography Workgroup Report](#)), ([II.A.97 Oceanography/Geology Workgroup Report](#)).

LAVC also offers a variety of Community Services and Extension courses and programs. [CORDS \(classes outside the regular department structure\)](#) are developed with reference to the

mission and the needs of the community. They are typically short-term, self-supporting, and not-for-credit. They include courses, classes, and programs that are educational, cultural, social, and recreational and are developed to meet the needs of the surrounding service area. All classes and programs developed through Community Services/Extension are circulated, via memo, from the Office of Academic Affairs to all department chairs, administrators, the Academic Senate President and the Curriculum Committee Chair for review and comment on title, length of course, class or program, and description ([II.A.98 CORDS Notification May 2015](#)). Objections to a proposal are referred to a subcommittee for review.

Students in these courses complete an evaluation after each class ([II.A.99 Community Services Course Evaluation Form](#)). Extension partnerships evaluate all their courses by asking each student to evaluate the course upon completion ([II.A.100 Sample Contract Ed evaluations](#)). Students enrolled in Community Services Career Training Classes (e.g., Physical Therapy Aide, EKG Technician, Medical Billing & Coding) are subject to quizzes and exams on a regular basis to monitor their progress/achievement ([II.A.101 EKG Certification results](#)).

Analysis and Evaluation

The comprehensive program review and annual plan processes, through analysis of class offerings and assessment of learning outcomes, provide a foundation for planning and continuous institutional improvement. Through these processes, programs are able to recognize their strengths and achievements, identify areas in need of improvement, and set goals and plan for the future. These efforts are data-driven, ongoing, systematic and institution-wide. Planning is based on research and is reviewed through LAVCs governance process to ensure coordination and integration of various campus plans. The program review process provides the framework for developing a strategic plan that connects not only to the program's long-term vision of student success but also to other reports and activities related to accreditation and campus plans. Annual plans and comprehensive program review form the basis for resource requests that link budget and planning.

Curriculum review also occurs regularly during the academic year. The VCCC meets 12-14 times each year to review and approve curricular proposals. PEPC continues to work with departments identified in the 2013 Viability Report. Follow up memos are submitted to PEPC, reporting on the progress in addressing recommendations and action items identified in the reports ([II.A.102 CSIT Memo Viability Updates 2014](#)), ([II.A.103 PreReq Validation CoSci802-Math110](#)) ([II.A.104 CSci 802 COR](#)).

The campus is embarking on a review of outcomes assessment processes to strengthen the links between course, program, and pathway assessment. The OAC and SLO Coordinators are currently planning the implementation of the second cycle of program pathways outcomes assessment. The College will use eLumen to streamline the assessment process and make data collection and aggregation easier.

With the introduction of AB86, members of the LAVC community have met with other stakeholders in the District to discuss how to integrate Adult Education into the existing noncredit programs at our campuses and to align and clarify the pathways between noncredit courses and credit courses and programs. A group of administrators and faculty from Continuing Education, English, Developmental Communication, Counseling, Math, and the Writing Center

gathered in May 2015 to discuss how the College can create clear pathways from noncredit to credit courses at LAVC ([II.A.105 ESL/ESSL Pathway Alignment Agenda](#)). The same group is also starting to discuss the placement process into English and Math courses ([II.A.106 Basic Skills and Assessment Reform at LAVC email](#)) and how to refine our process to help our students progress to college-level courses as successfully and efficiently as possible ([II.A.45 Four Cornerstones of Gateway Course Completion PowerPoint](#)).

Changes Arising out of the Self Evaluation Process

- Began using eLumen in order to facilitate disaggregation of learning outcomes data by demographic groups

EVIDENCE FOR STANDARD II.A

[II.A.1 Vision and Mission Statements](#)

[II.A.2 Program Listing](#)

[II.A.3 VCCC Technical Review Subcommittee](#)

[II.A.4 New Course and Reinstatement Addendum - GEOL 002](#)

[II.A.5 VCCC Distance Education Subcommittee](#)

[II.A.6 DE Course Approval Guidelines](#)

[II.A.7 Retail Management Cert New Program Forms](#)

[II.A.8 Program Review Handbook-Cycle 3](#)

[II.A.9 Anthropology 102 Course Assessment Report](#)

[II.A.10 CD 1 Assessment Report Review Sheet](#)

[II.A.11 Program Award Summary](#)

[II.A.12 Transfers UC and CSU](#)

[II.A.13 E-64 New Program Procedures](#)

[II.A.14 E-65 Curriculum Development](#)

[II.A.15 Curriculum Update Tracking Sheet](#)

[II.A.16 Theater-Emergency Services-Business Advisory Board Minutes 2015](#)

[II.A.17 Classes Outside Regular Department Structure Subcommittee – CORDS](#)

[II.A.18 Contract Ed Evaluation Examples](#)

[II.A.19 Tech Fest Summer 2015](#)

[II.A.20 Virtual Valley Faculty Resources](#)

[II.A.21 Virtual Valley Student Resources](#)

[II.A.22 Faculty Evaluation Summary Form](#)

[II.A.23 Program Review and Executive Summaries](#)

[II.A.24 SLO Manual](#)

[II.A.25 IEC Motion to Archive Courses Not Assessed](#)

[II.A.26 Course Outlines and Student Learning Outcomes](#)

[II.A.27 Board Rule 6705.20-Syllabus](#)

[II.A.28 Discipline Assessment Plan Form](#)

[II.A.29 Institutional Assessment Plan 2013](#)

[II.A.30 Assessment 3 Year Cycle Motion](#)

[II.A.31 ILOs in 2015-16 Catalog](#)

[II.A.32 Alignment Grid CTE](#)

[II.A.33 Alignment Grid Foundational Skills](#)

[II.A.34 Alignment Grid GE-Transfer](#)

[II.A.35 Program Assessment Report-CTE](#)

[II.A.36 Program Assessment Report-Foundational Skills](#)

[II.A.37 Program Assessment Report-GE-Transfer](#)

[II.A.38 SLO Position Announcement](#)

[II.A.39 eLumen SLO Assessment Process](#)

[II.A.40 Basic Skills Courses](#)

[II.A.41 Noncredit Basic Skills Courses](#)

[II.A.42 English-ESL Basic Skills Sequence](#)

[II.A.43 Math Basic Skills Sequence](#)

[II.A.44 Foundational Skills Minutes 03-13-14](#)

[II.A.45 Four Cornerstones of Gateway Course Completion PowerPoint](#)

[I.B.41 2015-2020 Student Equity Plan](#)

[II.A.46 Anthro101 SLO Norming Minutes Nov2013](#)

[II.A.47 Virtual Valley Department Chair Resources](#)

[II.A.48 Sociology-Ethnic Studies Program Review 2010](#)

[I.B 27 Viability Standards](#)

[II.A.49 CAOT Viability Report](#)

[II.A.50 HHLPS 2015 16 Matrix](#)

[II.A.50.1 HHLPS Fall 2015 Department Chair Scheduling Packet](#)

[II.A.51 Policy to Ensure Programs Are Attainable](#)

[II.A.52 Math Grant Performance Report 2014](#)

[II.A.53 Professional Development Workshops page](#)

[II.A.54 OEI Proposal and Analysis](#)

[II.A.55 Fall 2014 Online Student Survey](#)

[II.A.56 Institutional Learning Outcomes in 2015-16 Catalog](#)

[II.A.57 CO SCI 801 Course Outline](#)

[CP.7 Associate Degree for Transfer Addendum](#)

[CP.8 Transfer Requirements page](#)

[CP.9 Transfer Information Spring 2016 Schedule](#)

[II.A.58 Board Rule 6201.12](#)

[II.A.59 Degree Requirements – 2015-16 Catalog](#)

[II.A.60 Art 101 Course Outline](#)

[II.A.61 Cinema Programs](#)

[II.A.62 Computer Science Programs](#)

[II.A.63 Sample Advisory Board minutes 2015](#)

[II.A.64 Certificate of Achievement in Retail Management](#)

[II.A.65 VCCC Program Modification Form](#)

[II.A.66 Program Proposal Form Sept 2015](#)

[II.A.67 Curriculum Submissions Program Items 2013-2014](#)

[II.A.68 Curriculum Submissions Program Items 2014-2015](#)

[II.A.69 SLO Manual](#)

[II.A.70 Board Rule 6201](#)

[II.A.71 Child Development Certificates Awarded 2014-2015](#)

[II.A.72 NCLEX pass rates](#)

[II.A.73 NBRC Summary 2014](#)

[II.A.74 Respiratory Therapy Outcomes Report](#)

[II.A.75 NBRC Annual School Summary LAVC RT 2015](#)

[II.A.76 NEMRET Pass Rates](#)

[II.A.77 Letter from Emergency Services Department Chair](#)

[II.A.78 BR6202 Catalog Rights](#)

[II.A.79 Program Discontinuance Request Form](#)

[II.A.80 Program Discontinuance Requests](#)

[II.A.81 Modification of Finance Certificate](#)

[II.A.82 Program Review Handbook, Cycle 3](#)

[II.A.83 COR Updates due Fall 2015](#)

[II.A.84 Curriculum Update Tracking Sheet](#)

[II.A.85 Sample DE Addendum](#)

[II.A.86 Policy to Update DE Addenda](#)

[II.A.87 Cycle 2 Biot3 Report](#)

[II.A.88 Cycle 2 Math 27 Report](#)

[II.A.89 Cycle 2 Music 650 Report](#)

[II.A.90 Cycle 2 Psych 017 Report](#)

[II.A.91 CTE Program Presentation](#)

[II.A.92 CTE Foundational Program Presentation](#)

[II.A.93 GE/Transfer Program Presentation](#)

[II.A.94 Social Science Division Meeting Notes](#)

[I.B.28 Viability Review of Education Programs Guidelines](#)

[I.B.27 Viability Standards](#)

[I.B.30 Viability Report Spring 2013](#)

[II.A.95 Computer Science Workgroup Report](#)

[II.A.96 Photography Workgroup Report](#)

[II.A.97 Oceanography/Geology Workgroup Report](#)

[II.A.98 CORDS Notification May 2015](#)

[II.A.99 Community Services Course Evaluation Form](#)

[II.A.100 Sample Contract Ed evaluations](#)

[II.A.101 EKG Certification results](#)

[II.A.102 CSIT Memo Viability Updates 2014](#)

[II.A.103 PreReq Validation CoSci802-Math110](#)

[II.A.104 CSci 802 COR](#)

[II.A.105 ESL/ESSL Pathway Alignment Agenda](#)

[II.A.106 Basic Skills and Assessment Reform at LAVC email](#)

STANDARD II.B LIBRARY AND LEARNING RESOURCES

II.B.1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.

Evidence of Meeting the Standard

Library

In fall 2012, the LAVC Library opened its doors to a new state-of-the-art facility containing two smart classrooms, 14 group study rooms, 139 computers, three print release stations, two scanners, a microfiche reader, several copy machines, and three media preview rooms. Hours are Monday through Thursday from 8:00 a.m. to 8:45 p.m., Friday from 9 a.m. to 1 p.m., and Saturday from 9 a.m. to 3 p.m.

The collection contains approximately 154,043 volumes, 171,000 electronic books, 41 current print periodical subscriptions, DVDs, compact discs and microform. Online databases provide access to thousands of full text articles in journals, magazines, newspapers and reference books. Through 48 online database subscription services from EBSCO Host, JSTOR, Gale, Proquest, Lexis-Nexis Academic and others, the library provides access to more than 25,000 full text titles, plus a national collection of newspapers and online resources in biography, business, law, health, literature, and contemporary social issues. The library offers a 24/7 remote reference service through the QuestionPoint chat interface.

The library is staffed by five professional librarians and six classified staff. The reference desk is staffed by a librarian during operating hours. Reference librarians support student learning, providing instruction in how to identify, access, and evaluate resources for coursework, and how to use information ethically and responsibly. When deploying reference instruction, LAVC librarians follow ACRL's standards and framework for Information Literacy Competency. Librarians further support student success and persistence by providing assistance with portal access, class registration, ETUDES access, college applications, and more.

The library offers two sections of Library Science 101 each semester, serving about 100 students annually. An honor's section was added in fall 2014 to support the College's honors program, the Transfer Alliance Program, which requires its students to enroll in Library Science 101. Librarians also "visit" online classes and provide assistance to online students via ETUDES upon request. Librarians also facilitate information competency workshops for faculty professional development ([II.B.1 Opening Day 2015 Library Workshop](#)).

The library offers on-demand instruction sessions to develop students' skills in information competency. Library instruction sessions are offered at the request of discipline faculty, typically when their students are beginning a research assignment. Accompanied by their instructor, students visit the library for a 60-minute session. In fall 2014 and spring 2015, librarians led

instruction sessions for approximately 2,300 students ([II.B.2 Instructional Sessions](#)). These sessions incorporate ACRL Standards (e.g., choosing appropriate resources and accessing, critically evaluating, and ethically incorporating those resources) and Framework (e.g., emphasizing research as inquiry, scholarship as conversation, and searching as strategic exploration). Learning outcomes, such as keyword identification, distinguishing among resource types, and bibliography composition, are tied to each instructional session ([II.B.3 BioPsych LibGuide](#)) ([II.B.4 Exercises](#)).

The library's selection of [LibGuides](#) has made it possible for students to receive information competency support remotely. They include guides to Citing Sources, Information Evaluation, Finding Articles, and Using Databases. They complement library instruction sessions by highlighting specific databases, books, and search terms, acting as a living document of the session, with direct links to resources that can be accessed from any location. Because students may not always retain the strategies demonstrated during a one-hour research session, the LibGuides provide an excellent refresher and access point long after the session has ended.

Tutoring and Computer Labs

LAVC's [Tutoring and Computer Labs](#) are comprehensive in scope and coordinated to provide access to various student populations. The College's open access learning support services are centrally located on the second floor of the Library Academic Resource Center:

- [The Writing Center](#) provides one-to-one and group tutoring sessions, writing workshops, educational materials, and ½-unit and one-unit laboratory courses in writing, reading, critical thinking, formatting/revising, and research-related computer skills.
- [The Math Lab](#) provides group and one-on-one tutoring in all levels of mathematics.
- [The General Tutoring Center](#) provides tutoring, instructional materials, and workshops.
- [The Computer Commons](#) is a 100-station open use computer lab with software to support students in Foreign Languages courses and CTE programs

Program specific support services in various campus locations:

- [The Reading Center](#) offers modular, multi-media, self-directed programs and resources that teach and reinforce phonics, vocabulary, reading comprehension, grammar, spelling, and study skills for students enrolled in Developmental Communications classes.
- [The Speech Lab](#) (Speech Communications Department) offers computerized lessons to help students in Speech Communications classes improve their English speaking skills and reduce their accents.
- [The Science Tutoring Center](#) provides tutoring for Anatomy, Biology 3, 6, 7, Marine Biology, Physiology, Medical Terminology, and Microbiology and uses models, microscopes, slides, and supplemental materials provided by instructors.
- [The Nursing Program](#) provides nursing students with math tutoring, clinical skill simulations, test-taking and critical thinking workshops, tutoring, and a free NCLEX review course twice a year, thanks to a grant from the Los Angeles County Department of Health.

Learning Support services and Computer labs designated for specific populations include:

- [The EOPS/CARE Tutoring Center and Computer Lab](#)
- [TRiO/Student Support Services](#)
- [The Services for Students with Disabilities \(SSD\) High Tech Center](#)
- [Online Tutoring](#): Beginning in fall 2015, through a contract with NetTutor, LAVC began providing online tutoring that provides 24/7 access for students enrolled in distance education

and hybrid classes. The service provides both synchronous and asynchronous support for a variety of subjects ([II.B.5 Fall Online Tutoring Schedule](#)).
[Fulfills Eligibility Requirement 17]

Analysis and Evaluation

Library

Because of increased costs combined with budget cuts, library hours have been reduced over the years. In 2011-12, the library was open 58.5 hours a week and since fall 2012, the library has been open 48 hours a week. Data gathered through various methods, such as gate counters and surveys, have been used to determine peak hours of attendance in order to adjust hours to meet student need. When asked if they were satisfied with the library's hours of operation, 73 percent of respondents to the spring 2014 library survey said they were satisfied as compared to 88 percent in 2005 ([II.B.6 Spring 2014 Library Survey](#)). A fall 2014 survey asked students if the library should extend its hours and 96 percent of the 1772 respondents replied "Yes" ([II.B.7 Fall 2014 Library Survey](#)). In fall 2015, evening hours were extended and Saturday hours were added.

Despite a three-year reduction in operating hours and the increase in online resources, library use continues to rise. In 2014-15, the library had a gate count of 220,765 compared to 201,765 in 2013-14, 182,334 in 2012-13, and 132,845 in 2011-12 – a 66 percent increase over a four-year period. Materials circulation has increased by 74 percent, from 30,415 transactions in 2011-12 to 52,966 in 2014-15.

Face-to-face queries have decreased, with reference librarians answering about 7, 237 questions in 2014-15, down from about 8,800 reference questions in 2013-14 and 8,200 in 2012-13.

Because students are relying more heavily on online resources, the library has worked to improve its web presence by:

- Launching a newly redesigned website in spring 2015, based on best practices for library websites with a strong focus on user experience
- Implementing the QuestionPoint chat service to support online reference inquiries
- Offering a suite of LibGuides with information competency assistance to the remote user
- Dramatically increasing its ebook offerings, growing from a collection of 20,200 ebooks in 2010 to a current count of 171,000 titles (after a District decision in 2013 to stop loading ebooks into the OPAC, the library moved to a subscription model for ebook acquisitions and the database is now discoverable through EDS)
- Implementing Guide on the Side, which will be used to create web-based, interactive tutorials for virtual library users

In 2014-15, the library was operating with only four librarians, which impacted its ability to offer innovative programming and effectively promote its non-credit information literacy instruction. In fall 2015, the Library hired two new librarians to fill vacancies, enabling the library to extend its hours of operation, including Saturdays. The library also plans to appoint department liaisons to perform faculty outreach and develop a more structured noncredit information literacy program. Additional staffing remains a goal in order to allow full-time librarians to focus on building student engagement with library services, which directly supports their success.

Tutoring and Computer Labs

Between 2005 and 2014, the LACCD mandated an 84 percent increase in the tutor pay rate -- from \$8.11 per hour for a student tutor III to \$14.90 per hour in 2015. Lab budgets have not increased to accommodate the raise; in fact, they have been reduced by up to 74 percent. From 2006 to 2015, the tutoring budget went from \$295,000 to \$117,000.

Recognizing the need to scale up efforts to improve student success and access to tutoring services, the College made tutoring an institutional priority and requested funding for increased staffing to provide hands-on assistance in the computer labs. A committee that was formed to come up with a plan conducted a needs assessment and used data to demonstrate the value of tutoring to student success. It recommended a three-year staffing plan and baseline budget allocation in proportion to the number of class sections offered each semester ([II.B.8 Tutor Conference Committee Recommendations](#)). To assess the use of funding, the centers would be evaluated annually for efficiency and effectiveness. The plan was approved by IEC ([II.B.9 SSC Tutoring Motion](#)) and modified by the College President to ensure the timeframe for implementation would be developed in conjunction with the 2014 EMP and annual budget and program review processes.

In 2014, the previously decentralized structure for tutoring was consolidated and restructured, with the General Tutoring Center, Math Lab, Computer Commons, and Writing Center -- referred to collectively as the Academic Resource Center -- operating under one full time faculty member assisted by classified staff and hourly rate faculty. This restructuring has provided more efficiency and uniformity in policies, training, and day-to-day operations. With the infusion of state Equity and Basic Skills Funding, the tutoring centers have been able to expand hours and pilot new services, such as embedded tutoring. Because the current staffing is a reduction in what was proposed, further data will be collected through ongoing program review to determine if the consolidated, restructured staffing of the tutoring centers is adequate to meet campus needs.

Although the Writing Center and General Tutoring Center provided online tutoring services in the past, access was limited. The addition of online tutoring in fall 2015 is addressing the needs of LAVC's DE students.

II.B.2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

Library

The library collection and library resources are evaluated and selected by the collection development librarian, who has years of expertise in evaluating and selecting educational resources for educators and students on the community college level. The library also seeks input from faculty members when selecting materials ([II.B.10 Faculty Collection Development Input](#)).

The library's Collection Development Policy details the authority, responsibility, selection, and evaluation guidelines and procedures ([II.B.11 Collection Development Policy](#)). The policy was revised in fall 2015, updating the section regarding online resources in recognition of the critical

importance of databases in the 21st century academic library, especially in supporting online courses and distance education.

At the beginning of each semester, the library sends an email to faculty to promote its services and resources and solicit collection development recommendations. The library maintains a faculty services page on its website, which includes an online form for submitting materials requests ([II.B.12 Materials Request form](#)). Faculty are reminded of opportunities to provide input at new faculty orientations and at Chairs & Directors meetings. In addition to the library's website, faculty members can request new and updated materials through program review, course outline updates, or contact with a librarian. The library tech in charge of acquisitions compiles the requests to be included in their next order of library materials ([II.B.13 Requests for Materials](#)).

The library maintains a [New Book List](#) on its website, which is updated quarterly, and notifies faculty with a library newsletter when the list is updated ([II.B.14 What's New in the Library newsletter](#)).

To assist in keeping collections current, instructional faculty are involved in weeding out outdated materials ([II.B.15 Correspondence with Curriculum Chair](#)). Librarians periodically evaluate the collection for currency and appropriateness.

As library materials age or become worn or damaged, they are temporarily removed from circulation. Worn material is either repaired or removed from the collection, with the collection development librarian making the determination, based on guidelines in the library's collection development policy.

To help students burdened with the high cost of textbooks, many faculty members provide the library with copies of their textbooks, which are held at the reserve desk for student use.

Since our students are relying more heavily on web-based resources, the library has expanded its electronic resources to meet that demand. Its ebooks and 48 [electronic databases](#) are accessible 24/7 and include EBSCO Academic Search Complete, JSTOR, Lexis-Nexis, CQ Researcher, Proquest, Gale InfoTrac, and many more. Any registered student may access resources from on- or off-campus ([II.B.16 Remote Access to Online Resources](#)), and can receive research support from a reference librarian, 24/7, via the QuestionPoint service, which is accessible from a chat box on the [library's homepage](#).

In fall 2014, the library implemented EBSCO Discovery Service (EDS), which searches across multiple resources through a single interface. From a search box now embedded on the library's homepage, users simultaneously search the library catalog, eBooks, and select article databases. This creates a clear place for students to begin their research and mimic the kind of search experience to which they are accustomed -- one box that searches almost everything. EBSCO sessions have increased from 18,491 in 2013-2014 to 53,729 sessions in 2014-15, a 191% increase ([II.B.17 EBSCO use 2013-14](#)) ([II.B.18 EBSCO use 2014-15](#)).

As a member of the Community College Library Consortium (CCLC), the library uses CCLC's critical reviews of databases and the new criteria in LAVC's Collection Development Policy to evaluate database and online resource acquisitions. Resource requests are ranked in the library's annual plan, which is reviewed by administration and considered in the College's resource allocation process ([II.B.19 2015 Library Annual Planning and Review](#)).

Tutoring and Computer Labs

LAVC's academic support labs have collections of discipline-specific equipment, software and materials, including textbooks, reference books, computers, educational software, videos/DVDs, CD-ROMs, and ancillary materials. In most of the departments that have their own labs, selection of materials and equipment is based on the expertise of faculty and staff responsible for the day-to-day operation of the labs as well as recommendations from faculty members and IT staff when computers and technology are involved ([II.B.20 Inventory of Equipment](#)).

The Math Lab's computer classroom has 58 computers. Students can access web-based software required by instructors for class assignments. The lab has two multimedia computers on which students can watch math DVDs. It has hundreds of math videos that correlate to texts used by the majority of faculty in the department; since they are topic-specific, any student can use them. The lab maintains a library of all currently-used math textbooks for student use in the lab.

The Writing Center has 35 computers, comprehensive reference book library and instructional handout archive. The General Tutoring Center has textbooks, study guides, and laptops available.

Maintenance of computer labs on campus is primarily provided by IT staff. For campus-wide IT support and maintenance, six IT support specialists are available to install, repair, and update hardware and software and respond to work and service order requests. All computer equipment now purchased must include a minimum three-year warranty and be secured by cable lock systems.

Analysis and Evaluation

Library

The LAVC library's current holdings are of sufficient size to meet the California Code of Regulations Title 5 Requirements for Community College Libraries. The library collection development policy offers faculty members the opportunity to earn professional development credit by assisting the library in eliminating outdated resources from its collection.

Databases and other digital resources represent the library's most substantial materials expense. Most of these resources are subscription-based, and costs invariably increase annually. As more content is digitized each year, the number and quality of database options will likely increase, along with greater student demand for these resources. Thus, library requests will also increase.

Library planning documents form the basis for the granting or denial of resource requests, including requests for books, periodicals, and electronic resources. In the past two years, as a result of the College's validation of resource requests, LAVC funded library requests in the amounts of \$149,187 (2013-14) and \$106,937 (2014-15). This funding enabled the library to

update a portion of its print collection and provide access to a robust suite of electronic resources including EBSCO eBooks, JSTOR, and Academic Search Complete.

Through the annual program review process, the library identifies its needs for funding consideration which, according to ACRL's 2013 Library Trends and Statistics, averages \$144,062 for associate degree granting institutions nationally. Because LAVC was in deficit, line-item funding was not a feasible reality; however, as each request is linked to college plans, the College determines them to be valid requests and could leverage the resources available through one-time funds at the state level. Such an approach ensures that the College considers planning, not available resources, as the primary consideration when making decisions.

The library does not have a separate budget for repairs, conservation, or preservation of the collection. Funds for repair come from the library supply budget and the cost of rebinding is charged to the book purchasing budget. The extent of maintenance depends on an adequate budget, which has in recent years been problematic.

The library as well as the academic labs struggle with a lack of technology support. A handful of library computers are often out of order. The library regularly submits work and service orders to the IT department to address hardware and software issues, and although IT responds as best as it can, the response is sometimes slow due to understaffing. The 460 computers in the LARC have no dedicated IT personnel to provide support. Public desk staff try to assist students but have varying levels of expertise in troubleshooting technology issues. They also do not have administrator access to perform software updates.

After analyzing this issue in program review, department librarians recommended having an embedded IT, instructional staff, or computer lab assistant to help students and perform updates on the library's 139 computers. While an embedded IT staff member would be ideal, a dedicated Instructional Assistant could have a significant impact on service.

Tutoring and Computer Labs

With the use of bond funds to purchase equipment and materials in 2012, the Academic Resource Center began with a strong foundation for meeting student needs and enhancing the achievement of the College's mission. However, in subsequent years, ongoing maintenance and replacement of equipment was difficult because of the College's budget deficit up until 2015. Although instructional block grant funds have provided some temporary assistance with maintaining existing equipment and purchasing needed equipment, long-term planning includes more substantial updates to keep current with technology and student needs. To address this issue, as documented in the ARC program review module for short-term and long-term goals ([II.B.21 ARC Program Review Modules](#)), ARC staff have requested funding for ongoing maintenance of equipment, long term budget planning for purchasing new equipment, and dedicated staffing for instructional assistants to ensure that the ARC continues to effectively support student learning.

II.B.3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of

these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The College evaluates and improves library and learning support services through several methods: program review, the assessment of service outcomes and student learning outcomes, annual plans, surveys, and the collection of data. All of the tutoring labs undergo program review either through their departments or as individual programs. The Office of Institutional Effectiveness conducts surveys on student and faculty satisfaction, including the extent to which instructors have been aided by these services. It collects data on usage and the success and retention of students using the services, and it produces analyses and recommendations. The library and labs use surveys and student feedback to determine if services and resources are meeting student needs.

The Library and General Tutoring benefit from participation in district-wide discipline committees. The District's Student Success Initiative Committee is discussing ways to encourage other learning support services to engage in similar types of collaboration to share best practices and discuss policies district wide. The tutoring labs participated in a Tutoring Best Practices Event in March 2015 to share best practices and strategies for tutoring and academic support ([II.B.22 Tutoring Expo Flyer](#)).

Library

The library administers at least one survey annually to evaluate and improve service, and to gather feedback on resource collections, courses, workshops, and class orientations. [See II.B.1 and Analysis and Evaluation below.] The library assesses its service outcomes on a three-year cycle. Results from the most recent assessment showed a need for the library to be open longer hours and for more librarians to deliver services ([II.B.23 Service Outcomes Assessment 2013-14](#)). In fall 2015, library hours were expanded and two librarians were hired.

In the 2013-14 annual plan goals module, eight goals were identified. A full-time librarian had retired and was replaced by a librarian who was able to incorporate technological resources and make changes to the website to improve user access ([II.B.24 Annual Plan 2013-14 Goals](#)). Key to this was the implementation of the EBSCO Discovery Service (EDS). Requests for purchase were made in department planning modules and went through college-level processes to connect the goals of the library with those of the campus ([II.B.25 Fiscal Resource Request 2013-14](#)). Other goals accomplished were to add many electronic databases to an extensive collection and expand AV music and video-streaming material.

These additional methods are used to identify student needs and evaluate effectiveness:

- Day-to-day feedback from students at the service desks: Requests for information or services the library does not provide are relayed to the reference librarian, who recommends appropriate acquisitions to the department chair.
- Data collection – circulation statistics, reference statistics and electronic resource use are monitored to inform collection development and staffing decisions.
- Library instruction assessment: Librarians administer a short assessment following certain instruction sessions to measure whether learning outcomes are being achieved ([II.B.26 Spring One Shot Assessment 2015](#)). Discipline instructors who accompany their students to

the library during research sessions are also asked to assess the instruction and provide feedback on learning outcomes ([II.B.27 Instructor Assessment of Library Research Session](#)). Librarians use this assessment to improve instruction methods and revise curriculum. For example, in spring 2015, several discipline instructors requested worksheets to keep their students on task. While the librarians have used these, they did not use them consistently. In fall 2015, the instruction librarians collaborated to design additional worksheets and activities to support the learning outcomes tied to sessions. In addition, while instruction librarians typically address citations and plagiarism, instructor and student feedback indicated that more time should be devoted to these. Accordingly, the instruction librarians have been exploring new plagiarism-related activities to incorporate in spring 2016.

- Curriculum process: When new courses or programs are proposed, the library and the department review the existing library resources to determine if they are adequate to meet needs or whether the library should acquire materials. The department chair receives requests from faculty through the curricular process and makes decisions based on suitability. When funds become available, the library reaches out to faculty for new purchase suggestions.

Tutoring and Computer Labs

The College's tutoring and computer labs are evaluated through program review surveys, service learning outcomes, and student learning outcomes. The [Committee for Academic Resources and Tutoring Services \(CARTS\)](#) -- composed of faculty and staff representatives from various tutoring labs -- coordinates services, shares information, and ensures compliance with state regulations. Based on evaluative data, the committee suggests improvements, such as better tracking systems to measure usage. To improve access to academic resources and tutoring, CARTS has established five goals to enhance student success:

1. To validate the success and retention of students whom we serve through tracking and surveys
2. To inform students and faculty of the positive effect of Academic Resources and Tutoring Services on classes
3. To establish a positive, nurturing, and educational environment through the training of student workers, tutors, faculty and staff
4. To utilize current technology to facilitate and enhance student learning
5. To demonstrate the positive impact of Academic Resources and Tutoring Services to justify the need for financial support

Through CARTS, learning support services established a common SLO for Supervised Learning Assistance, Tutor 1T, a course in which students who use the Writing Center, General Tutoring, Math Lab, and Science Tutoring Center can enroll. The SLO states that students will be able to demonstrate successful completion in a tutored subject ([II.B.28 SLA Tutor 1T Assessment Report](#)). In the first cycle in fall 2012, CARTS committee members assessed the SLO and shared results for improvement with CARTS and the Student Success Committee in spring 2013. The project looked at success and retention rates of students who use tutoring and conducted student surveys to evaluate self-reported improvement ([II.B.29 CARTS Assessment of Supervised Learning](#)). In spring 2015, the SLO and assessment measure were revised to include a more descriptive measure asking that students who received tutoring services explain at least one strategy learned from their tutoring session and how they implemented it in their own learning ([II.B.30 Updated Course SLO SLA 001T](#)). In fall 2015, the course will be assessed for the second time, using the updated SLO assessment measure.

Labs are periodically surveyed by different groups on campus, such as the Foundational Skills Committee (through the Basic Skills Initiative) and the Preparing All Student for Success (PASS) Committee, to evaluate their success ([II.B.31 Writing Center Survey](#)) ([II.B.32 Math Lab Survey](#)). Assessment of the College's Foundational Skills program pathway included a survey that captured student feedback regarding learning support services ([II.B.33 Foundational Skills Assessment Report](#)), which will be given to students again in the upcoming cycle of the Foundational Skills Program Assessment in fall 2015. The Foundational Skills Pathway Assessment group also created a comprehensive logic model to address needs identified in the pathway assessment ([II.B.34 Master Document Logic Model](#)).

Labs have additional mechanisms for ensuring that they meet student needs: Informal assessment of student needs through discussion during appointments, use of progress reports, the amount of student traffic, support of course SLOs in related departments, and service outcomes.

The following are some examples of assessments that have led to improvements:

- **Computer Commons:** Services are routinely evaluated ([II.B.35 Computer Commons Report and Survey](#)). Survey results in spring 2014 indicated that students need more access to the Commons. To address this need, the College consolidated the services of the CATT lab into the Commons, expanding hours to early morning and evening.
- **EOPS Tutoring Lab:** The lab conducts ongoing tutor evaluations and an annual student satisfaction survey. Assessment of service outcomes has been used to improve the level of service, subjects tutored, and scheduling. In monthly staff meetings, tutors and supervisors discuss student comments and ratings. Recent survey results showed 88 percent were satisfied or very satisfied with services ([II.B.36 EOPS Tutoring Lab Assessment Results Spring 2015](#)).
- **Writing Center, Math Lab, General Tutoring, and Biology Lab:** The College conducts student surveys on an ongoing basis and collects data on the impact of tutoring on student success and retention. Surveys reflect student requests for more access to services. To accommodate this request, with the infusion of state Equity and Basic Skills Funding, tutoring centers have been able to expand hours and pilot new services ([II.B.37 Embedded tutoring](#)). This has allowed for more access to designated student populations, including African American males and students enrolled in accelerated basic skills math (Math 110) and English (English 98) courses ([II.B.38 Flyer with Expanded Hours](#)). Findings in 2014 showed that 25 percent of students surveyed used the Math Lab, 23 percent used the Writing Center, and 15 percent used General Tutoring. Asked why they didn't use the services, 6.5 percent said they were uncomfortable asking for help and 12 percent did not know that tutoring services were available. When asked about Writing Center workshops, 37 percent said they were not aware of them ([II.B.39 Program Review Survey](#)). To increase awareness of services, Tutoring Centers have developed common advertising materials ([II.B.40 Summer Flyers](#)) and ([II.B.41 Workshops Announcement](#)) for the main page of the LAVC website and will begin using the student outreach alert system.
- **Speech Lab:** Through SLO assessment in Communication 61 and 62 ([II.B.42 Speech Lab Assessment](#)), it was determined that students in the lab might be at different proficiency levels, depending on how many times they have repeated the course. As a result, the Speech

Department updated course outlines in 2013 to allow lab instructors to adapt their instruction to meet students' needs.

Analysis and Evaluation

Library:

The 2014-15 survey yielded the following results:

- 98 percent found the Library's services very good, good or acceptable
- 81 percent found the selection of print and online resources very good, good or acceptable
- 80 percent found the reference help very good, good, or acceptable
- 70 percent found it easy or extremely easy to find library materials

There was a 53 percent increase in library instruction sessions and a 23 percent increase in items circulated over the previous year ([II.B.43 Library Survey 2015](#)).

On the spring 2014 library survey, the results were equally positive:

- 80 percent said that print resources met their informational needs.
- 81 percent said that online materials met their needs.
- 98 percent said their overall needs were met.

([II.B.6 Library Survey Spring 2014](#))

However, 27 percent of respondents to a 2014 survey regarding library hours felt the hours did not meet their needs, and 10 percent of students were dissatisfied with its computer services ([II.B.44 Library Hours Survey](#)). After analyzing services, the librarians issued several recommendations for improvement. They included finding ways to restore hours, replace retired librarians, hire a dedicated IT professional to address technology issues, hire more student workers to assist students, and conduct more outreach to increase awareness of library services. These recommendations are reflected in the Library Department's program review this year for prioritization consideration for funding ([II.B.45 Library Program Review](#)).

Library Science 101 assessed all 65 of its students and concluded that since more than 90 percent of the students did well in the class, scoring either excellent or average ([II.B.46 SLO LB 101 2014](#)); ([II.B.47 LS101 SLO Assessment Report](#)).

Tutoring and Computer Labs

Various surveys conducted over the past few years have indicated student satisfaction with the College's computer labs and tutoring centers. On surveys regarding specific labs, students also report a high degree of satisfaction ([II.B.48 TRiO Survey Summer 2015](#)).

When asked about equipment needs in the Computer Commons, 91 percent indicated that they needed additional printing/copying devices ([II.B.35 Computer Commons Survey](#)). To accommodate this request, an additional black and white printer, a color printer, and a scanner were acquired through the College's contract with Quality Copy. To better understand student preferences for computer operation, functionality, and ease of accessing programs, staff analyzed a spring 2015 survey ([II.B.49 Computer Commons Optimization](#)). Based on the results, all the computers in the Computer Commons are being reimaged to meet student needs by installing the most commonly used programs, software needed to complement student work in classrooms, and recommended academic websites.

Evidence demonstrates that students who use academic labs do better than those who do not. In spring 2013, data was published that demonstrated increased success rates for students who used three of our academic labs ([II.B.50 Success Rate by Tutorial Service](#)). Efforts by CARTS to encourage usage are ongoing and include publicity to students and faculty, prominent placement in publications, and posters. Campus workshops and Student Services events, such as Welcome Day and orientations, include presentations on the benefits of using academic labs.

II.B.4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness.

Evidence of Meeting the Standard

The library maintains subscriptions to 48 online databases under the auspices of the Community College League of California and the California Community Colleges Council of Chief Librarians. The consortium combines the purchasing power of the libraries to negotiate reduced subscription rates for dozens of electronic resources.

The 10 libraries in the LACCD share one integrated online catalog system, centrally maintained by District IT. The Intra-Library Loan Program allows all of the library holdings of over 500,000 unique titles and over 875,000 combined items to be searched and displayed. Students request material, and utilizing the District's courier van system, books can be shipped to the requesting college in two to four days ([II.B.51 Los Angeles Community Colleges Intra System Loan Policy](#)).

The library, Writing Center, and Computer Commons provide users with access to pay-for-print and photocopy services through QCI. The College has a contract with Red Rock/Tutor Trac tracking software, which is used to track student use of learning support services ([II.B.52 Red Rock Software Contract](#)). The College also contracted with Link Sys NetTutor, which provides online tutoring services to students enrolled in distance education and hybrid classes ([II.B.53 Online Tutoring Contract](#)).

[Fulfills Eligibility Requirement 17]

Analysis and Evaluation

The services provided by QCI that offer pay-for-print services are evaluated on a routine basis in the Computer Commons. When asked about equipment needs, 91percent indicated that they needed additional printing/copying devices ([II.B.35 Computer Commons Survey](#)). To accommodate this request, an additional black and white printer, a color printer, and a scanner were acquired through the College's contract with Quality Copy in January 2015.

Additional student tracking software will be implemented in the Computer Commons. The functionality and quality of these new services will be evaluated in spring 2016.

Through membership in the consortium at a reasonable annual fee, the library provides students with access to many more electronic databases than it could otherwise afford. The consortium also provides expert evaluation of the resources purchased. Membership in the District's intra-library program provides students with access to additional resources and collection materials that LAVC does not carry.

EVIDENCE FOR STANDARD II.B

[II.B.1 Opening Day 2015 Library Workshop](#)

[II.B.2 Instructional Sessions](#)

[II.B.3 BioPsych LibGuide](#)

[II.B.4 Exercises](#)

[II.B.5 Fall Online Tutoring Schedule](#)

[II.B.6 Spring 2014 Library Survey](#)

[II.B.7 Fall 2014 Library Survey](#)

[II.B.8 Tutor Conference Committee Recommendations](#)

[II.B.9 SSC Tutoring Motion](#)

[II.B.10 Faculty Collection Development Input](#)

[II.B.11 Collection Development Policy](#)

[II.B.12 Materials Request form](#)

[II.B.13 Requests for Materials](#)

[II.B.14 What's New in the Library newsletter](#)

[II.B.15 Correspondence with Curriculum Chair](#)

[II.B.16 Remote Access to Online Resources](#)

[II.B.17 EBSCO use 2013-14](#)

[II.B.18 EBSCO use 2014-15](#)

[II.B.19 2015 Library Annual Planning and Review](#)

[II.B.20 Inventory of Equipment](#)

[II.B.21 ARC Program Review Modules](#)

[II.B.22 Tutoring Expo Flyer](#)

[II.B.23 Service Outcomes Assessment 2013-14](#)

[II.B.24 Annual Plan 2013-14 Goals](#)

[II.B.25 Fiscal Resource Request 2013-14](#)

[II.B.26 Spring One Shot Assessment 2015](#)

[II.B.27 Instructor Assessment of Library Research Session](#)

[II.B.28 SLA Tutor 1T Assessment Report](#)

[II.B.29 CARTS Assessment of Supervised Learning](#)

[II.B.30 Updated Course SLO SLA 001T](#)

[II.B.31 Writing Center Survey](#)

[II.B.32 Math Lab Survey](#)

[II.B.33 Foundational Skills Assessment Report](#)

[II.B.34 Master Document Logic Model](#)

[II.B.35 Computer Commons Survey](#)

[II.B.36 EOPS Tutoring Lab Assessment Results Spring 2015](#)

[II.B.37 Embedded Tutoring](#)

[II.B.38 Flyer with Expanded Hours](#)

[II.B.39 Program Review Survey](#)

[II.B.40 Summer flyers](#)

[II.B.41 Workshop slides](#)

[II.B.42 Speech Lab Assessment](#)

[II.B.43 Library Survey 2015](#)

[II.B.44 Library Hours Survey](#)

[II.B.45 Library Program Review](#)

[II.B.46 SLO LB 101 2014](#)

[II.B.47 LS101 SLO Assessment Report](#)

[II.B.48 TRiO Survey Summer 2015](#)

[II.B.49 Computer Commons Optimization](#)

[II.B.50 Success Rate by Tutorial Service](#)

[II.B.51 Los Angeles Community Colleges Intra System Loan Policy](#)

[II.B.52 Red Rock Software Contract](#)

[II.B.53 Online Tutoring Contract](#)

STANDARD II.C STUDENT SUPPORT SERVICES

II.C.1 The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution.

Evidence of Meeting the Standard

Quality and effectiveness of student support services and programs are evaluated through annual plans and comprehensive program reviews. In addition, the Office of Institutional Effectiveness provides ongoing feedback on effectiveness and satisfaction. Student needs are identified through focus groups and surveys, including the LAVC Focus Group Summary, LACCD Student Success Scorecard, Student Support ReDefined, and the numerous surveys noted in this Standard. This data is reviewed and analyzed in annual plans and comprehensive program review and is used to help improve services. For example:

- Survey results for the high school concurrent enrollment program, Advanced College Enrollment (ACE), indicated the need for campus support to formalize this program with a commitment of staff and resources ([II.C.1 ACE Program Review](#)). The Office of Outreach and Recruitment has been reorganized to allow for a Student Services Specialist to focus on the program's needs.
- In an effort to increase wellness in our student population, the Student Health Center sent a survey in fall 2014 to collect feedback on topics such as fitness, sexually transmitted diseases and domestic violence ([II.C.2 Health Center Survey](#)). Based on the results of the needs assessment, the Student Health Center set goals for 2015 ([II.C.3 Student Health Center Goals](#)) and collaborated with Kinesiology, Psychological Services, the Sheriff's Department, and community organizations to incorporate workshops, presentations, and outreach events that addressed these expressed needs ([II.C.4 2015 Workshops and Events](#)). After completing its latest program review, the need for a larger facility became apparent. In 2016, the services will be relocated to the new Student Union.
- Based on survey results ([II.C.5 EOPS Student Satisfaction Survey 2015](#)) and appointment use data, EOPS increased the number of scheduled 30-minute appointments. This change provided the opportunity to increase the number of completed comprehensive student educational plans.

To identify strategies for improving student success, closing achievement gaps, and increasing retention, persistence, and completion rates, the College underwent an intensive evaluation as part of its participation in Achieving the Dream. As a result of this work, LAVC developed three initiatives: the Welcome Fair, START program and Accelerated Math: [Achieving the Dream/PASS initiatives](#). These initiatives are being institutionalized through the implementation of the Student Support Services Program (SSSP), formerly Matriculation, the Student Equity Plan, and Basic Skills Plans. Furthermore, various constituents are starting to work together to crosswalk the three plans to improve integration and alignment of student success efforts ([II.C.6 Cross Walk Training Flyer](#)).

To implement the [Student Support Services Program \(SSSP\)](#), formerly Matriculation, a broad array of campus constituents are working together to evaluate and improve access to core

services: Orientation, assessment, registration, counseling/advising and follow up with at-risk students. The [SSSP Committee](#) meets monthly to review and recommend policies, procedures and activities to enhance campus-wide understanding of the philosophy and process of matriculation and to increase student success for all students. The committee regularly evaluates its efforts by reviewing the number of students benefitting from core services ([II.C.7 Data on SB 1456](#)). As a result of the analysis of the plan, the College is targeting specific groups through first-year interventions and will be monitoring their achievement. The committee will complete a more in-depth review once a full cycle is completed in fall 2015.

To address achievement gaps, LAVC developed its first Student Equity Plan under the umbrella of SSSP ([II.C.8 2014 Student Equity Plan](#)). Eighteen committee members examined student success achievement gaps in the areas of access, course completion, ESL and basic skills completion, and degree and certificate completion/transfer. The elements of the plan are posted on the [Plan Implementation webpage](#). The LAVC equity data matches the LACCD Strategic Plan findings of significant gaps in student achievement, especially among black students and young men of color, and the lack of preparation for most students to do college-level work. In addition, data showed that foster youth, veterans, and disabled students are disproportionately impacted. To address those gaps, the Equity Plan outlines three goals:

- 1) Institute an Equity and Access Pathway by creating cohorts for incoming students from underrepresented populations.
- 2) Implement a targeted professional development effort to assist all faculty in implementing high-impact practices in the classroom, mentoring strategies, and cultural competency.
- 3) Increase completion and success of basic skills courses in mathematics and English.

To reach these goals, the campus is developing outreach efforts starting at the middle school level, English and math Summer Bridge programs, African American and Latino cohorts, accelerated English and math pathways, and professional development for faculty and staff ([II.C.9 2014 Student Equity Plan Executive Summary](#)). Evaluation efforts will include comparison of success rates of students in the cohorts vs. the general population, faculty evaluations of the training, and college SLO assessments.

In December 2015, the College approved an updated plan to provide direction for activities to implement the original plan ([II.C.10 2015-2020 Student Equity Plan](#)).
[Fulfills Eligibility Requirement 15]

Analysis and Evaluation

To accomplish the College's mission, Student Services regularly evaluates the quality of student support services and utilizes this information to improve.

The influx of SSSP and Equity funds is providing the College with much-needed resources to expand student support services. The College recognizes that the ongoing evaluation of these support services will be a significant undertaking so resources were allocated to increase the capacity of the Office of Institutional Research. In addition to the Dean and the Assistant Research Analyst, a Research Analyst was recently hired using SSSP funds.

II.C.2 The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

Within the annual plans and program reviews, each program and service establishes and evaluates Student Learning Outcomes and/or Student Service Outcomes. These examples show how programs have used outcome assessment data to improve services:

- Based on the assessment of student application attempts ([II.C.11 Financial Aid Outcomes Assessment Report](#)), Financial Aid introduced additional support mechanisms (e.g., Financial Aid TV and Facebook) to add a 24/7 customer service component, which resulted in more students being served outside of office hours ([II.C.12 Financial Aid TV Monthly Report](#)).
- Based on data collected by Services for Students with Disabilities ([II.C.13 SSD Assessment Report](#)), the student and faculty handbooks were revised and a section on self-advocacy was added to the SSD Student Handbook. To ensure faculty were aware of services, a new workshop about accommodating students with disabilities was first presented on Opening Day in 2013 and at each Opening Day since then ([II.C.14 SSD Workshop](#)).

Analysis and Evaluation

Student Services has completed outcomes assessments for all of its 19 departments. Assessments have led to numerous improvements, such as those noted above. In the current year, all programs and departments are using the new online service outcome assessment module to provide an update of previous outcomes, facilitate the tracking of active and discontinued outcomes, as well as demonstrating how assessments are being used to improve services.

II.C.3 The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Evidence of Meeting the Standard:

LAVC strives to provide equitable access to a wide range of comprehensive student support services to assist students in reaching their educational goals. In addition to online access, all offices, including Admissions and Records, Assessment Center, Counseling, Graduation Office, Veterans, Career/Transfer Center, Services for Students with Disabilities (SSD), Financial Aid, Student Health Center, TRiO/Student Support Program, EOPS/CARE, and the Business Office have extended hours to accommodate evening students. Admissions & Records and the Financial Aid Office have expanded their hours and are open Mon.-Thurs. from 8:00 am-7:00 pm and Friday from 8:00 am-1:00 pm. The Child Development Center runs a day program from 7:45 a.m. to 5:00 p.m. and supports evening students by providing childcare for school age children Mon.-Thurs. from 2:30-10:20 p.m.

To improve access to tutoring, as of spring 2015, the SSD office offers specialized tutoring in math to students with disabilities. In addition, to assist SSD students taking online classes, the department makes arrangements on a case-by-case basis for students to have counseling appointments by telephone in order to set up accommodations for their online classes.

While online services are provided for distance education students, all students benefit by being able to conveniently access an array of services, including [online counseling services](#), [orientation](#), “ask a counselor,” transfer information (ASSIST), [academic planning and advising](#), a [virtual career center](#), and [financial aid forms](#). A separate [link on the LAVC website](#) directs new students to programs and services, such as admissions, financial aid, assessment, and counseling. This link also includes the steps for new students to take as well as access to an [online student orientation](#). Students have access to the [SIS web portal](#) 24/7, which provides such resources as unofficial transcripts, registration appointments, and the status of financial aid applications, and allows students to add and drop classes, and view their grades, schedule, and fees owed.

Students have access to www.assist.org, an online student transfer information system which helps students and their counselors plan appropriate coursework to transfer to colleges in the UC and CSU systems. [The Career/Transfer Center’s online resources](#) include: CA-Career Café, VAULT, Eureka, Virtual Career Center, “What can I do with this major?” and assessments. The CTC also hosts a series of webinars with various UC’s and CSU’s, arranges virtual university appointments with universities out of the area, and participates in online career/transfer fairs/open house activities.

To support students in Distance Education classes, the [Virtual Valley](#) website provides access to a comprehensive collection of online resources. The site includes links to a wide variety of online services including an online help desk and links to the bookstore, financial aid office, and Writing Center. Students may also email, call, or visit the help desk on campus.

To improve the College’s online service delivery, students will benefit from the implementation of the new district-wide student information system, PeopleSoft. Students will be able to review ‘what if’ scenarios with the online degree audit system, add classes online instead of returning an add permit, and receive timely updates via a communications portal. Go-Live is scheduled for September 2017 ([II.C.15 LACCD PeopleSoft Presentation](#)).

[Fulfills Eligibility Requirement 15]

Analysis and Evaluation

To evaluate the experience of Distance Education students, the College conducts a student satisfaction survey on a regular basis. According to the most recent survey, over 83 percent of respondents stated that they know how to find information about online services ([II.C.16 Spring 2015 Distance Education Student Survey](#)). Sixty-seven percent of respondents were satisfied with the Virtual Valley website and 65 percent were satisfied with the student portal. Further, 48 percent of respondents found the Virtual Valley Help Desk to be responsive and 51 percent reported that it provided a solution to their issue.

Review of Counseling Department survey results led the department to make several improvements in its online service delivery ([II.C.17 2014 Counseling Department Survey Results](#)). Web page information was updated to provide online services such as Orientation, First Semester Student Educational Planning, the From Probation to Academic Success workshop, and College Success Tutorials. Students can now send their questions to an “Ask a Counselor” mailbox and receive timely responses. Clear instructions on how to meet the SSSP requirements were added to the Counseling Department web page.

II.C.4 Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

LAVC's co-curricular and athletic programs support the mission by contributing to the social and cultural dimensions of students' educational experiences.

Co-Curricular Programs:

- [STARS](#) workshops give students a chance to hear faculty/staff perspectives while giving faculty/staff insight into the student point of view. Recent workshops include study strategies, overcoming math anxiety, and a student success panel.
- The award-winning [Valley Star](#), the campus newspaper, provides students with the opportunity to investigate, write, edit, photograph, and lay out a bi-monthly publication.
- Through the online radio station, [KVCM](#) students broadcast live at campus events.
- Art and photojournalism students have the opportunity to show their work in an annual student art show. The [LAVC Art Gallery](#) features several exhibitions annually.
- The LAVC Theater Department offers students opportunities to perform, direct, and learn technical skills across the full spectrum of world drama, classical, and contemporary theater.
- The nationally ranked [Forensics Team](#) travels to tournaments across the country. The team has won top honors in national tournaments and holds showcases for their fellow students.
- The Philosophy Club holds an annual on-campus conference, attended by students and faculty across the district ([II.C.18 Philosophy Conference 2015](#)).
- Student government, the [Associated Student Union](#), provides leadership development, gives students a voice in shared governance on campus, and offers activities celebrating the heritage of our student population. Through the [Interclub Council](#), students can participate in approximately 20 clubs, including the Abilities Club (for students with disabilities), Eco Advocates, Black Student Union, Veterans Clubs, and Gay Straight Alliance, which hold events on a wide range of topics ([ASU Events](#)).
- The College sponsors events and activities outside the classroom that enrich students' cultural understanding. For example, the Student Services Division hosts three cultural series annually: Latino Heritage Celebration ([II.C.19 Latino Heritage Celebration flyer](#)), Black Heritage Celebration and Armenian Heritage Celebration, as well as events such as a commemoration of the Armenian Genocide ([II.C.20 Commemoration of Armenian Genocide Flyer](#)). The week-long events include lectures, dance, musical presentations, and classroom displays ([II.C.21 Dia de los Muertos](#)).
- The College sponsors events to assist needy students and families, especially around the holidays ([II.C.22 Helping Hands Project 2015](#)).
- [Service Learning](#) offers students the opportunity to earn class credit while contributing to the community by volunteering at local nonprofit agencies.

Los Angeles Valley College Athletics

The athletic program supports the college mission by serving the needs of students as well as the local community. Part of the Kinesiology Department (Physical Education), the athletic program currently showcases ten intercollegiate sports:

- | | |
|-----------------------|--------------------------------|
| 1. Baseball | 6. Men's Swimming and Diving |
| 2. Men's Basketball | 7. Women's Swimming and Diving |
| 3. Women's Basketball | 8. Softball |
| 4. Football | 9. Men's Water Polo |
| 5. Women's Soccer | 10. Women's Water Polo |

The program supports student athletes, gives them opportunities for leadership and connection with a supportive cohort of fellow students, and helps them attain their transfer and graduation goals. Thanks to Equity funds, a new state of the art, satellite computer lab was recently established in the new Community Service Building. [The Zone](#) offers English and math tutors every Tuesday and Wednesday. The center is also the home of the athletic counselor.

The Valley Athletic Leadership Student Organization (VALSO) comprises student athletes, with leadership from each sport selected by their coach, to unite all of the sports programs. It provides leadership opportunities, increases communication among sports, enhances sporting events, and offers volunteer and fundraising opportunities.

The cheerleading program is a student activity and class under the direction of the Department of Athletics. This dynamic group of young women and men generate Monarch Spirit at athletic events, student body activities, high school visitation days, and community and charitable functions.

LAVC's co-curricular and athletic programs exercise high standards of integrity. The Associated Student Union adheres to relevant LACCD Administrative Regulations, which outline the policies and procedures that must be followed on the campuses. These regulations cover officer eligibility, finances, field trips, and more. LAVC is a member of the [California Community College Athletic Association \(CCCAA\)](#). California Ed Code gives the CCCAA the authority to establish rules and regulations to administer the athletic activities of student athletes in the state. LAVC is one of 16 colleges represented in the Western State Conference (WSC). The Athletics Department's latest WSC program review was completed in July 2013 ([II.C.23 LAVC Athletics WSC Program Review](#)).

LAVC exercises control over the finances of the Associated Student Union by adhering to LACCD Administrative Regulations. All disbursement requests are signed by the ASU Treasurer, ASU Advisor, VP of Student Services, and VP of Administrative Services. The ASU ensures that all funding allocations are tied to the College's mission and/or the Educational Master Plan ([II.C.24 ASU Budget Request Form](#)). The most recent audit is still in progress.

Athletics annually files an eligibility form on all student athletes, which is recorded with the State to track eligibility with the NCAA and the NAIA governing bodies in preparation for transfer. Athletics also polls current student athletes on their athletic interests, academic progress, grade point average, and matriculation.

Analysis and Evaluation

Developing connections with other students and being involved on campus are recognized factors in fostering student success. For example, the Athletics Department tracks the rates of completion and transfers for the football team ([II.C.25 Football Success](#)). On the 2015 LAVC Student Athlete Survey, 88 percent of student athletes said that Valley College athletics “allows me to grow academically to be successful at the four-year level.” Nearly 75 percent of student athletes said they feel that “there is camaraderie among the various sports at Valley College.” Over 57 percent of the student athletes stated that they used the computer lab designated for them ([II.C.26 LAVC Student Athlete Survey 2015](#)).

The 2014 LACCD Student Survey found that 44 percent of LAVC students said their experiences at this college, both in and out of class, improved their ability to understand people of other racial, cultural, or ethnic backgrounds (#25.j).

II.C.5 The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting Standard

Los Angeles Valley College has an extensive program of counseling and academic advisement. The [Counseling Department](#) provides advising individually, by appointment, or on a “drop-in” basis as well as in groups. It offers [New Student Orientation and Counseling](#), [specialized counselors for various student populations](#) (e.g., Veterans, International Students Puente, Career Technical Education, Transfer Alliance -- Honors), and [Comprehensive Student Educational Planning](#). In addition, students benefit from counseling services provided in satellite programs including Athletics, CalWORKS, EOPS, SSD, Title V STEM program, Guardian Scholars (foster youth), and TRiO Student Support Services.

After applying to LAVC, all new students receive email notification to complete next steps. The SSSP web page also lists these steps needed to fulfill the requirements of the SSSP:

- [Orientation](#)
- English and math assessment (with [sample assessments](#) to study before taking the actual placement tests)
- Attendance at an in-person “Counseling: First Semester Educational Planning” session to develop an Abbreviated Student Educational Plan for first semester courses and learn how to register. (This service is also available [online](#)). Students are also provided with a handbook for new students ([II.C.27 New Student Handbook](#)), which is also available [online](#). They are given advice on steps to follow, information that is also in the handbook and [posted online](#). The [SSSP web page](#) also lists the steps needed to fulfill the requirements of the SSSP.

During this session, students are strongly encouraged to enroll in a [counseling course](#) to help them understand and utilize campus resources, improve study skills, and design long-range, comprehensive educational and career plans. As part of LAVC’s Achieving the Dream initiative, additional sections of Counseling 1 and 20 were added. Counseling 1 is offered to cohorts in

math and English courses. Students are guaranteed enrollment in these courses in the fall semester and in the next level English and math courses in spring. This initiative has been institutionalized through SSSP and Student Equity efforts.

To inform all students about the new SSSP requirements, the Counseling Department has implemented a “Steps to Success” awareness campaign in which counselors visit students in their classrooms and introduce the SSSP requirements and steps for completing the mandated core services for enrollment priority ([II.C.28 Awareness Campaign](#)). The department also hosts Mega Week, when students can meet with a counselor during a 15-minute walk-in appointment. During this meeting, the counselor helps the student identify his/her goal, plan classes for the following semester, and schedule a 30-minute follow-up appointment to complete a comprehensive student educational plan.

The Mathematics Department, as part of the STEM grant offered a Summer Bridge program, consisting of Counseling1 and Math Boot Camp to help students interested in STEM majors improve their math skills in order to test into higher-level math courses. The Counseling Department is convening a workgroup to begin reinstating Counseling 4, a career planning course that assists students in their career exploration and decision making.

To address the needs of “at-risk” students, as defined in the SSSP, the Counseling Department developed some new strategies:

- To increase the success rate of students on probation, those on probation for the first time are required to complete an online [From Probation to Academic Success workshop](#). Students on probation for two consecutive semesters are required to participate in an in-person Probation II workshop in addition to the online session. The workshop provides a more in-depth understanding and intervention strategies. During the workshops students design their own success strategy by completing a My Success Plan, a roadmap to success for students on probation for more than one semester.
- For students who are undecided about their majors and/or educational goal, the Counseling Department has increased the availability of workshops for undecided students ([II.C.29 Undecided Workshops Flyer](#)) by offering five times as many sessions in 2014-15 as in the previous year ([II.C.30 Workshop Data](#)). It also expanded the job shadowing program, and implemented a robust program of speaker panels representing a variety of career fields (flyers in SharePoint).

Counselors also serve as resources to faculty. The [Department Liaison program](#) links a counselor to a particular discipline and/or department to share information about articulation, new course offerings, support services, and career opportunities ([II.C.31 Department Liaisons Fall 2015](#)). Twenty-nine departments and programs are presently linked to a counselor-liaison. The Counseling Department is available to visit classes to make presentations. Faculty representatives from each department are invited to attend Counseling Department meetings to share updates about their educational programs/requirements. Counselors attend faculty departmental meetings to share information and collaborate to increase student success.

Counselors participate in ongoing training by attending conferences and workshops, such as annual CSU, UC, and USC Transfer Counselor Conferences in the fall, Ensuring Transfer

Success Conference in the spring, LACCD Counselor Conference, weekly departmental meetings and in-services, and other professional development activities. All counselors participate in regular training sessions conducted by the articulation officer. New counselors participate in additional training on transcript evaluation, CSU/UC/USC transfer, using ASSIST.ORG, GPA calculations, and assisting students on probation/disqualification and other at risk populations. In addition, the Career/Transfer Center provides intensive intern training program to Career Guidance Counseling Assistants (CGCAs), who are graduate interns from various universities.

Analysis and Evaluation

Counselors at LAVC are well-trained and keep current to ensure students receive accurate and useful information.

Survey results showed that the 64 percent of students have found the Counseling Department website to be very helpful or helpful and 56 percent reported that they have been following the recommended list of courses in their Educational Plans and 87 percent strongly agreed or agreed that their counseling experience was helpful in planning to reach their educational goal. However, 47 percent said they did not attend an orientation session. Counseling plans to re-assess this result after full implementation of the SSSP Plan.

II.C.6 The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals.

Evidence of Meeting the Standards

As the College Mission states, Los Angeles Valley College offers “pathways for certificates, degrees, transfer, and continuing education” and “enables students to advance their education, personal development, and quality of life, empowering them to be productive and engaged members of the global community” ([I.A.1 LAVC Mission Statement](#)).

LAVC is an open access institution and accepts all students able to benefit from instruction and the programs offered. Prospective students apply online and after processing their applications, the Admissions and Records office informs students about their next steps and how to complete the three core services of the SSSP: Orientation, Assessment, and Counseling.

The College has clearly-defined pathways for students whose goals are to earn a degree or certificate and/or transfer. The requirements for pursuing these goals are listed in the [Schedule of Classes](#), in the [LAVC Catalog](#), and on the [Degrees and Certificates](#) page of the College website. The LAVC Nursing and Respiratory Therapy Programs have special admission requirements, which are specified in the Catalog and on the departments’ web pages: Application Process for the [Nursing Program](#) and [Respiratory Therapy Program](#). Students interested in applying to these programs must complete the requirements and apply by the deadline. In addition, the [International Student Program](#) also has application deadlines and required documentation for each semester admission.

Career/Technical Education is a path to careers in technical fields. LAVC provides disclosure information for each of its state-approved CTE certificates. LAVC offers 52 Certificates of Achievement, 10 Skills Certificates, and 12 Noncredit Certificates of Completion: [Degrees and Certificates](#). Current and prospective students will find information about the careers for which each certificate provides training on the college website: [Gainful Employment Data](#).

LAVC offers 60 Associate in Arts (AA) and 19 Associate in Science (AS) degrees. For students with transfer goals, LAVC currently provides 17 Associate in Arts for Transfer (AA-T), and five Associate in Science for Transfer (AS-T) degrees. More Associate Degrees for Transfer are in the works and will be offered as soon as approved by the Chancellor's Office.

As students meet with counselors to declare their educational goals, the counselors review the requirements for the goal stated in the Catalog and provide any additional information available, such as gainful information data from the department webpage, for example, [Gainful Employment Data – example from Accounting](#)) and [“What Can I Do With This Major?”](#). Once the information is provided to the students, the counselors then develop a Comprehensive Student Educational Plan (CSEP), which provides a complete list of prerequisite, major preparation, general education and (if needed) elective courses. This plan serves as a guide that students follow to complete their educational goals.
[Fulfills Eligibility Requirement 16]

Analysis and Evaluation

In the process of evaluating this Standard, a need for improvement became apparent. Information on degree and certificate requirements was not consistently provided by all departments. Counselors will work with departments, starting with Career/Technical Education programs and expanding to all programs, to create templates with clear educational and career pathways and the required courses for educational goals with information about internship and/or career opportunities, industry sectors, pay scale, job outlook, and other information. These will serve as career/major exploration tools as students research their educational options, help them better understand how majors related to career opportunities, and allow them to make more informed decisions leading to their desired careers. These will be used by the departments, be posted on their web pages and the College website, and published in brochures and handouts.

II.C.7 The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

LAVC utilizes the [College Board's Accuplacer Online system](#) to assess students in English as a native language (ENL), English as a second language (ESL), and mathematics. Accuplacer Online was selected from the State Chancellor's list of approved assessment instruments since it is computerized and allows the College to provide testing on demand. The system meets Title 5 Regulation Section 55522(a) in avoiding biases.

The LAVC Office of Institutional Effectiveness evaluates assessment placement instruments in coordination with our assessment center and the Math and English departments. The evaluations are conducted in accordance with State Chancellor's Office guidelines. The College strives to

eliminate disproportionate impact by using multiple measures, including survey questionnaires and past educational experiences.

Analysis and Evaluation

In the future, the College is considering adopting the State's common assessment tool for English and Math placement. In spring 2016, a limited number of students will be placed using [CalPASS Plus multiple measures](#), which uses a student's high school transcript to provide English and Math placement. As a comparison, these students will take the Accuplacer Online math and English assessment. Then their performance will be tracked in math and English courses during the summer and/or fall 2016 semesters.

II.C.8 The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

As part of the LACCD Student Information System, student records are maintained and backed up at the District office. The District and LAVC, in compliance with federal and state law, have established policies and procedures governing student records and the control of personally identifiable information. The College adheres to strict confidentiality standards as stated in the Family Educational Rights and Privacy Act (FERPA) and [Title 5 of the California Education Code](#).

The Office of Admissions and Records maintains student programs and student master files, including cumulative records. All permanent and optional records maintained by the College are kept there in a digitized system and are updated daily. Records are backed up on the College's server as well as an off-site server-imaged system and backed up at an offsite location. The College also maintains a confidential and secure housing environment and provision for a secure back up for all records pertaining to student discipline and grade grievances. The College President is charged with ensuring that the College maintains a cumulative record of enrollment, scholarship, and educational progress for each student ([II.C.32 Board Rules Chapter VIII, Article IV](#)).

No student records, other than directory information, will be released without written consent of the student except as authorized by the law. In addition, no Directory Information will be released regarding any student who has notified the Records Offices in writing that such information shall not be released. LAVC keeps a log, maintained by the Records Officer, of persons and organizations requesting or receiving student record information ([II.C.33 Board Rules Chapter VII, Article VII](#)).

LAVC releases student records, including discipline records, in accordance with FERPA and District guidelines. Each office has standard procedures that are followed for the release of information. By District definition, the only student services departments that maintain records are Admissions and Records, the Student Health Center, and the Office of Ombudsperson.

To ensure that staff members are continually trained in the area of records confidentiality, admissions staff members attend the LACCD legal counsel's workshops on confidentiality, security, and maintenance of student records. For security of student records and to comply with legislation, the District uses student ID numbers instead of social security numbers. Information on the release of student records is published in the LAVC Catalog ([II.C.34 LAVC Catalog p. 172](#))

Students may access their own English and math placement results as well as academic transcripts by using the Web-based Student Information System which is password protected. College staff have access to these records, which are also password protected, as authorized by LACCD regulations ([II.C.35 LACCD Administrative Regulation B-27](#)).

Student academic and registration records for all LACCD campuses are maintained within the LACCD Student Information System by District staff. Data are backed up daily and are recoverable per District protocol. Students access their own information by entering their student identification number and personal identification number (PIN) through the student portal. LACCD employees access student records through the District interface or DEC (named after the company that created the program) using their user name and password.

Student financial aid records are imaged and saved on the College server. Staff are assigned different security levels to access financial aid records. At the office counter, all students are required to provide a picture ID such as a driver's license, passport, or student ID to confirm their identity. The Financial Aid Office data and digital images are housed on their own separate servers outside of the College's server and are managed by LAVC and District IT. The servers are backed up by weekly. Staff are trained in record confidentiality and security.

Analysis and Evaluation

The College maintains student records appropriately and ensures their confidentiality and security.

Action Plan:

Develop templates with clear educational and career pathways to ensure information on degree and certificate requirements is consistently provided by all departments.

EVIDENCE FOR STANDARD II.C

[II.C.1 ACE Program Review](#)

[II.C.2 Health Center Survey](#)

[II.C.3 Student Health Center Goals](#)

[II.C.4 2015 Workshops and Events](#)

[II.C.5 EOPS Student Satisfaction Survey 2015](#)

[II.C.6 Cross Walk Training Flyer](#)

[II.C.7 Data on SB 1456](#)

[II.C.8 2014 Student Equity Plan](#)

[II.C.9 2014 Student Equity Plan Executive Summary](#)

[II.C.10 2015-2020 Student Equity Plan](#)

[II.C.11 Financial Aid Outcomes Assessment Report](#)

[II.C.12 Financial Aid TV Monthly Report](#)

[II.C.13 SSD Assessment Report](#)

[II.C.14 SSD Workshop](#)

[II.C.15 LACCD PeopleSoft Presentation](#)

[II.C.16 Spring 2015 Distance Education Student Survey\)](#)

[II.C.17 2014 Counseling Department Survey Results](#)

[II.C.18 Philosophy Conference 2015](#)

[II.C.19 Latino Heritage Celebration flyer](#)

[II.C.20 Commemoration of Armenian Genocide Flyer](#)

[II.C.21 Dia de los Muertos](#)

[II.C.22 Helping Hands Project 2015](#)

[II.C.23 LAVC Athletics WSC Program Review](#)

[II.C.24 ASU Budget Request Form](#)

[II.C.25 Football Success](#)

[II.C.26 LAVC Student Athlete Survey 2015](#)

[II.C.27 New Student Handbook](#)

[II.C.28 Awareness Campaign](#)

[II.C.29 Undecided Workshops Flyer](#)

[II.C.30 Workshop Data](#)

[II.C.31 Department Liaisons Fall 2015](#)

[I.A.1 LAVC Mission Statement](#)

[II.C.32 Board Rules Chapter VIII, Article IV](#)

[II.C.33 Board Rules Chapter VII, Article VII](#)

[II.C.34 LAVC Catalog p. 172](#)

[II.C.35 LACCD Administrative Regulation B-27](#)

STANDARD III.A HUMAN RESOURCES

III.A.1 The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

Criteria, qualifications, and procedures for selection in all employee categories are stated in the job announcements for these positions, which are posted on the LACCD website under its [Employment](#) tab. The website clearly outlines the application, evaluation, and selection process.

Administrators

Administrators may be hired through the academic or classified hiring structures, depending on the position's designation. The District outlines hiring procedures for administrators in HR Guide R-110 ([III.A.1 Academic Administrator Selection](#)). The process of hiring administrators is explained in an LAVC handbook ([III.A.2 Selection Procedures for Administrative Positions](#)). Administrators must meet the minimum qualifications set by the State, [Minimum Qualifications for Faculty and Administrators in the CCCs](#). Job descriptions accurately reflect position duties, responsibilities, and authority. Listed duties and responsibilities support the College's mission to enable students to advance their education ([III.A.3 Dean of Academic Affairs Job Announcement](#)).

Faculty

Hiring criteria for academic personnel are determined by state and local policies. LAVC uses the state minimum qualifications [Minimum Qualifications for Faculty and Administrators in the CCCs](#), which are subject to review and modification by the District Academic Senate (DAS) in case of ambiguous equivalencies. Each state-wide minimum qualification ensures appropriate education, training, and experience, including appropriate degrees, professional experience, and discipline expertise. Criteria for academic minimum qualifications are detailed in LACCD Human Resources Guide HR R-100 ([III.A.4 Academic Minimum Qualifications](#)).

Following District procedures, the College's Academic Senate, in consultation with administration, developed a hiring policy for academic employees ([III.A.5 Hiring Handbook for Selecting Faculty](#)). The search committee drafts a position announcement, which follows District guidelines ([III.A.6 Board Rule 10301](#)). Each job announcement lists the criteria and qualifications to be evaluated for each candidate. The desired qualifications listed in the job announcement describe an expectation of level of teaching skills and potential to contribute to the mission of the college. Each job description includes as part of faculty responsibilities to assist in curriculum development and assessment of learning ([III.A.7 English Basic Skills Job Announcement](#)).

Classified Staff

The District's Personnel Commission develops job descriptions for all classified positions, which are posted on the LACCD website: [Job Descriptions](#). The District maintains a comprehensive [Job Applicant page](#) for staff on its website. Qualifications include appropriate education, training, and experience.

Applicants for classified positions must meet the minimum entrance qualifications before they are allowed to take civil service exams and must follow requirements listed in the Personnel Guides. The District verifies their qualifications before their names are submitted to the College. Classified positions are posted in the campus Personnel Office, [advertised on the District website](#), and sent via email to all users ([III.A.8 Classified Employment Opportunities email](#)). Supervisors apply their desirable characteristics in interview questions to screen for the best fit. For selection of classified staff, LACCD Personnel Commission Guides are followed. An interview committee comprised of college personnel reviews the District's ranked eligibility list and selects candidates for an interview and selection.

Analysis and Evaluation

To ensure the quality of instruction and services, the College follows the policies and procedures for selecting personnel outlined in handbooks and Board Rules. The College President is responsible for ensuring that these procedures are followed.

Board Rules and regulations related to hiring are updated and revised regularly and posted on the Los Angeles Community College District website. Each college in the District is encouraged to document its internal processes for selecting personnel. In the process of examining this Standard, the College realized that it needs to revise its Hiring Handbook for Selecting Faculty to align with procedural practices established at the College. The Office of Academic Affairs and the Academic Senate plan to complete this revision by the end of spring 2016.

III.A.2 Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development of review of curriculum as well as assessment of learning.

Evidence of Meeting the Standard

Criteria for faculty hiring are typically based on institutional needs identified in program review and aligned with the College's mission and goals. For example, the College recently hired a librarian dedicated to student success and outreach. As demonstrated in the Library Department's program review, the success and outreach components to promote student success and retention among underprepared students can be above and beyond operational responsibilities; thus, the addition of a librarian was deemed appropriate to better meet the College's mission ([III.A.9 Library Faculty Staffing Module](#)). The History, Humanities, Law and Political Science Department demonstrated that full-time faculty members make up only 25 percent of the staffing of classes with a fill rate of 99 percent, which creates a gap in faculty resources to address student needs ([III.A.10 HHLPS Faculty Staffing Module](#)). Also, since one of the College's core values is mutual respect and diversity, "sensitivity to diversity" is listed as one of the criteria on

job descriptions. Additional qualifications may also be added. Candidates for instructional positions are asked to present a lesson to demonstrate their teaching methods. Faculty job descriptions also include knowledge of developing and review of curriculum as well as assessment of learning ([III.A.11 BusinessAccounting Job Description](#)).

A more flexible process is used to hire temporary adjunct faculty, with the department chair acting as the hiring committee. Even in this shorter process, the District must verify that candidates meet minimum qualifications. To ensure that adjunct faculty have met minimum qualifications before beginning their assignments, the College's department chair and supervising dean must complete a form showing they have reviewed and confirmed official transcripts and work experience ([III.A.12 Notification of Adjunct Faculty Selection](#)).
[Fulfills Eligibility Requirement 14]

Analysis and Evaluation

Candidates for faculty positions undergo a rigorous review to validate appropriate skills, knowledge of subject matter and professional experience. The hiring process that ensures the most qualified candidates are selected and that their expertise will support the College mission of promoting student success and helping students to advance their education. The significant involvement of faculty on hiring committees – two from the discipline are required to serve – ensures that candidates demonstrate expertise in their discipline and excellent teaching skills.

III.A.3 Administrators and other employees responsible for the educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

Administrators

Administrators may be hired through the academic or classified hiring structures, depending on the position's designation. In both cases, the hiring committee posts desirable characteristics, adopts appropriate questions, and conducts interviews. Activities in the interview may include demonstrations, performances of skills, or other simulated or real job duties relevant to the position ([III.A.13 Selection Procedures for Administrative Positions](#)). Administrators must meet the minimum qualifications set by the State. [See response to Standard III.A.1]).

Analysis and Evaluation

Similar to faculty, all administrative hires undergo a rigorous review to verify they have the qualifications required to sustain institutional effectiveness and academic quality.

III.A.4 Required degrees held by faculty, administrators and other employees are from institutions accredited by U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

All hires for faculty, administrative, and other positions requiring a degree must submit official transcripts to be reviewed and verified by District HR. Candidates must hold degrees from appropriately accredited institutions. A candidate holding a degree from a non-U.S. institution

must pay for a state-approved evaluation service to verify it. If a candidate does not meet minimum qualifications, District procedures are followed for establishing equivalence ([III.A.14 DAS Equivalency Instructions](#)).

Analysis and Evaluation

District HR ensures that degrees for new hires are verified.

III.A.5 The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

Bargaining agreements and personnel rules delineate procedures for the evaluation of all personnel and include consistent procedures for follow-up if evaluations are unsatisfactory.

Faculty

Faculty evaluations, described in the LACCD/Los Angeles College Faculty Guild Collective Bargaining Agreement, Articles 19 and 42, are based primarily on peer review. In a basic evaluation, the department chair, vice chair, or designee reviews performance. In a comprehensive evaluation, a committee comprising faculty peers, including the department chair, review the faculty member. The criteria for evaluation are specified on the evaluation form ([II.A.22 Faculty Evaluation Summary Form](#)). Classroom visits, conferences with the faculty member, and student evaluations must be used ([I.C.13 Student Evaluation Form](#)).

Probationary faculty are evaluated each year for four years, or until tenure is granted or the employee is not retained. Instructors are evaluated on effective teaching and performance of duties ([III.A.15 Evaluation Process for Probationary Faculty, AFT 1521 Faculty Guild CBA Article 42](#)). Sections of the Faculty Collective Bargaining Agreement establish responsibilities, such as participation in professional development activities (Article 10), workload and related duties, such as maintaining accurate records and holding office hours (Article 13), and service on a college committee (Article 32). The CBA delineates the required as well as expected duties of full-time faculty (Appendix Q). Academic deans report the results of evaluations to the VP of Academic Affairs for all probationary positions. An administrative evaluation may be triggered at any time during the probationary period ([III.A.16 Administrative Evaluation Form](#)).

Tenured instructors are evaluated every three years, alternating between a basic and a comprehensive evaluation. Adjunct faculty are evaluated with a basic evaluation before the end of their second semester and at least once every six semesters after that. If a faculty member's overall performance on his or her basic evaluation is rated "needs to improve" or "unsatisfactory," the faculty member can request a comprehensive evaluation. Should he/she receive a less than satisfactory evaluation, formal, documented procedures and timelines are used ([III.A.17 Evaluation Process for Tenured and Adjunct Faculty, AFT 1521 Faculty Guild CBA Article 19](#)).

To focus on improvement, the 2014-17 faculty collective bargaining agreement now includes the use of a written improvement plan with appropriate professional growth activities when a faculty member receives a less than satisfactory evaluation. New contract language emphasizes evaluation as “a way to provide positive reinforcement, constructive advice, and specific recommendations for improvement and professional growth.” In fall 2016, the District and the AFT will provide mandatory training to all evaluators.

To ensure that faculty evaluations are completed systematically, the Office of Academic Affairs maintains a tracking system with every faculty member’s evaluation date. As of December 2015, 96% of faculty evaluations were current ([III.A.18 Faculty Evaluation Summary](#)). The charts are continually updated.

The VP of Academic Affairs arranges for training on evaluation to be offered at Chairs and Directors meetings ([III.A.19 Chairs and Directors Minutes September 2015](#)). Evaluation is covered in the annual district-wide workshops held for department chairs, deans, and VPs, jointly sponsored by the District and the Faculty Guild. A regional three-hour training session was held in spring 2015 at LAVC to highlight changes in the 2014-17 CBA ([III.A.20 Dept Chair Dean VP Workshop 2015](#)). A workshop on evaluation was held on Opening Day 2015 and repeated at a union chapter meeting in October 2015 ([III.A.21 Evaluation PPT](#)).

Classified Staff

Basic procedures for evaluation and follow-up for all categories of classified personnel are described in Personnel Commission Regulations ([III.A.22 Performance Evaluation for Classified Staff Rule 702](#)) and in Article 16 of their collective bargaining agreement ([III.A.23 AFT College Staff Guild Local 1521A Collective Bargaining Agreement](#)). Probationary employees are evaluated in the 2nd and 4th month of employment and permanent employees have at least one performance review each year conducted by their supervisors, using the evaluation forms in Appendix B and C of the contract. Additional reviews may be done at any time at the supervisor’s discretion.

The District alerts the employee’s supervisor and the College’s Single Point of Contact (SPOC) electronically that the evaluation is due. Email reminders are sent to the supervisors. Upon completion, the supervisor logs into the system, marks the evaluation complete, and the SPOC is notified. In the course of our 2013 self-evaluation process, the committee working on this standard decided to create an in-house performance review tracking system to ensure evaluations are completed on time ([III.A.24 Classified Performance Evaluations Report December 2015](#)).

If an employee receives a less than satisfactory evaluation, the supervisor and the employee jointly develop a performance improvement program. It then becomes the responsibility of the employee to follow the plan and for the supervisor to monitor progress. Specific procedures for correction of less-than-satisfactory performance evaluations are listed on the evaluation form ([III.A.25 Performance Evaluation Form for Classified Employees](#)). Any negative evaluation must include specific recommendations for improvements and provisions for assisting the employee in achieving them. The employee has the right to review and respond with a statement to a negative evaluation or comment.

Administrators

The college president is evaluated annually by the Chancellor. He or she completes an annual self-assessment, updates his/her goals for the following year, and meets with the Chancellor to review both documents. The college president undergoes a comprehensive evaluation at least every three years. An evaluation committee collects input from peers and completes a data collection form. The Chancellor then prepares a summary evaluation memo, which is shared with the college president ([III.A.26 Performance Evaluation Process for College Presidents](#)).

Vice presidents are evaluated by the College President ([III.A.27 VP Evaluation Form](#)). Deans, associate deans, and assistant deans are evaluated by procedures set forth in Article 8 of their union contract, which calls for an evaluation within 12 months of starting the assignment and annually from the anniversary date of the assignment ([III.A.28 Administrators California Teamsters Public Professional and Medical Employees Union Local 911 Collective Bargaining Agreement](#)).

Classified Supervisors

Classified supervisors are evaluated according to Article 11 of their contract Classified Supervisors: ([III.A.29 Supervisory Employees Local 721 Collective Bargaining Agreement](#)). Probationary employees are evaluated in the 2nd and 4th months of employment; permanent employees are evaluated at least once a year by a manager with supervisory responsibilities and reviewed by the appropriate vice president.

Periodically, supervisors receive training on employee evaluation, discipline, handling/preventing grievances, accommodations, and workers comp/stress claims.

Analysis and Evaluation

The evaluation process is as effective as the evaluators who conduct it are diligent and fair. In a review to grant tenure to a probationary faculty member, the evaluation committee remains the same for the duration of the probationary period, and each evaluation is compared to the previous year's, focusing on improvements or deficiencies. The process can be positive, enhancing performance through recommendations for improvement.

On the 2014 LAVC Accreditation Survey, almost 83 percent rated the evaluation process as very effective, effective, or somewhat effective. This is an improvement over the last two surveys results, when in 2011, 76 percent gave the process the same rating. In 2005, only 54 percent of faculty rated the process as excellent or good, and 60 percent of classified staff rated the process as fair or poor.

III.A.6 The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

Evidence of Meeting the Standard

In the Collective Bargaining Agreement for faculty, one of the professional responsibilities listed on the faculty evaluation form is "Participates in the student learning outcomes assessment cycle"

and for classroom faculty, “includes approved SLOs on class syllabi” ([II.A.22 Faculty Evaluation Summary Form](#)). A contract interpretation clarifies the parameters of faculty participation in the Student Learning Outcomes Assessment Cycle ([III.A.30 Contract Interpretation on SLOs in Faculty Evaluation](#)). Several of the criteria in part B of the evaluation form address the teaching of appropriate course content, leading to effective student achievement.

Participating in the process of assessing course SLOs includes identifying remedies to address student weaknesses. The second time a course is assessed, faculty have the chance to see if the changes they implemented had an impact.

The job duty statements for all Academic Affairs administrators include working with their departments in using achievement data to improve teaching and learning, and their evaluation includes reflection on how they perform that function ([III.A.31 Dean of Academic Affairs Job Duties](#)).

SLO assessment data is shared with tutors and used to inform tutor training. Tutors are involved in discussing the SLO for the Tutor 1 course (Supervised Learning Assistance). Assessment of that SLO led to conducting more outreach, holding one-on-one appointments with basic skills students, and providing more workshops.

Analysis and Evaluation

The LACCD is one of the first community college districts in the state to have specifically spelled out participation in the Student Learning Outcome Assessment Cycle for both full-time and adjunct faculty in the evaluation process. The ACCJC visiting team in spring 2013 commended the District “for including assessment of student learning outcomes in the faculty II” ([III.A.32 Visiting Team Report May 2013](#)).

III.A.7 The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.

Evidence of Meeting the Standard

In fall 2014, LAVC employed 185 full-time faculty and 212 (FTEF) part-time instructors for a total of 397 instructors. In fall 2014 the full-time to part-time faculty ratio was 58 percent, about average compared to the other LACCD campuses. In fall 2015, the College achieved a FON of 193.42 with a full-time to part-time faculty ratio of 59.5% ([III.A.33 Fall 2015 FON Report](#)).

The College determines its schedule by reviewing a wide range of data to complete a two-year scheduling program for each discipline. Courses are offered to lead to transfer, degree and certificate completion as aligned with the institutional mission. All classes are staffed based on transcript review, interviews and evaluation of all faculty members.

[Fulfills Eligibility Requirement 14]

Analysis and Evaluation

The College is able to meet its base FTES targets by systematically offering sections taught by

qualified faculty in order to meet student needs. The College uses its program review process to decide whether a position should be replaced based on the viability of that program. In the College's prioritization process for faculty hires, one of the criteria used is the departments' full-time to part-time ratio ([III.A.34 Faculty Hiring Prioritization](#)). The recent hire in fall 2015 of 23 new full-time faculty has strengthened our full-time faculty core.

III.A.8 An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

To ensure that LAVC's adjunct faculty are aware of college procedures and resources, an Adjunct Orientation is held on the Saturday before each semester ([III.A.35 Adjunct Orientation flyer](#)). Some of the adjuncts who attend are not new to the College but want to learn about updates and connect with colleagues. The VP of Academic Affairs and several key college personnel participate. Topics cover duties and responsibilities, college resources, classroom management, providing help for students, the professional development obligation, and ways to get involved in the life of the campus ([III.A.36 Adjunct Orientation agenda](#)).

About 40-60 adjuncts attend every semester. Those who are unable to attend are invited to come to the Office of Professional Development for a recap of the session and are given information in the Faculty Handbook, which contains information covered at the orientations ([III.A.37 Faculty Handbook](#)).

The oversight and evaluation of adjunct faculty is the responsibility of department chairs. In large departments, a vice chair is designated to assist adjunct faculty. Evaluation procedures for adjunct faculty are outlined in Article 19 of the CBA.

Departments hold elections in the spring for adjunct representatives, who are elected by their peers to attend department meetings and to report to their adjunct colleagues about department updates or information presented at the meetings.

Adjuncts are encouraged to attend the annual Opening Day for faculty. Their attendance has steadily risen over the years. In 2014 and 2015, of the 300 faculty attending, about 100 were adjuncts. Adjunct faculty are included in the annual ice cream social, at which faculty and staff receive pins for their years of service and are recognized for exceptional service.

The obligation to fulfill professional development hours includes adjunct faculty. Many adjuncts attend the workshops offered by the Office of Professional Development and participate on committees, including the Professional Development Advisory Committee and accreditation self-evaluation teams. Adjuncts use the resources in [Faculty/Staff Resource Center](#), which is open until 10 p.m. to accommodate evening instructors, who are predominantly adjunct faculty.

Conference and tuition reimbursement are available to adjunct faculty. Adjunct faculty are entitled to be reimbursed for conference(s) of up to \$400 during an academic year ([III.A.38](#)

[Conference Reimbursement Guidelines](#)). Adjuncts on a seniority list can receive 25 percent of the tuition paid during an academic year, not to exceed \$1,000 ([III.A.39 Tuition Reimbursement Guidelines](#)).

The Academic Senate has established an elected position for an Adjunct Representative and offers adjuncts the opportunity to apply for the rank of Adjunct Assistant Professor. At its October 2015 meeting, the Academic Senate discussed exploring revisions to its policies on rank to include more levels for adjunct faculty. Adjuncts serve on college committees and accreditation self-evaluation committees.

Analysis and Evaluation

LAVC offers a welcoming atmosphere to adjunct faculty and has created many opportunities for adjuncts to participate in the life of the campus. Results from the 2014 Accreditation Survey showed that 52 percent of respondents rated LAVC as effective or very effective, with 24 percent rating the College as somewhat effective in providing opportunities to integrate adjunct faculty into the life of the College. Comments on the survey indicated that adjuncts are unable to be involved as much as they would like because of their obligations outside of LAVC. The College plans to find ways to further involve adjunct faculty in campus life.

III.A.9 The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.

Evidence of Meeting the Standard

In 2014, the College employed 209 classified employees, 426 unclassified workers, including students and professional experts, and 21 classified administrators. The District Personnel Commission ensures that staff who are hired possess the necessary qualifications to perform their duties. The Vice Presidents perform analysis of needs based on the annual plan modules to ensure effective staffing. Future needs for new positions are reflected in divisional five-year staffing plans ([III.A.40 Academic Affairs 2015-16 Staffing Plan](#)). Recognizing that “adequate clerical support is important,” the faculty contract requires a department with 20 or more FTEF have at least one FTE office assistant. A change in the 2014-17 collective bargaining agreement allows departments with fewer than 20 FTEF to share clerical support ([III.A.41 Article 44 Clerical Support](#)).

[Fulfills Eligibility Requirement 8]

Analysis and Evaluation

While the College could always use more staff, LAVC has been able to meet its minimum needs by maximizing its workforce through scheduling and efficient distribution of tasks. However, through the accreditation self-evaluation and program review processes, the need to improve functions in service areas has been identified. These involve a need for more IT support to assist with technology issues in the library and labs as well as more custodial support to keep the campus clean. LAVC desires to improve its technological and physical environment to so as to better meet its mission and create an environment in which students want to spend time, which can lead to an increase in persistence and completion. Strategies to address these needs are discussed in Action Project #2 in the Quality Focus Essay.

III.A.10 The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes.

Evidence of Meeting the Standard

In addition to the College President, the President's Office has one Institutional Effectiveness Dean; Academic Affairs has one vice president and four deans; Student Services has one vice president, three deans, and two associate deans; and Administrative Services has one vice president and one associate vice president. Most have served at LAVC for many years. Only candidates who demonstrate sufficient preparation and experience are selected to fill administrative positions.

The College maintains a sufficient number of administrators to support the institution's mission and purposes. Positions are filled as vacancies occur.

[Fulfills Eligibility Requirement 8]

Analysis and Evaluation

The ACCJC visiting team in spring 2014 expressed concerns about the College's administrative stability since at that time LAVC had an interim president and the Vice President of Administrative Services had left for a position in another district. However, LAVC's permanent College President began in her position in August 2014 and the permanent Vice President of Administrative Services began his assignment in September of that year. The Vice President of Academic Affairs and the Vice President of Student Services were at the College for the spring 2013 comprehensive visit and the spring 2014 follow-up visits, so they were able to provide invaluable continuity and perspective to the executive leadership team, which is now stable. The 2015 Visiting Team noted that "the new leadership has established a renewed spirit and commitment to fiscal stability" and "have brought renewed energy to the college and a deep commitment to a balanced budget" ([III.A.42 Visiting Team Report Spring 2015](#)).

III.A.11 The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

[The District Human Resources Division](#) provides leadership in establishing an equitable administration of rules and policies in accordance with [HR Guides](#), [Personnel Guides](#), [union contracts](#), [Board Rules](#), and state Education Code. [Employee Tip Sheets](#) provide useful information. The District and the College abide by Skelly Review Guidelines, requiring review before discipline is imposed against personnel. District Employer-Employee Relations has published the Guidelines for Skelly Review Officer handbook which is available on its HR webpage -- [Skelly Review Guidelines](#). The District also provides a link to all employee [Collective Bargaining Agreements](#).

The [District Office for Diversity, Equity, and Inclusion](#) ensures that policies are equitably administered. The Office trains Equal Opportunity Representatives to serve as non-voting members of college hiring committees to ensure that consistent procedures and fair practices are

followed. Committee members are instructed to maintain confidentiality and follow nondiscrimination policies and are required to sign agreements to comply before serving. Two trainings have been conducted on campus in the past year.

The College makes resources available Under “Employee Resources” on its [Faculty/Staff webpage](#) that contain personnel policies and procedures.

- [LAVC Faculty Handbook](#) -- The Handbook links to the union’s [Adjunct Survival Guide](#)
- [The Classified Employee Handbook](#)
- [Personnel Forms](#)
- [Ethics Policy](#)

[The District Human Resources page](#) contains links to personnel policies and forms.

It sends frequent announcements regarding eligibility lists, testing information, and job opportunities in the District ([III.A.8 Classified Employment Opportunities email](#)). A representative visits the campus monthly to hold Office Hours ([III.A.43 Personnel Commission Office Hours](#)). Some of the services provided are career guidance, answers to questions regarding reclassification, temporary work out of classification, transfers, leaves, and assistance with assignment processing issues. Administrators and supervisors are also welcome to stop by with questions related to classified employment and other matters within its purview.

Analysis and Evaluation

The College prides itself on treating its employees and applicants equitably. Personnel policies and procedures are administered in a fair and consistent manner, are publicized, and are accessible. On the 2014 Accreditation Survey, however, 53 percent of respondents agreed that policies and procedures are fair and equitably administered, 24 percent disagreed, and 21 percent didn’t know. Although the College has not received complaints about inequitable treatment, the College plans to follow up on these results.

III.A.12 Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

The College provides services that support its workforce. Supervisors and managers work with employees to address their needs, and staff support is considered a key role of management. Managers and supervisors attend Equal Employment Opportunity training, which includes diversity training. A District-provided benefit, the [Employee Assistance Program \(EAP\)](#), provides access to psychological counseling (up to six sessions per incident) as well as financial and legal consultations. EAP also provides workshops on campus in life management skills, emotional well-being, work issues, and wellness.

For many years the College had a Diversity Committee whose mission was to enhance the awareness and skills that create a culture in which diversity is understood, appreciated, and respected. It held events and activities that fostered respect for the multitude of differences among faculty, staff, and students. In 2014, the College integrated the Diversity Committee into the SSSP Advisory Committee, a sub-committee composed of faculty, staff, administrators, and

students ([III.A.44 SSSP Agenda Nov2014](#)). LAVC has continued its tradition of holding campus diversity/cultural events and activities including celebrations of Latino, Black, and Armenian heritage ([III.A.45 Diversity Activities 2014 2015](#)).

The District maintains statistics on each college's record of diversity ([III.A.46 Workforce Analysis Fall 2014](#)). The District is responsible for recruitment of candidates and keeps a record of the characteristics of its applicant pool ([III.A.47 LACCD Applicant Pool](#)). The LACCD is committed to recruiting from a diverse pool ([III.A.48 District Recruitment Efforts](#)).

Analysis and Evaluation

The District and the College have established equitable policies and practices for its personnel. Numerous activities throughout the year have created an environment that celebrates our diverse population.

Results of the 2014 Accreditation Survey showed that 63 percent of respondents agreed that the College has programs to support its diverse personnel; 17 percent disagreed, and 19 percent didn't know. Efforts in support of the LAVC Equity Plan will create many more opportunities to explore diversity and increase awareness of the needs of our diverse population.

III.A.13 The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

LAVC upholds the District Academic Senate (DAS) Policy on Faculty Ethics, which was adopted by the Board of Trustees in 2006 ([III.A.49 Board Rule 1204.12](#)). The DAS policy was based on the 1987 American Association of University Professors (AAUP) Statement on Professional Ethics and consists of statements regarding faculty responsibilities toward their discipline, students, colleagues, institution, and communities. The [LAVC Academic Senate webpage](#) lists the procedures that must be taken in case of breaches in ethics, including initiation of complaints, investigation and reporting of charges, informal resolutions and formal hearings, rights of the accused, and actions the Senate may decide to take.

All other personnel are covered by District Board Rule 1204.13, Code of Ethics ([III.A.50 LACCD Board Rule 1204.13](#)).

Analysis and Evaluation

Both of these written ethics codes cover all of our personnel. Integrity is a key value at the College. LAVC stands behind these codes ethics codes by investigating and taking action in case of suspected violations.

III.A.14 The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

LAVC encourages and supports the professional growth of its employees by providing activities to enhance their effectiveness. The [Office of Professional Development \(PD\)](#), the [Professional Development Advisory Committee \(PDAC\)](#), the [Classified Staff Development Committee \(CSDC\)](#), and the Opening Day Planning Committee plan workshops on a range of topics.

Faculty

To fulfill our mission to promote student success, faculty participate in sessions on teaching strategies, technology, and the needs of students, such as:

- Incorporating technology into teaching, such as web-enhancing face-to-face classes, using OneDrive, flipping the classroom, using videos ([III.A.51 Tech Fest 2015](#)).
- Faculty roundtables on motivating students, preventing plagiarism, teaching study skills, classroom management, collaboration, assessing learning ([III.A.52 Faculty Roundtables](#))
- Issues facing student veterans, disabled students, LGBTQ students, making materials accessible, issues of non-English speakers ([III.A.53 Opening Day workshops](#))
- Orientations are held in the fall for new full-time faculty ([III.A.54 Full-Time Faculty Orientation Series](#)) and every semester for adjunct faculty ([III.A.35 Adjunct Orientation flyer](#)).

The College maintains a Professional Development Center (PDC), where employees can attend training sessions, receive private tutorials, check out DVDs and books, pick up handouts, and use the computers, printers, scanners, Scantron machine, and laminator. In 2014-15, there were 664 drop-ins to the PDC and 1270 employees attended 71 sessions sponsored by Professional Development either in the PDC or on campus ([III.A.55 2014-15 Professional Development Activities Report](#)).

STARS events bring faculty and students together to discuss teaching and learning. Sessions have dealt with such topics as study skills, academic honesty, critical thinking, and overcoming math anxiety. Materials that can be used in class are posted on the [STARS website](#).

Reimbursement for conference attendance is provided for faculty by the District ([III.A.38 Conference Reimbursement Guidelines](#)). In 2014-15, 44 faculty members received a total of \$21,729 to attend conferences. Reimbursement is also provided to help pay tuition for advanced coursework in one's field ([III.A.39 Tuition Reimbursement Guidelines](#)). Ten faculty members received a total of \$10,865 for tuition paid in 2014-15 ([III.A.56 Professional Growth Committee Report](#)).

Staff and Administrators

To address our mission to improve institutional effectiveness, the College provides training to staff and administrators on topics such as:

- Administrative procedures, such as purchasing, using the CMMS (work order system), and emergency preparedness (e.g., handling phone threats)
- Personal development, such as financial literacy, wellness, finding life/work balance, workplace cooperation and communication

In addition, Staff Enrichment Days are held every summer, with sessions on financial planning, wellness and healthy lifestyles, and workplace issues ([III.A.57 Staff Enrichment Day](#)).

The Professional Development Center (PDC) is an authorized Certiport testing center, where staff can take Microsoft Office Specialist (MOS) tests and be certified as proficient, qualifying them for a pay differential. Training practice test software is loaded onto computers in the PDC; in 2014-15, staff utilized the training program on 96 occasions. In addition, the College has purchased a license for employees to access online tutorials in Microsoft programs ([III.A.58 Microsoft IT Academy](#)).

Several methods are used to evaluate professional development in order to determine needs and plan future offerings.

- Participants fill out evaluations at the conclusion of workshop sessions ([III.A.59 PD workshop evaluation form](#)). These are used to determine whether participants got value out of the session (“name one thing you learned”) and are a way of evaluating the facilitators ([III.A.60 Summary of Tech Fest evaluations](#)). Evaluations are sent to presenters to provide helpful feedback and are used by the Professional Development Advisory Committee (PDAC) to decide on future offerings.
- The Office of Professional Development sends a biannual survey to collect input about training needs and solicit employees with expertise to volunteer to offer training. Surveys are sent to faculty ([III.A.61 Faculty Survey](#)) and to classified staff ([III.A.62 Staff Survey](#)). The [Professional Development Advisory Committee](#) reviews the surveys to decide on future offerings based on faculty responses ([III.A.63 2015 Faculty Survey Results](#)) and staff responses ([III.A.64 2015 Staff Survey Results](#)).
- Evaluations collected on Opening Day solicit suggestions for workshops faculty would like to see offered in the future and provide feedback for the Opening Day Planning Committee on which sessions should be repeated and which should not be offered again ([III.A.65 Opening Day workshop evaluations](#)).
- Departments indicate their needs for training on the professional development module of their annual plans. The Office of Professional Development fulfills requests that do not require funding ([III.A.66 Training Requests](#)). PDAC ranks requests that involve funding and forwards them to the IEC or funds them from staff development funds ([III.A.67 Prioritized Annual Plan Requests](#)).

Analysis and Evaluation

Despite a lack of funding from the State for professional development, the College has continued to offer workshops and training. Volunteers have stepped up to facilitate workshops.

The Office of Professional Development is responsive to feedback and adjusts offerings to meet changing needs. An informal survey of users of the VTC online training program led to a decision not to renew the license a few years ago. The high usage of our GMetrix MOS practice test and training software led to the decision to renew our seat license.

On the 2014 Accreditation Survey, 75 percent of respondents felt LAVC was effective or very effective at providing opportunities for professional development. On the spring 2015 Professional Development surveys, 80 percent of faculty rated professional development on campus as excellent or good, with 58 percent of staff rating professional development as excellent or good. The staff rating indicates that the College should do more to address classified staff needs on campus. To that end, the Professional Development Director plans to work with

the Classified Staff Development Committee to expand offerings.

To disseminate information to those unable to attend face-to-face sessions, the Office of Professional Development sends emails with useful resources ([III.A.68 Sample email from Professional Development](#)) and posts workshop presentations on its website: [Workshops and Presentations](#). The PD Office plans to expand online opportunities for professional learning through webinars, the continued collection of PowerPoint presentations, and promotion of the new CCCCCO Online Professional Development Clearinghouse.

Recognizing the many different professional development efforts on campus (e.g., those offered by individual departments, the Office of Professional Development, the District Academic Senate, as well as those that will be offered through the Equity and SSSP initiatives and a recently-approved Title V Professional Development grant, it became clear to college leaders that it is necessary to integrate efforts across campus, particularly since these initiatives will impact all college constituencies. The College formed a Professional Development Inquiry Group, with faculty, staff, and administrator representation, which began meeting in October 2015 to prepare a crosswalk of professional development activities and begin to explore ways to integrate professional development activities across the campus. [See Action Project #3 in the Quality Focus Essay.]

III.A.15 The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

The official Personnel file is maintained by the Human Resources Division at the Educational Services Center. The employee may also have a Staff Relations File with Employer-Employee Relations. Informal notes and records on individual employees are sometimes maintained in the area VP's office. HR guides identify the type of information held ([III.A.69. HR Guide P-101](#)) and information about its release ([III.A.70 HR Guide P-102](#)). Collective bargaining agreements delineate the types of files kept and the rights of employees to view the contents. Provisions for the privacy and confidentiality, security, accuracy, and permanence of personnel files specifically addressed in union contracts override any similar provisions contained in the Personnel Guides.

Analysis and Evaluation

There is no indication that the privacy or rights of LAVC employees have been violated.

Changes Arising out of the Self Evaluation Process

- Recognized the need to integrate professional development across campus and established a Professional Development Inquiry Group

Action Plans

- Revise the Hiring Handbook for Selecting Faculty
- Explore ways to further involve adjunct faculty in campus life
- Expand professional development offerings for staff

EVIDENCE FOR STANDARD III.A

[III.A.1 Academic Administrator Selection](#)

[III.A.2 Selection Procedures for Administrative Positions](#)

[III.A.3 Dean of Academic Affairs Job Announcement](#)

[III.A.4 Academic Minimum Qualifications](#)

[III.A.5 Hiring Handbook for Selecting Faculty](#)

[III.A.6 Board Rule 10301](#)

[III.A.7 English Basic Skills Job Announcement](#)

[III.A.8 Classified Employment Opportunities email](#)

[III.A.9 Library Faculty Staffing Module](#)

[III.A.10 HHLPS Faculty Staffing Module](#)

[III.A.11 BusinessAccounting Job Description](#)

[III.A.12 Notification of Adjunct Faculty Selection](#)

[III.A.13 Selection Procedures for Administrative Positions](#)

[III.A.14 DAS Equivalency Instructions](#)

[III.A.15 Evaluation Process for Probationary Faculty, AFT 1521 Faculty Guild CBA Article 42](#)

[III.A.16 Administrative Evaluation Form](#)

[III.A.17 Evaluation Process for Tenured and Adjunct Faculty, AFT 1521 Faculty Guild CBA Article 19](#)

[III.A.18 Faculty Evaluation Summary Dec2015](#)

[III.A.19 Chairs and Directors Minutes September 2015](#)

[III.A.20 Dept Chair Dean VP Workshop 2015](#)

[III.A.21 Evaluation PPT](#)

[III.A.22 Performance Evaluation for Classified Staff Rule 702](#)

[III.A.23 AFT College Staff Guild Local 1521A Collective Bargaining Agreement](#)

[III.A.24 Classified Performance Evaluations Report December 2015](#)

[III.A.25 Performance Evaluation Form for Classified Employees](#)

[III.A.26 Performance Evaluation Process for College Presidents](#)

[III.A.27 VP Evaluation Form](#)

[III.A.28 Administrators California Teamsters Public Professional and Medical Employees Union Local 911 Collective Bargaining Agreement](#)

[III.A.29 Supervisory Employees Local 721 Collective Bargaining Agreement](#)

[III.A.30 Contract Interpretation on SLOs in Faculty Evaluation](#)

[III.A.31 Dean of Academic Affairs Job Duties](#)

[III.A.32 Visiting Team Report May 2013](#)

[III.A.33 Fall 2015 FON Report](#)

[III.A.34 Faculty Hiring Prioritization](#)

[III.A.35 Adjunct Orientation flyer](#)

[III.A.36 Adjunct Orientation agenda](#)

[III.A.37 Faculty Handbook](#)

[III.A.38 Conference Reimbursement Guidelines](#)

[III.A.39 Tuition Reimbursement Guidelines](#)

[III.A.40 Academic Affairs 2015-16 Staffing Plan](#)

[III.A.41 Article 44 Clerical Support](#)

[III.A.42 Visiting Team Report Spring 2015](#)

[III.A.43 Personnel Commission Office Hours](#)

[III.A.44 SSSP Agenda Nov2014](#)

[III.A.45 Diversity Activities 2014 2015](#)

[III.A.46 Workforce Analysis Fall 2014.](#)

[III.A.47 LACCD Applicant Pool](#)

[III.A.48 District Recruitment Efforts](#)

[III.A.49 Board Rule 1204.12](#)

[III.A.50 LACCD Board Rule 1204.13](#)

[III.A.51 Tech Fest 2015](#)

[III.A.52 Faculty Roundtables](#)

[III.A.53 Opening Day workshops](#)

[III.A.54 Full-Time Faculty Orientation Series](#)

[III.A.55 2014-15 Professional Development Activities Report](#)

[III.A.56 Professional Growth Committee Report](#)

[III.A.57 Staff Enrichment Day](#)

[III.A.58 Microsoft IT Academy](#)

[III.A.59 PD workshop evaluation form](#)

[III.A.60 Summary of Tech Fest evaluations](#)

[III.A.61 Faculty Survey](#)

[III.A.62 Staff Survey](#)

[III.A.63 2015 Faculty Survey Results](#)

[III.A.64 2015 Staff Survey Results](#)

[III.A.65 Opening Day workshop evaluations](#)

[III.A.66 Training Requests](#)

[III.A.67 Prioritized Annual Plan Requests](#)

[III.A.68 Sample email from Professional Development](#)

[III.A.69. HR Guide P-101](#)

[III.A.70 HR Guide P-102](#)

STANDARD III.B PHYSICAL RESOURCES

III.B.1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

In order to assure safe and sufficient physical resources, LAVC identifies and addresses issues dealing with access, safety, security, and a healthful learning and working environment on a continuing basis. The LAVC Maintenance and Operations (M&O) Department is responsible for maintaining a safe, clean, and accessible environment by providing facility and grounds maintenance and custodial service for all college facilities. Any facility emergencies or immediate safety hazards may be reported directly to the M&O Office 24 hours a day, 7 days a week. For routine maintenance and custodial services, work requests may be submitted using the Computerized Maintenance Management System (CMMS). Custodial and maintenance staff report any safety issues observed while performing their duties. College departments and committees may also identify safety issues for M&O to address.

Major maintenance and repairs are funded through the State's Scheduled Maintenance Program and the District's Deferred Maintenance program. The Director of College Facilities makes recommendations for all major repair projects to the Work Environment Committee (WEC), which sends them to the Institutional Effectiveness Council (IEC) for approval/advisement and then to the College President for approval. The facility needs of departments are identified through the use of facilities modules as part of program review.

Access:

Services for Students with Disabilities (SSD) staff have an effective working relationship with M&O to ensure the safety of students with disabilities on campus. If a student requiring wheelchair access is enrolled in a course utilizing a classroom that is not accessible, the class is moved to an accessible location. The SSD director reports to the VP of Student Services regarding any issues for students with disabilities (See Standard III.B.3 for information about the College's ADA Building Project).

Safety:

The following steps have been taken to improve safety on campus:

- The College has established a formal notification system for bond program activities via email ([III.B.1 Communications email](#)) and posting on the College website to keep the campus advised of disruptions and closures: [Construction/Parking Updates](#).
- The College completed a lighting master plan that provides lighting level guidelines for exterior spaces to improve safety ([III.B.2 Exterior Lighting Master Plan](#)).
- An emergency call box system has been installed that will directly communicate with the Sheriff's Office. The emergency call boxes have a public address system to be used during evacuations to disseminate disaster information. The boxes are operational in three parking lots and the parking structure. The Campus-Wide Improvements Project includes the installation of remaining emergency call boxes for the rest of the campus: [Emergency Lighting/Fire Alarm/Security Project](#).

- The fire alarm network, connected directly to the LAVC Sheriff's office, has been expanded east of Ethel Avenue and once all construction east of Ethel is completed all of the new and existing facilities will be connected.
- The College installed evacuation chairs in all multi-story buildings to move people with disabilities or injuries down the stairs during an emergency and conducted training on using the chairs.

Emergency Preparedness:

The LAVC Emergency Response Plan (ERP) describes how the College manages and coordinates resources and personnel in responding to emergency situations. The comprehensive three-volume plan includes detailed information covering Emergency Operations Center procedures, documentation, and reference and support information, and is being used to prepare staff and faculty to respond to emergencies. (The full Emergency Response Plan is available in the Office of Administrative Services). A summary of the ERP is available on the college website: [Emergency Response Plan Summary](#).

Recognizing the need for better communication and training for emergency preparedness, the College has offered the following training and information to staff and faculty:

- An extensive training exercise involving various agencies, including the Los Angeles Police Department and the Los Angeles County Sheriff.
- Training demonstrating how faculty should respond in a disaster ([III.B.3 Classroom Emergency Response Training, Opening Day 2013](#))
- Fire drills in two buildings in fall 2013 and information on how to use the fire alarm and evacuation chairs ([III.B.4 Fire Alarm procedures and Evacuation Chair video](#)).
- Videos on earthquake safety ([III.B.5 Great Shake-out email](#))
- Phone Threats training sessions in June 2014 ([III.B.6 Phone Threats Training](#))
- An Emergency Operations Center training session in May 2015 ([III.B.7 EOC Training](#))
- An all-campus lockdown drill in November 2015 ([III.B.8 Lockdown Drill email](#))
- A School Threat Assessment Response Team training attended by 50 faculty and staff in December 2015 ([III.B.9 START Training](#))

To establish a schedule of trainings for the next several years, in fall 2015 the Office of Administrative Services developed a draft Emergency Training Plan ([III.B.10 LAVC Five-Year Emergency Response Training Plan Draft](#)). The plan will go through the shared governance process for adoption. The Work Environment Committee (WEC) has an Emergency Preparedness subcommittee that can recommend more training, as needed.

To increase safety on campus, LAVC has also provided the following:

- An Emergency Response Pamphlet for students that lists procedures to follow in emergency situations ([III.B.11 ERP Student Pamphlet](#))
- Emergency Procedures Guidelines with evacuation information that are posted in every classroom to be explained to students within the first few weeks of the semester ([III.B.12 Emergency Procedures Posted](#))
- Blackboard Connect Emergency Alert System, which sends notifications via email or text to the campus community in case of an emergency ([III.B.13 Blackboard Connect](#)).

Security:

Security and law enforcement is provided 24 hours a day, 7 days a week, by the LAVC Sheriff's Office under the Los Angeles County Sheriff's Department. Service-oriented policing and crime prevention are top priorities. Sheriff's Office personnel are trained to handle all emergency situations. The College's low crime rate is reflected in the statistics published on the College website, as required by the Federal Clery Act ([III.B.14 Annual Security Report 2015](#)).

LAVC has a security plan (III.B.15 Campus-Wide Security Master Plan -- available in the Office of Director of College Facilities). The College has installed building access controls, motion detection sensors, video cameras, and automatic doors for some of our existing facilities and in all our new facilities. Currently the College is reviewing the scope of the Campus-Wide Improvements -- Emergency Lighting, Fire Alarm and Security System project, which includes expanding the existing campus-wide security system, securing classrooms, and adding vehicle gates and additional emergency call boxes.

Healthful environment:

The Work Environment Committee (WEC), a constituent-based committee, reviews concerns and makes policy recommendations to the primary shared governance body, the Institutional Effectiveness Council (IEC), which can send those recommendations to the college president for approval. Any concerns or recommendations that deal with Maintenance and Operations (M&O) are brought to their staff for review and corrective action, such as the installation of signs for designated smoking areas, parking issues, air quality, room temperatures, and ADA compliance, as required in the Faculty Collective Bargaining Agreement ([III.B.16 Article 9, Section E](#)).

In 2012, LAVC passed a smoking policy that restricts smoking to designated areas ([III.B.17 LAVC Smoking Policy](#)). In 2014, the policy was updated to include products such as e-cigarettes.

The Custodial Department keeps the classrooms, restrooms, and work areas clean. Most cleaning chemicals custodians now use are Green Certified to promote a healthy environment ([III.B.18 Chemical cleaning list](#)). The HVAC shop changes out the filters for cooling and heating systems to ensure that good air quality is maintained.

Off-Campus sites:

LAVC utilizes several off-campus sites for classes/programs, the number varying by semester. Most are public or private schools, agencies, or hospitals, which are required to comply with regulatory agencies that oversee their operations. As of 2014-15, the Advanced College Enrollment (ACE) program offered 59 off-campus academic classes in local area high school classrooms and the Nursing Program offered 33 classes taught at local area clinics and hospitals. If there are issues with working conditions, instructors and students may report them directly to program directors and department chairs or to the Student Services Outreach/Recruitment Office.

Service Learning links student volunteers to various nonprofit agencies to gain hands-on work experience in the community. Students in [Child Development](#) train in childcare centers. Students enrolled in [CalWORKs](#) and [Cooperative Education](#) gain work experience at a variety of sites.

Our departments of Biology and Earth Sciences take field trips to the District-owned [Gold Creek](#) site, a wildlife preserve and field station about 15 miles from campus in the San Gabriel Mountains. The Gold Creek Committee makes requests for routine maintenance and repair projects to the College's M&O staff. Repairs are done by in-house staff or are contracted out.

Analysis and Evaluation

Since the start of the bond construction program in 2001, the College has been able to significantly improve safety, accessibility, and classroom environments; correct chronic facilities issues, replace outdated facilities; and consolidate services, utility systems, and operating costs. The bond program is correcting problems that require major capital investments, such as issues with building code and ADA compliance, exterior lighting, security, fire safety, utility infrastructure, data network, storm water treatment, way finding, parking, roadways, traffic flow, pedestrian pathways, recycling, heating, ventilation, and air conditioning, as well as energy efficiency.

Responses on the last three LACCD Student Surveys have shown that the majority of students agreed or strongly agreed with the following statements, which have been fairly consistent:

- The College has made a good effort to reduce the impact of construction on students: 71 percent (2009); 73 percent (2012) 71 percent (2014)
- The campus is free of safety hazards: 76 percent (2014)
- Grounds and public areas are clean and well-maintained: 78 percent (2009); 81 percent (2012); 78 percent (2014)

A comparison of the 2014, 2012, and 2009 results show improvement in the following areas:

- The campus has adequate outside lighting after dark: 59 percent (2009); 60 percent (2012); 69 percent (2014)
- Sufficient parking is available on campus: 52 percent (2009); 50 percent (2012); 64 percent (2014)
- The parking lots are safe, well-lit, and well-maintained: 58 percent (2009); 66 percent (2012) 71 percent (2014)

A comparison of the 2014, 2012, and 2009 results show areas in need of improvement:

- Campus buildings are clean and well-maintained: 78 percent (2009); 73 percent (2012); 70 percent (2014)
- The restrooms are clean and well-maintained: 68 percent (2009); 59 percent (2012); 55 percent (2014)
- I feel safe and secure on campus: 89 percent (2009); 90 percent (2012); 86 percent (2014)

([III.B.19 2009 LACCD Student Survey pages 28-29](#)) ([III.B.20 2012 LACCD Student Survey pages 31-32](#)) ([I.C.1 2014 LACCD Student Survey pages 11-13](#))

Although there has been a recent effort to increase drills, training has been sporadic. The Office of Administrative Services has tried to recruit building marshals to be responsible in case of emergencies; however, there were few volunteers, and given varied schedules, personnel who might be assigned to a particular building are not always on site. It was decided instead to train all employees to be aware of procedures to keep everyone on campus safe. The next fire drill is

scheduled to be conducted in spring 2016. Similar to previous campus fire drills, it will undergo an evaluation on its effectiveness ([III.B.21 Fire Drill Evaluation Form](#)).

As LAVC completes its construction projects, those in temporary spaces will move into permanent locations over the next three years. The College will need to ensure that safety, security, and access are addressed during and after completion of construction. Manuals will be updated, new training will be offered, and new security elements from the security project will be communicated to faculty and staff and be part of their updated training. An effort to coordinate trainings will be beneficial so that all faculty, staff, and students will know how to react in an emergency no matter where they are located on campus. The College has yet to embark on training for a catastrophic event and how to recover services to normal operation.

Current budgetary and scheduling challenges limit custodians' ability to keep classrooms, restrooms, offices, and other spaces clean at all times, which can contribute to a lack of satisfaction with the environment. Improvement on both of these -- emergency preparedness and cleanliness -- will further serve students and create a physical environment conducive to student success. Steps to accomplish this are addressed in Action Project #2 in the Quality Focus Essay.

III.B.2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

Facilities Plans

LAVC's [Educational & Facilities Master Plan 2002](#) outlined how the College's construction plan supported the College's EMP. That original master plan was followed up by a [2003 Facilities Master Plan Update](#) for Proposition A/AA, and our most recent, the 2010 Facilities Master Plan Update for Measure J projects ([III.B.22 2010 Facilities Master Plan Update](#)). The 2010 Master Plan Update maps out the College's most recent construction projects. The parking structure and Community Services building have already been completed; the Student Union, Administration Building, and Athletic Training Facility are currently under construction. The Master Plan identifies areas on campus for future growth, such as additional instructional buildings and parking areas. See the [Resources Web page](#) for more documents. The three master plans and subsequent updates established a framework for the College's expansion and renovations.

The expertise of the College's Maintenance and Operations (M&O) and Information Technology (IT) departments is used to plan the design and construction of new facilities. They provide input to correct existing facilities' deficiencies and ensure any new construction complies with LAVC Design Standards, construction documents, and Requests for Proposal (RFPs). Weekly meetings are held with Management, the Project Director, the IT Manager and the Facilities Director. BWG also monitors the development of the projects. Building User Groups (BUGs) include the Facilities Director and IT Manager and meet frequently during project design. The BWG Handbook -- Building Program Manual -- outlines the BUG process ([III.B.23 BWG Handbook](#)).

To further address campus needs, the College completed several supplemental plans:

- [Urban Forest](#)
- [Exterior lighting](#)
- [Utilities](#)
- [Storm Water Treatment](#)
- [Campus Design Standards](#)
- Security (available in the Office of Administrative Services).

A complete list and more details can be found on the [Revitalizing Valley webpage](#)

The 2014-2020 Educational Master Plan (EMP) goal 3 objective 1.b calls for a facilities plan to include deferred maintenance, scheduled maintenance, and a maintenance and operations plan that aligns with the College's Technology Plan and EMP. The M&O staff, together with members of the Work Environment Committee (WEC), developed and implemented a new facilities plan to transition from a piecemeal approach to a comprehensive systematic approach to address all facilities requirements. The 2015 LAVC Facilities Plan, which outlines how facilities are maintained, upgraded, and replaced, serves as a roadmap to ensure a high quality working and learning environment ([III.B.24 2015 LAVC Facilities Plan](#)).

Planning and Planning Committees

To accomplish this extensive and comprehensive planning, effective programming, utilization, and budgeting, the College maintains the following committees to facilitate participation and to make recommendations to the College President for approval:

- [Work Environment Committee \(WEC\)](#)
WEC reviews space utilization and work environment matters and makes recommendations to support a healthy, safe, and effective work environment. Article 9 of the LACCD/Faculty Collective Bargaining Agreement specifies some of the duties of WEC and its chair.
- [Bond Work Group \(BWG\)](#)
The BWG oversees campus-wide improvement decisions at the college in relation to the bond projects. It reviews expenditures, policies regarding campus-wide infrastructure, facilities, and the College's Master Plan.
- [The Facilities Planning Committee \(FPC\)](#)
The new 2015 Facilities Plan re-establishes the Facilities Planning Committee (FPC), a Tier 2 Committee, which will monitor the plan and be the focal point for dealing with facilities requirements, priorities, and goals ([III.B.25 FPC Charter](#)). The FPC will report to the primary shared governance body, the IEC, so that it will be an integral part of the College's planning processes. In July 2015, the FPC laid out the committee's duties ([III.B.26 FPC Responsibilities Chart](#)).
- [The Institutional Effectiveness Council \(IEC\)](#)
The IEC oversees the College's planning process. Recommendations related to facilities go to the IEC before being sent to the College President.

LAVC identifies facilities requirements through the use of facilities annual plan modules, which are part of the College's program review process. They are used for inclusion and monitoring through the implementation of the facilities plans. The annual plan modules also provide information for M&O to prioritize work projects. As a result of reviewing the facilities annual plan modules, it was noted that those who complete them needed more direction on the type of

items that should be included; for example, repair requests should not be included in the modules but should go straight to M&O through service order requests. Instead, plans should include long-term needs for programs as related to identified goals and assessment results. A Facilities Module Subcommittee added questions to improve the modules so that the necessary information could be collected ([III.B.27 New Facilities Module](#)).

Showing how these requests and recommendations intersect is the role of the new FPC. The facilities modules, after validation from supervisors/deans/VPs, will be forwarded to both the WEC and the FPC. WEC reviews them for safety/cleanliness/work environment issues whereas FPC will review them for alignment with the Master Plan and trends for new spaces and future building needs.

When a department or program applies for a grant, the applicant must fill out a Grant Approval Form that requires the submitter to list the facilities and equipment the College will need to provide ([III.B.28 Grant Approval Form Facilities pages 2 3](#)). If renovation or construction of existing space is planned, the Director of College Facilities must be consulted. The approval process requires sign-off from the vice presidents, who monitor whether the space requirements can be met on a temporary or permanent basis and ensure that permanent items are documented appropriately in annual plan modules. Once determined as permanent, they are monitored by departments through the annual plan process.

Analysis and Evaluation

The extensive process of creating plans, standards, surveys, and studies has allowed LAVC to develop a comprehensive construction program that directly supports the EMP. Master plans provide the College with a road map to address these issues comprehensively. Although time consuming, the planning process has been essential to ensure that projects support our educational programs and services. The new 2015 Facilities Plan is providing a systematic approach to address needs after the construction program ends by identifying how the College addresses requirements to ensure effective utilization, improve how the College deals with requests, and provide a more integrated way for departments to have these requests addressed. Once the Facilities Plan and FPC are fully established, LAVC will have an improved method to deal with the major facilities requirements. After fully implementing the new committee, the College will evaluate its effectiveness.

The College's approach to overarching facilities planning has, in the past, been somewhat fragmented. The new FPC, in consultation with WEC, will ensure that M&O work requests and major repairs are done in the context of the prioritized needs of the campus and outlined in various implementation plans under the new Facilities Plan, e.g. Scheduled Maintenance Plan, Proposition 39 Energy Projects, Bond Construction, Capital Outlay Program, Grants, Deferred Maintenance, proposed improvements.

The College also recognized that it did not have an effective way to monitor future facilities needs once the bond program is completed. For example, the Allied Health & Sciences Building was built several years ago and maintenance agreements have run out. An inventory is needed for equipment purchased by the bond. Big-ticket items that need replacing will have to be identified. The FPC, which will include oversight of the implementation plans, will address this

issue and ensure that the College has a long-range plan for those items that will need to be replaced or upgraded so that funding can be put aside each year. The plan will also be consulted when facilities use is reviewed for grant applications, especially when there are discussions on expanding existing or added programs.

Ensuring that state-of-the-art technologies are intact and can be relied upon to function is a critical component of ensuring the learning environment for students and will enable them to complete their educational goals. The College uses its comprehensive program review and annual plan processes to identify facility, technological, and equipment needs. Through review of validated modules, the College is able to verify expected needs for long-term planning of equipment repairs and replacements to assure an inventory of equipment needs for each building and division. In light of this new inventory, the College will also need to make sure its maintenance agreements are included in operational planning budgets.

The College's FPC will need training on the funding resources outlined in the 2015 LAVC Facilities Plan and how this funding is built into the operational budget for baseline replacement and upgrade items. Further training of participants will need to be provided on how to recognize long-term issues and grant-related items associated with new or expanding programs that are expected to be institutionalized for inclusion into revisions of various facilities plans.

As a result of reviewing the facilities annual plan modules, the College noted that some may need more direction on how to determine short-term and long-term goals and use the processes that already exist on campus to create recommendations. The FPC will conduct workshops for those groups that may need additional training.

All of the above are related to ensuring effective utilization to meet the College's mission. This is discussed in more detail in Action Project #2 in the Quality Focus Essay.

III.B.3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard

The College is continually evaluating the feasibility and effectiveness of our facilities in supporting the college educational program. When a deficiency is identified, action is taken to solve or mitigate the deficiency. Input on how we are effectively utilizing our facilities comes from information obtained from annual plans and comprehensive program review.

Maintaining Interior Spaces

Evaluation of the capacity of our Central Plant to provide cooling to 70 percent of our campus facilities during temperatures above 95 degrees shows it is not adequate. A Measure J Bond Project has been identified to increase capacity, and a central plant expansion study was completed to determine upgrades needed to provide cooling and heating for Measure J facilities. The project includes the construction of a 7500 ton-hours chilled water tank and includes increasing the chilled water pipe sizing. The contract for the Central Plant upgrade has been approved by the Board of Trustees ([III.B.29 Board Approval of Central Plant Upgrade Contract](#)).

The College has started to develop Deferred Maintenance/Schedule Maintenance projects to replace fan coil units to all of our 1950's-era classroom facilities. Replacements were completed in Music, Behavioral Sciences, and Humanities in winter and summer 2015, with the rest of the single-story buildings to be phased in over the next several years. These major upgrades will solve the cooling capacity now and for the future. [See evidence in III.B.4.]

Improving Data Infrastructure

The campus-wide fiber optic network supports the data network, fire alarm network, security system, lighting control system, and energy management system. Previously, the network did not exist east of Ethel Avenue, where the Athletic and Community Services facilities are located. As part of the Athletic Training Facilities project, the network has been extended to these facilities, making them more efficient and safer.

Providing Adequate Parking

Campus parking has been inadequate and not centrally located. The Environmental Impact Report requires that the College to provide 4,200 parking spots once the bond program is completed in 2018. The 2010 Facilities Master Plan identifies the required parking areas, which are centrally located. A parking structure opened in fall 2014 with 1203 parking spaces. If the plan is fully implemented, with Lots H and J added, by the end of construction the College will meet the EIR goal of 4200 spots.

Upgrading Security

The College's Campus-Wide Improvements – Emergency Lighting, Fire Alarm and Security System Project is addressing many of the security issues that LAVC faces – an insufficient number of emergency call boxes, an inadequate mass notification system, an incomplete campus-wide security system, and classroom security during a lockdown. The project is one of the College's high priority bond projects.

Ensuring ADA Compliance

In 2012, the College hired an ADA consultant to identify issues with access and identify ways to correct the deficiencies needed to comply with ADA requirements (III.B.30 ADA/504 Transition Plan – available in hard copy in the office of the Plant Facilities Manager). Some were items that could be fixed by M & O and others that would need to be addressed with bond funding. The College is now reviewing the recommendations and validating their status. Bond funding will be used to complete the remaining issues. Once completed, the project will have corrected the majority of our ADA deficiencies by making campus-wide accessibility improvements for buildings and exterior spaces, such as doors, walkways, signage, and parking lots. In addition, all bond projects in design are being reviewed by the ADA consultant in addition to the Division of State Architect (DSA) reviewer to ensure each project complies with regulations.

Replacing Substandard Facilities

The 2010 Update to the 2003 Facilities Master Plan identifies substandard facilities for demolition: all the bungalows, the Gymnastic Center, Building B78, Field House, Cafeteria, Administration, Chemistry, and Physics. Several of these buildings have already been demolished and the rest will be as the bond program progresses.

Upgrading the Fire Alarm System

The campus has three generations of fire alarms that are centrally connected. The first generation fire alarm system is significantly substandard and does not meet current Fire Code; this system is grandfathered in as long as it is not modified. When all of the wood frame buildings are demolished at the end of the bond program, this first generation fire alarm system will also be eliminated. The extension of the fiber optic network across Ethel Avenue will allow many of our current stand-alone fire alarm systems to be connected to our campus-wide fire alarm system.

Improving Storm Water Drainage

One of the major problems we have is that, when it rains, all of our storm water drains to the street, creating flooding conditions. The Sustainable Mall project will direct storm water to centralized areas and drain the storm water to underground drains. This project will also filter the water besides reducing flooding.

College planning has come into play to determine priorities since the District began requiring the colleges to contribute to a district-wide contingency reserve fund. Each college is asked to decide how it wants to prioritize its above-the-line projects in case they are not all able to be funded. This has resulted in the College reviewing its needs. Priorities are determined by the Bond Work Group (BWG) and countersigned by the CPT Director, College President, PMO Director, and the CFE ([III.B.31 Project Priority List](#)). The College may choose to reprioritize the list in the future, utilizing the same process. The BWG continues to monitor and review its budget for all existing projects and make adjustments as needed: [BWG minutes](#).

Analysis and Evaluation

The bond construction program has allowed the College to greatly improve its facilities. Upon completion, LAVC will have demolished all of its 1950's temporary wooden bungalows, renovated existing facilities, constructed state-of-the-art buildings, improved the energy efficiency of the central plant, upgraded the utility infrastructure, installed one mega-watt of photovoltaic panels, increased parking capacity, addressed ADA deficiencies, installed a campus-wide security system, replaced deteriorating pavements, consolidated the fire alarm system, upgraded exterior lighting, and provided several bio swales to treat and retain storm water.

The College's program review process includes review of the effectiveness and needs of facility use by educational programs and services. The newly resurrected Facilities Planning Committee will review these modules for trends, themes, and overarching priorities for the college which and in consultation with the Technology Planning Committee, which reviews equipment request and needs, includes monitoring the needs of equipment for educational areas.

III.B.4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

Recognizing that the total cost of ownership for facilities and equipment can have a significant impact on the College's operating budget, the College and the District have taken actions to ensure that new facilities are efficient and sustainable. In addition, the College is identifying

ways to improve operational efficiencies in existing facilities and infrastructure, which is lowering the cost of ownership. The following actions have been or are being taken:

- Required that new facilities be over 20 percent energy efficient -- all new facilities have been LEED (Leadership in Energy and Environmental Design) Certified, with Silver status as a minimum goal for new construction
- Required design teams to use standardized materials and equipment that M&O has vetted as cost effective and energy efficient, minimizing the training needed to maintain them and lowering inventory costs
- Installed photovoltaic panels that produce 896,357 KW-AC, one-third to one-half of electrical demand, depending on the time of year, and caps electricity to one megawatt so as not to incur the additional cost of about \$500,000 to upgrade the power company's electrical substation
- Upgraded the central plant to maintain electrical cost savings by minimizing consumption and lowering electrical peak demand; added a dedicated electric chiller to make ice for cooling as well as two thermal storage tanks, an absorption chiller, 7,900 solar tubes, and three hot water storage tanks; use of the heat of the sun to heat and cool buildings, providing 350 tons of cooling without having to use the electric chiller during peak demand times
- Completed a central plant study to determine upgrades needed to provide cooling and heating for Measure J facilities and selected the most cost effective one with a payback of 7.45 years, which is expected to provide annual energy savings of \$348,900 ([III.B.32 Central Plant Feasibility Study](#)), with upgrades expected to be completed by 2018: [Energy Infrastructure and Security System Upgrades](#).
- Identified and developed a Deferred Maintenance Projects/Scheduled Maintenance Plan to replace fan coil units for higher cooling efficiency at a reduced cost -- replacements were completed in Music, Behavioral Sciences, and Humanities in winter and summer 2015, with the rest of the single-story buildings to be phased in over the next several years ([III.B.33 Scheduled Maintenance Project Funding Proposal 2015](#)).
- Identified several energy efficiency projects for funding by Prop 39 ([III.B.34 Prop 39 project list](#)), including swimming pool covers; all of the campus exterior lighting will be converted to LED, which is expected to reduce energy costs by 60 percent.

In addition to the College's efforts, the District has worked to strengthen its long-range capital planning and ensure projections include the total cost of ownership for new facilities and equipment. After an Independent Review Panel recommended in 2012 that "...with every new or renovated building proposed to the Board of Trustees, a total cost of ownership analysis should be included that projects the District's budgeted operating costs for maintenance and operations (M&O), capital renewal, and staffing," in March 2013, the District developed a comprehensive plan for total cost of ownership which reviewed the status of existing and proposed facilities, benchmarked existing facilities operations, and developed processes to measure, monitor, and control both facilities costs and utilization ([III.B.35 Comprehensive Plan for Total Cost of Ownership, LACCD, 3/20/13](#)).

The District continues to research M&O costs to identify more cost-effective and cost-savings measures for adoption. Examples include:

- The District Technology Implementation Strategy Plan ([III.B.36 Technology Implementation Plan](#))

- ConnectLACCD Project ([III.B.37 Connect LACCD Feasibility Report](#))
- Facilities Lifecycle and Custodial and Building Maintenance Analysis ([III.B.38 Facilities Lifecycle Review and Custodial and Building Maintenance Analysis](#))
- Custodial Services Enhancement Program ([III.B.39 Custodial Services Enhancement Program](#))
- Districtwide Energy Measurement and Demand Response Analysis ([III.B.40 Districtwide Energy Measurement and Demand Response PowerPoint](#))

In April 2014, the LACCD Board of Trustees approved a resolution to affirm its commitment to protect capital investments through managing the total cost of ownership ([III.B.41 Board Minutes, April 30, 2014](#)). The Board has taken an incremental approach to the Connect LACCD project, which was established to improve the technology infrastructure connecting its headquarters and satellite facilities. Utilization and use statistics are routinely reviewed and evaluated as a part of the Total Cost of Ownership ([III.B.42 Board Agenda, July 9, 2014](#)) ([III.B.43 Board Agenda, April 15, 2015](#)).

In fall 2012, the District revised the Budget Allocation Model so that it takes into account maintenance costs based on square footage. One reason for the change was to assist the smaller colleges in meeting those costs. The new allocation model takes the total gross square footage and multiplies it by a set cost of \$8, which becomes the College's allocation for M & O costs ([III.B.44 District Budget Allocation Mechanism](#)).

Analysis and Evaluation

Propositions A and AA and Measure J bonds gave the District unprecedented funding but also required a high level of oversight and planning. An ACCJC recommendation for the District in 2012 asked that “the District actively and regularly review the effectiveness of the construction bond oversight structure and the progress in the planned lifting of the moratorium to ensure the financial integrity of the bond programs.” The moratorium on projects that were in the early stages gave the District time to evaluate each project for assurance that sufficient resources were available to complete the project and maintain the facilities. An ACCJC Visiting Team in May 2013 determined that the issues concerning bond construction oversight and the total cost of ownership had been addressed ([III.B.45 ACCJC Visiting Team Report, May 2, 2013](#)). Based on the District's October 2013 follow-up report, the ACCJC verified the resolution of the recommendation ([III.B.46 ACCJC letter, February 2014](#)). The Board's April 2014 passage of a resolution related to total cost of ownership demonstrates its ongoing commitment to controlling these costs ([III.B.47 Board Minutes, 4/30/14](#)).

EVIDENCE FOR STANDARD III.B

[III.B.1 Communications email](#)

[III.B.2 Exterior Lighting Master Plan](#)

[III.B.3 Classroom Emergency Response Training, Opening Day 2013](#)

[III.B.4 Fire Alarm procedures and Evacuation Chair video](#)

[III.B.5 Great Shake-out email](#)

[III.B.6 Phone Threats Training\)](#)

[III.B.7 EOC Training](#)

[III.B.8 Lockdown Drill email](#)

[III.B.9 START Training](#)

[III.B.10 LAVC Five-Year Emergency Response Training Plan Draft](#)

[III.B.11 ERP Student](#)

[III.B.12 Emergency Procedures Posted](#)

[III.B.13 Blackboard Connect](#)

[III.B.14 Annual Security Report 2015](#)

III.B.15 Campus-Wide Security Master Plan -- available in the Office of the Director of College Facilities

[III.B.16 Article 9, Section E](#)

[III.B.17 LAVC Smoking Policy](#)

[III.B.18 Chemical cleaning list](#)

[III.B.19 2009 LACCD Student Survey pages 28-29](#)

[III.B.20 2012 LACCD Student Survey](#)

[I.C.1 2014 LACCD Student Survey](#)

[III.B.21 Fire Drill Evaluation Form](#)

[III.B.22 2010 Facilities Master Plan Update](#)

[III.B.23 BWG Handbook](#)

[III.B.24 2015 LAVC Facilities Plan](#)

[III.B.25 FPC Charter](#)

[III.B.26 FPC Responsibilities Chart](#)

[III.B.27 New Facilities Module](#)

[III.B.28 Grant Approval Form Facilities pages 2 3](#)

[III.B.29 Board Approval of Central Plant Upgrade Contract](#)

III.B.30 ADA/504 Transition Plan – available in hard copy in the office of the Plant Facilities Manager

[III.B.31 Project Priority List](#)

[III.B.32 Central Plant Feasibility Study](#)

[III.B.33 Scheduled Maintenance Project Funding Proposal 2015](#)

[III.B.34 Prop 39 project list](#)

[III.B.35 Comprehensive Plan for Total Cost of Ownership, LACCD, 3/20/13](#)

[III.B.36 Technology Implementation Plan](#)

[III.B.37 Connect LACCD Feasibility Report](#)

[III.B.38 Facilities Lifecycle Review and Custodial and Building Maintenance Analysis](#)

[III.B.39 Custodial Services Enhancement Program](#)

[III.B.40 Districtwide Energy Measurement and Demand Response PowerPoint](#)

[III.B.41 Board Minutes, April 30, 2014](#)

[III.B.42 Board Agenda, July 9, 2014](#)

[III.B.43 Board Agenda, April 15, 2015](#)

[III.B.44 District Budget Allocation Mechanism](#)

[III.B.45 ACCJC Visiting Team Report, May 2, 2013](#)

[III.B.46 ACCJC letter, February 2014](#)

[III.B.47 Board Minutes, 4/30/14](#)

STANDARD III.C TECHNOLOGY RESOURCES

III.C.1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

The [Offices of Information Technology and Media Services](#) meet the technology needs of students and college personnel through four service functions: Audio, Visual, Computer and Network, and Telephone and Web. They support instruction through effective management and use of IT resources. IT maintains a resources [Help Page](#) and a Help Desk to provide technical support by phone. IT issues not needing immediate assistance can be submitted for repair through the new Computer Maintenance Management System (CMMS). The system indicates when the job will be completed and to whom it has been assigned; it also tracks the number and type of technology issues on campus. Maintenance and Operations (M & O) also repairs equipment when needed, ensures that A/V equipment is functioning properly to support instruction, and supports non-PC related technology in the labs.

Media Services checks out multi-media equipment for classroom instruction, including projectors, laptops, TVs, VCRs, DVD players, and projectors. It supports instructional programs with services such as digital scanning and editing, multimedia training, photography, graphics, and public relations. Staff are available to troubleshoot in the classroom, replace bulbs and batteries, and instruct faculty on using their smart classrooms and equipment. Media Services is open from 7:30 a.m. to 10 p.m. Mondays through Thursdays and 7:30 am to 3 p.m. Fridays.

College-wide communication uses new technologies such as [Facebook](#), [Twitter](#) and [Instagram](#) to disseminate information to students. The [News and Events](#) section of the LAVC home page is updated daily with campus events and important academic deadlines. The website has an online [Calendar of Events](#). The Public Relations Office sends out a [weekly email bulletin](#). LAVC uses [Blackboard Connect](#) for alerts to be communicated to the campus community in case of emergency. All employees and students have dedicated email accounts. Recently, students and faculty have been provided with Microsoft Office 365, which provides one Terabyte of cloud storage and 2013 Microsoft Office programs that can be downloaded on up to five devices for free ([III.C.1 Office 365 FAQs](#)).

The IT Manager and VP of Academic Affairs confer on a regular basis to identify department requirements for academic programs.

[Academic labs](#), such as the Math Lab and Writing Center, provide computers and software for tutoring. The Computer Commons has 100 workstations for student use; in 2015, it expanded its hours to early mornings, evenings, and Saturdays.

The College provides training through our course management system, ETUDES, to certify instructors to teach online. [Virtual Valley](#) provides students and faculty with resources and tutorials on ETUDES and distance learning. [Faculty resources](#) promote best practices in DE. [Resources for students](#) offer guidance in being successful in a DE class, including [quizzes and](#)

[tutorials](#) to help students decide if distance learning is right for them. The [Virtual Valley Help Desk](#) is available by phone, email, and in person. The Distance Education Coordinator supports distance learning by helping individual faculty create effective course materials and by offering training.

The College offers numerous ways for faculty to give face-to-face classes a web presence by posting course materials and videos, holding discussions, and making announcements:

- The College provides shells for LAVC's learning management system, ETUDES, to any faculty requesting one.
- The [MyLAVC Portal](#) was created in 2012, thanks to a Title V grant. At that time, about 500 faculty and 4,000 students were using the portal.
- Over 80 instructors have also been trained to use [HaikuLearning](#), a free site that provides web-enhancement.

Students can apply for admission, receive responses and make appointments, and register online. The Financial Aid Office has a lab for students to submit their FAFSA online and receive assistance. The Admissions and Records lobby has four computers at students' disposal to apply, add, and/or drop classes online. The Career/Transfer Center offers [a Virtual Career Center](#). The Counseling Department has expanded its online services. Students can take an online orientation, create an abbreviated Student Education Plan online, and with the help of a counselor, can complete a Comprehensive SEP online [Counseling Department page Student Education Plans](#). The College began using E-transcripts in June 2013 to send and receive transcripts electronically.

Improvements have been made to the [LACCD Web Faculty Instructor System](#), where faculty can view class rosters, assign grades, exclude students, email students, and alert a support service to provide help if a student needs intervention. The [Electronic Curriculum Development](#) system (ECD) allows faculty to find course outlines and SLOs for any course in the District.

The LACCD has been in the implementation phase of a new student information system, PeopleSoft, which will go live in September 2017. Admissions and Records continues to add more electronic and online services to provide better access to students. E-Transcript is growing as students become aware of its functionality. When PeopleSoft goes live in 2017, we expect its robust degree audit system to provide students with self-help options to explore career paths and timelines ([III.C.2 LACCD High Level Deployment Sequence 2017](#)).

Analysis and Evaluation

Technology at LAVC is appropriate and adequate to support college needs. Improvements are continuously made. The voice mail system was upgraded in 2014. In summer 2015, LAVC switched to a new website platform, which has a responsive design to make it easier for students to access college information using their mobile devices. It comes with unlimited licenses to allow more college personnel to update and publish their department or program webpages. Despite having increased the number of locations with Wi-Fi access, 35% percent of student survey respondents disagreed with the statement that college WiFi was accessible and secure.

Although the LAVC Portal served a useful function when implemented, it did not have the functionality that instructors desired. Technology survey results showed that 26 percent of

faculty who have used the portal are not satisfied with it. The number of ETUDES shells to web-enhance face-to-face classes were limited due to cost. Recognizing the need to fulfill all faculty requests, the College upgraded the ETUDES contract for 2015-16. The College's adoption of Canvas for fall 2016 will provide faculty and students with an easy-to-use learning management system. The College will no longer have to ration the number of shells due to financial constraints as was the practice in the past. Moreover, the OEI will offer increased help desk support to faculty and students, professional development, instructional design support, networking and content resources.

Technology support is a key component to ensure that the needs of the College are met. Despite limited staffing, availability was expanded to include an IT tech until 9 pm and a Media Services tech until 10 pm. The IT Manager meets with the team on a regular basis to provide feedback so that technicians can improve their performance. Only eight percent said they were not satisfied with IT support, but on getting timely resolution to technology problems, 24 percent said they were not satisfied ([III.C.3 2015 Technology Survey Results Faculty and Staff](#)).

Current IT staffing levels are below the minimum staffing levels recommended by the District and State technology plans based on the recommended ratios of IT staff to FTES (1:12,000 FTES) and ratio of IT staff to campus computers (1:150). In 2014-15, LAVC IT to FTEs ratio was 1:17,252 and the IT staff to computers ratio was 1:738 ([III.C.4 Tech II and LAVC staffing](#)). In spring 2015, one FTE senior support specialist was approved and a request was made in fall 2015 to add one FTE in Media Services ([III.C.5 IT Staffing Plan](#)). The request was supported by data showing the low ratio of staff to provide this service ([III.C.6 A/V Equipment, Activities and Staffing 2007-2014](#)).

III.C.2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure; quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

Technology needs have been identified through intensive work on the 2012-2017 Technology Plan with input from users ([III.C.7 LAVC Technology Plan](#)). The Technology Committee has spent a great deal of effort to craft this comprehensive, long-range plan, which was first completed in 2012 and is updated annually. The process of updating involves assessing Technology Survey results regarding technology performance and needs on campus. The Tech Committee uses strategies in the plan to improve these results by prioritizing, revising, and implementing the Plan's recommendations and action items with estimated completion dates and concrete assessment measures, as reflected in the updated plan. To assess progress, committee members research each of the plan's elements and report back to the committee: [Technology Committee minutes](#).

Planning is also accomplished through program review. The divisions of Academic Affairs, Administrative Services, and Student Services validate the departments' annual plan technology modules. Once the validations are complete, the VPs review the modules from a global strategic perspective and may meet with the Technology Committee to discuss the assessment ([III.C.8 Tech Committee Minutes -- Program Review Prioritization p. 4-5](#)). In spring 2016 the

Technology Committee will review the modules to identify trends and themes in order to alert shared governance committees of major campus issues.

The administrative dean on the Technology Committee works closely with the VP of Academic Affairs to ensure that block grant and Prop 20 funding is aligned with the validations and priorities identified in the Tech Plan. For example, in 2013 when funding became available for academic needs, the dean, VP, and SSD Director made sure that some of the funds were used to purchase software related to Section 501 compliance, which is an identified priority in the Tech Plan. The VP of Academic Affairs presented the technology funding allocations for 2015-16 to the Technology Committee for their review ([III.C.9.1 Block Grant and Prop 20 Presentation](#)).

The IT department has been at the forefront of piloting and making purchasing decisions about smart technology for classrooms, such as projectors, control panels, computers, and ancillary AV equipment. IT has a strong presence on the Technology Committee with two staff members, allowing IT to be more involved in initial discussions regarding purchases to ensure that they can be integrated and supported within the campus infrastructure in accordance with the prioritizations of the Technology plan and annual Technology Modules. In addition, the IT Manager has worked very closely with the VP of Academic Affairs during the past year to ensure instructional technology needs for the classrooms were prioritized.

IT maintains a database of all computers/servers, phones, wireless access points, and AV equipment on campus to determine equipment replacement cycles and allow IT to pinpoint in advance where and when hardware needs to be replaced ([III.C.10 Technology Inventory](#)).

A campus goal is to upgrade full-time faculty computers every three to five years. The College has a cascade policy to prioritize distribution of computers ([III.C.11 Computer Cascade policy](#)). A campus inventory of classroom and lab space was conducted in 2014 to assess the age of computers and develop a replacement plan. This activity replaces the piecemeal approach used in the past. In 2013-14, 120 computers were purchased with Block Grant and Perkins 4 funding, with updated software from Prop 20 funds. In spring 2015, the College purchased 454 new computers with Block Grant funds for classrooms and instructional labs, which were installed in summer 2015: [Smart Classrooms](#).

As new buildings are constructed, the College uses a process to provide new equipment. A Building User Group (BUG) meets with the construction management team and campus IT staff to determine the appropriate technology for each area and identify their needs. If there is a need beyond the resources allocated, the group can petition for additional funds to the [Bond Work Group \(BWG\)](#), which oversees campus-wide improvement decisions related to the bond projects. This shared governance body determines whether requests are consistent with the EMP and college mission before deciding if and how much additional funding will be allocated.

To address software needs, the College has taken a more strategic approach to the purchase of licenses. Departments no longer have to buy software on a piecemeal basis; the College is able to purchase some campus-wide licenses, such as Adobe and Microsoft. All new computers have Acrobat Pro X and Microsoft Office 2010 installed. Prop 20 money helped departments purchase software to ensure that students had the latest version suggested by industry experts on advisory boards. For example, in 2013-14, the Technology Department was able to upgrade Mastercam,

Solid Edge and AutoCad software. In 2014-15 the VP of Academic Affairs proposed funding allocations based on annual plan module requests ([III.C.9 Block Grant and Prop 20 Presentation](#)). A project to upgrade instructors' computers to Windows 7 was completed in 2014 ([III.C.12 Technology Committee Minutes, 9/17/14](#)).

Analysis and Evaluation

All technology requests must be aligned with District or College standards, SSD requirements, or IT recommendations. For example, a request would be denied if a department requested ink jet printers instead of more efficient toner network printers. A request for video material that is not compliant with SSD or section 508 standards would also be denied.

Despite budget shortfalls, LAVC has been able to use bond construction funds and block grants to purchase new computers, expand Wi-Fi infrastructure, and improve campus network capabilities. In addition, federal grants -- Title V and STEM -- plus block grant funds have been available for technology acquisitions. The disbursement of technology related block grant funding is aligned with the annual plan modules and Technology Plan recommendations that have been prioritized by the Technology Committee.

Technology planning has been increasingly integrated into the College planning process. The systematic process to evaluate and prioritize technology requests has further aligned campus technology with the Educational Master Plan.

Given budget realities, the College does its best to ensure that technology meets campus needs. The major challenges are the institutionalization of technology planning, the need for ongoing evaluation as campus technology improves, and finding funds to fully implement the College's identified technology goals. Limited funding to replace office computers continues to be one of our biggest technology issues. However, regardless of budgetary constraints, the College makes it a priority to provide the most up-to-date computers and software possible to students, faculty, and staff. The IT manager suggested that computer replacement requests be prioritized based primarily on the age of the computers. The Technology Committee discussed this and found that the Technology Plan's original prioritization methodology is aligned to also address this issue.

Significant upgrades and purchases of new technology by using grant and bond money as well as the computer cascading program have greatly improved campus technology.

III.C.3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

Reliable Access

To ensure available and reliable access, the LAVC network is designed with a redundant infrastructure. All buildings connect to two data centers, two core switches and two firewalls. The network has a backbone with single mode fiber optic cable with 10 Gigabit uplink and cat 6 to increase the continuity.

IT staff utilize a network management software program, HP Intelligent Management Center – IMC, that effectively secures and maintains the institution’s infrastructure integrity. The College also maintains an in-house policy of acquiring only network infrastructure equipment that offers a lifetime warranty on products, for example HP switches, which contributes to maximizing network resource availability and has the potential for reducing costs.

A network monitoring and usage log records the peaks and valleys of system usage that helps the IT manager determine network upgrade needs for key infrastructure areas. Logical and physical maps of all infrastructure interconnections are maintained by the campus Data Communications staff for better management and maintenance tracking. The inventory and network map work together with utilization software to detect trends and potential network chokepoints.

A highly sophisticated, secure, and redundant network infrastructure is employed to provide system reliability, security, and disaster recovery. To assure network data reliability, the IT department regularly updates its existing servers and adds new ones as necessary. On-campus servers employ network data storage protection to guard against data loss in the event of drive failure. The College also participates in the Corporation for Education Network Initiatives in California (CENIC) to facilitate backbone Internet network infrastructure services throughout the state. To maintain minimal Internet connectivity in the event of a disaster, LAVC maintains a back-up internet line -- GigaMAN, Metropolitan Area Network -- as well as a tertiary cable modem line through a commercial vendor. The IT department maintains secure operation-critical LAVC data on remote servers at the District’s Educational Services Center.

Safety

While on campus, students are protected and or warned about the content they are trying to view on the Internet. To protect students from questionable content, LAVC uses Palo Alto Networks firewall solution. Palo Alto includes a feature in their firewalls that allows the campus to select from a list of categories that users will either be blocked from viewing or given a warning message. Each category includes a list of URLs that have been procured by Palo Alto and is updated on a daily basis. For example, the campus blocks network users from viewing pages that are in the category of mal-ware, hacking sites, and spy-ware. For other types of questionable content, a warning and agreement page is sent to users viewing sites in such categories as adult content, hate speech, and online gaming. If users still want to visit the site while on the network, they must click an agreement button which warns them that their site visit will be logged.

Security

The use of network firewall hardware and software provides intra-structure and institutional privacy protection. For individual network computers, password security is employed for network access, email access, and on-campus wireless access points. The College maintains a commercial site license for anti-virus software Forefront, as required by LACCD software usage policies. In addition, the campus promotes physical security policies to protect its technology assets, including computers and media support devices. As part of the 2013 Security Master Plan (III.C. 13 2013 Security Master Plan -- available in the Office of the Director of College Facilities), the College has created a database of all high-value campus assets and restricted access to Data Centers, Building Distribution Facilities (BDF), and Intermediate Distribution Facilities (IDF), where IT high valued assets are housed. The expansion of the campus-wide

security system, which includes security cameras, motion detectors, and card readers, is the number one priority in the bond program.

Analysis and Evaluation

Since the last self-evaluation, LAVC has made substantial upgrades of its primary data center and completed building a new state-of-the-art data center in October 2014. The College is utilizing the skills of advanced IT technicians to accomplish more functions with fewer people.

A major initiative on the part of IT, which began in 2004-05 and is continuing, was the investment in a combination of virtualization software, which allows a single computer to act like multiple servers that more efficiently utilize campus storage. This has allowed the College to reduce the number of distinct servers, the physical space needed, and the power and cooling needed to operate a data center infrastructure. The IT department plans on virtualizing all physical servers by the end of academic year 2015-16.

The College's best practices approach has allowed the College to consolidate certain services, where feasible, to reduce management and operational costs while enhancing support services. The campus maintains an established cascade policy to help maximize technology resource usage and extend equipment longevity.

IT support of campus infrastructure provided by the IT manager and staff follows internal guidelines for secure and robust placement, selection, and upkeep of infrastructure on campus. LAVC follows District guidelines regarding compliance with network access, and, according to its own assessment, has improved the responsiveness and reliability of the network while reducing its infrastructure.

LAVC has addressed the occasional network outages and limited server capability by implementing a dual home network and having a powerful generator in the new OMEGA Data Center. LAVC has been selected by the District to co-locate a secondary data center on its premises. This project will allow for additional resiliency in connecting to District resources. This upgrade will go a long way to remedy these issues.

In summer 2014 the campus upgraded the PBX phone system, which expands the number of phone lines the system can accommodate and also allowed the campus to upgrade its phones. The upgraded phone system allows for a new voicemail architecture, which will be completed in fall 2017. The new system adds unified communication to the voicemail system as well as unified messaging so faculty and staff can receive all their messages in one place, e.g. voice messages through email.

LAVC has more than 230 wireless access points within all buildings. However, a comparison of user satisfaction in 2012 and 2015 shows that dissatisfaction still exists in several areas:

<u>Technology Survey Comparisons</u>	2012 Faculty/Students	2015 Faculty	2015 Students
	Not satisfied	Not satisfied	Not satisfied
Campus network reliability,	31 percent	38 percent	31 percent

availability, and performance.			
Wireless network coverage.	25 percent	42 percent	28 percent
Adequate capacity (speed, bandwidth) when using the wired network.	12 percent	19 percent	18 percent

To address these issues, a number of actions are being implemented. Expanding wireless access is a priority in the LAVC's Technology Plan. Consequently, the College has taken steps to add an additional 40 exterior and interior access points across campus. In May 2015, a team from HP visited the campus to assess the Wi-Fi and make recommendations to improve it. Having better wireless access will allow the College to make more efficient use of space and encourage students to stay on campus, promoting persistence. The College will evaluate satisfaction with campus network reliability/availability/performance, Wi-Fi coverage, and capacity after these improvements are in place. [See Action Project #2 in the Quality Focus Essay.]

III.C.4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

LAVC provides instruction and support in the use of technology.

For students:

In the [Computer Commons](#), an open computer lab with 100 computer stations, instructional aides, and computer laboratory assistants offer students basic assistance in navigating academic portals, using computers, and using academic software for word processing, instructional use, and internet research ([III.C.14 Computer Lab Assistant Job Description](#)) ([III.C.15 Instructional Assistant Job Description](#)). [Writing Center](#) tutors familiarize students with new technologies designed to improve reading and writing: [Tutoring](#).

The [Library](#) offers tutorials on using online resources and faculty can bring their classes for instruction on how to use library databases for research. In 2014-15, 2300 students received instruction in the Library Classroom ([II.B.2 Instructional Sessions](#)).

For students taking Distance Education courses, the [Virtual Valley Help Desk](#) is available in person, via phone, and email. Its website has numerous tutorials and resources, including a tutorial on whether online learning is right for them. It also assists students with issues related to online portals that instructors use to web-enhance their face-to-face classes.

For faculty, staff, and administrators:

The [Office of Professional Development](#) offers training in the use of technology:

- Workshops throughout the year ([II.A.53 Professional Development Workshops page](#)) and Tech Fests ([III.A.51 Tech Fest 2015](#)) that provide training to faculty in the use of technology to enhance teaching
- Training sessions on using college and district systems (e.g., the new CMMS for work orders, Assist.org, Procurement, the new SIS system)

- Microsoft Office Specialist (MOS) training program and practice tests installed on computers in the Professional Development Center ([III.C.16 MOS training](#)). Staff used the MOS test prep training software on 96 occasions in 2014-15 ([III.A.55 2014-15 Professional Development Activities Report](#)).
- Microsoft IT Academy, online tutorials in Microsoft programs
- Information on accessing and using instructional videos from [Intelecom](#) in teaching
- Private tutorials on computer and software use, with requests matched to personnel with expertise for just-in-time, one-on-one instruction
- [Links on its website](#) to tools and training websites, such as 3C Media Solutions, Sidekick, and @One training provided by the State Chancellor's Office

The Technology Committee, Professional Development Advisory Committee, and the Classified Staff Development Committee identify training needs that are coordinated with the Office of Professional Development.

[LAVC Virtual Valley](#) conducts workshops and seminars throughout the year to help make the online teaching experience more productive: [Virtual Valley Schedule of Online Classes](#). A two-week online course is offered regularly throughout the year by ETUDES, our learning management system, for faculty to become certified in using its tools and features. Tutorials and resources are accessible on its website. The Virtual Valley Help Desk is available in person, by phone, and by email for assistance. The Help Desk also assists with issues relating to Haiku Learning and the LAVC Portal, used for web-enhancing face-to-face classes.

Support for students, faculty, and staff involved in Distance Education is evaluated through Service Outcomes Assessment. Results from the latest assessment were generally positive. Based on the results of the assessment, a number of improvements were made, such as the addition of more Virtual Valley Help Desk hours and increased training on alternative portals for web-enhancing face-to-face classes ([III.C.17 Virtual Valley Service Outcomes 2013](#)).

The Office of Information Technology and Media Services (OIT & MS) keeps faculty up-to-date on new technology. Presentations on Opening Day inform faculty about what's new in campus technology ([III.C.18 IT Presentation Opening Day](#)). Its [Technology Resources page](#) provides information such as how to save files to the network or set up voicemail.

In 2014, the Web Designer was trained in SQL and ASP.NET programming. She provided in-person training to college personnel on using the College's new website platform ([III.C.19 Kentico training emails](#)) and created online tutorials, which are available on the IT website: [CMS Training page](#).

Media Services staff are on call from 7:30 a.m. to 10 p.m. Mondays through Thursdays and 7:30 am to 3 p.m. Fridays to assist faculty in using their smart classroom equipment.

Analysis and Evaluation

LAVC faculty can access conference and tuition reimbursement funds to participate in training outside of the college; many have used these funds to pay for training in the College's DE course

management system. The Office of Professional Development has funded classified staff requests for technology-related training off campus.

On the 2014 LACCD Student Survey, 64 percent of students reported that their experiences at the College have improved their ability to use computers and information technology.

Faculty continue to embrace the use of technology to enhance the learning experience, with 71 percent of respondents (94 instructors) saying they use technology in their courses ([III.C.3 2015 Technology Survey Results Faculty and Staff](#)). From the student perspective, 88 percent said their instructors effectively use technology to support classroom instruction ([III.C.20 2015 Tech Survey Results -- Students](#)).

When surveyed, 55 percent of respondents said they felt satisfied with technology training from the PDC, with 39 percent saying N/A or no opinion ([III.C.21 2015 Tech Survey Results -- FacultyStaff page18](#)). Some comments indicated that training was not available at a time they were able to take them, such as evenings and weekends. Faculty schedules have always been an issue for face-to-face training. The Office of Professional Development is looking into ways to make more online training, such as webinars, available and is posting workshop presentations on its website ([II.A.53 Professional Development Workshops page](#)).

III.C.5 The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

The [District Technology Planning & Policy Committee \(TPPC\)](#) sets District policy related to technology. LAVC's Technology Committee chair attends these meetings and regularly reports back to the committee as well as to the Academic Senate and the IEC ([III.C.22 Technology Committee Minutes -- TPPC Report](#)).

District IT managers participate in monthly meetings of the District Technology Council. The group serves as a forum for campus IT from each of the nine colleges and the District to meet and discuss district-wide IT. This includes district-wide standards, major issues, and initiatives ([III.C.23 TPPC Minutes re: District Technology Council](#)).

The [College Distance Education Committee \(CDEC\)](#) sets policies that guide the use of technology in teaching. For example, they have established best practices on how to evaluate online instructors, determined when an online class is to be made available to students, and identified the difference between a distance education course and a correspondence course: [Virtual Valley DE Faculty Resources page](#). CDEC sets the Faculty Certification and Competency Process that approves faculty to teach online courses.

Procedures for approval of curriculum offered through distance education were established by the LAVC Curriculum Committee. Using Distance Education Approval Process guidelines and a form, a Task Force reviews the course rationale, mode of delivery, regular effective contact, compliance with section 508 standards, and its approval by Technology Services and the Library ([II.A.6 DE Course Approval Guidelines](#)).

The Technology Committee also sets policy for campus technology. For example, the committee is working with the District and our procurement office to ensure that all equipment purchased is 508 compliant. To this end, LAVC is revising its purchase order forms and establishing procedures for vendors to follow.

The District has policies in place regulating the hardware, software and behavior of users to help maintain a secure computing environment. An LACCD Administrative Regulation was created to “promote management practices that ensure the security and reliability, confidentiality, integrity, and availability of organizational information resources” ([III.C.24 LACCD Network Security Policy](#)). Another District policy was established to ensure that users understand how to use technology resources securely and properly, including warnings about the consequences of trying to circumvent data protection ([III.C.25 LACCD Policy on District and College Computing Facilities](#)).

LAVC has a policy on appropriate use of the college website ([III.C.26 College Web Site Use Policy](#)). District and college technology policies are posted on the [IT web page](#).

Analysis and Evaluation

LAVC has policies and procedures in place that guide the appropriate use of technology in the teaching and learning process.

Action Plans

- Expand online training opportunities

EVIDENCE FOR STANDARD III.C

[III.C.1 Office 365 FAQs](#)

[III.C.2 LACCD High Level Deployment Sequence 2017](#)

[III.C.3 2015 Technology Survey Results Faculty and Staff](#)

[III.C.4 Tech II and LAVC staffing](#)

[III.C.5 IT Staffing Plan](#)

[III.C.6 A/V Equipment, Activities and Staffing 2007-2014](#)

[III.C.7 LAVC Technology Plan](#)

[III.C.8 Tech Committee Minutes -- Program Review Prioritization p. 4-5](#)

[III.C.9 Block Grant and Prop 20 Presentation](#)

[III.C.9.1 Block Grant and Prop 20 Presentation](#)

[III.C.10 Technology Inventory](#)

[III.C.11 Computer Cascade policy](#)

[III.C.12 Technology Committee Minutes, 9/17/14](#)

III.C. 13 2013 Security Master Plan -- available in the Office of the Director of College Facilities

[III.C.14 Computer Lab Assistant Job Description](#)

[III.C.15 Instructional Assistant Job Description](#)

[II.B.2 Instructional Sessions](#)

[II.A.53 Professional Development Workshops page](#)

[III.A.51 Tech Fest 2015](#)

[III.C.16 MOS training](#)

[III.A.55 2014-15 Professional Development Activities Report](#)

[III.C.17 Virtual Valley Service Outcomes 2013](#)

[III.C.18 IT Presentation Opening Day](#)

[III.C.19 Kentico Training Emails](#)

[III.C.20 2015 Tech Survey Results -- Students](#)

[III.C.21 2015 Tech Survey Results -- FacultyStaff page18\)](#)

[III.C.22 Technology Committee Minutes -- TPPC Report](#)

[III.C.23 TPPC Minutes re: District Technology Council](#)

[II.A.6 DE Course Approval Guidelines](#)

[III.C.24 LACCD Network Security Policy](#)

[III.C.25 LACCD Policy on District and College Computing Facilities](#)

[III.C.26 College Web Site Use Policy](#)

STANDARD III.D FINANCIAL RESOURCES

III.D.1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability.

Evidence of Meeting the Standard

The College has sufficient revenues to support and sustain educational programs and services and improve effectiveness. Through the program review process, the College allocates resources based on assessments that demonstrate the need for improvement. This process allows the College to prioritize spending for services that connect to our mission and Educational Master Plan goals and strategies. Finances are managed with integrity to ensure financial stability.

For the past several years, LAVC experienced budget deficits and was placed on warning by the Commission in 2013. Over the past two years, under new administrative leadership, the College was able to take the steps needed to get back on a firm financial footing ([III.D.1 LAVC Follow-Up Report 2015](#)) and the sanction was removed in 2015 ([III.D.2 ACCJC letter June 2015](#)). The Visiting Team found that the College “has explored every option within its control to resolve the budget deficit and attain fiscal stability” and concluded that LAVC had “made remarkable progress in order to bring its expenditures in line with its budget allocation to address this recommendation since the last visit and to fully meet the standard” ([III.D.3 Visiting Team Report 2015](#)).

A key element in accomplishing this was the Multi-year Balanced Budget Plan ([III.D.4 Multi-Year Balanced Budget Plan](#)), which included \$500,000 in budget cuts from 2013-2014 to be continued in 2014-2015. An additional \$400,000 in cuts for 2014-2015 resulted in \$900,000 in cuts which will be continued in future years. The College is closely monitoring and carefully considering replacement of personnel to capture savings through attrition. In addition, the Office of Academic Affairs developed an Enrollment Management Plan to optimize scheduling of classes in a manner that will increase average class size, maximize the FTES/FTEF ratio, and meet the District growth targets ([III.D.5 Credit Enrollment Management Plan](#)) ([III.D.6 Noncredit Enrollment Management Plan](#)).

Through the development of these plans, careful review and oversight of the budget, concerted college-wide efforts to grow, and continuation of the severe budget cuts of prior years, the College finished the 2014-2015 year with a positive balance. This would not have been possible without the help of the District, which provided some relief by deferment of the repayment of deficits from prior years, full funding of growth FTES, and a subsidy for District-directed faculty growth positions ([III.D.7 ECDBC Response January 14, 2015](#)).

[Fulfills Eligibility Requirement 18]

Analysis and Evaluation

The College has worked extremely hard to finish the 2014-15 fiscal year with a positive balance. The College experienced growth of 4.4 percent for that year and is planning to grow at least three percent in 2015-16. The increased revenue from growth should provide some relief,

but it is expected that the budget cuts of the past few years will be continued. Other challenges must be faced in the coming years. The College must still repay past years' deficits while absorbing the additional salaries of 23 new faculty hires made at the direction of the District in order to meet the Faculty Obligation Number (FON). Some of that expense was covered by District-provided salary subsidies, but additional hires will be necessary when the FON is recalculated on the basis of current year growth. The challenges of staying within budget and continuing to grow in coming years is significant, but the College is optimistic that new administrative leadership, the formation of a purposeful Budget Committee, and a strong Enrollment Management Plan will ensure its long-term financial stability and result in positive balances in future years. The College recognizes the need to continue to carefully monitor expenses and implement its Enrollment Management Plan. In addition, college-wide efforts must be well-coordinated in order to grow at an aggressive rate. Ultimately, as more funds become available, the College will need to consider restoration of the cuts that were necessary to achieve fiscal stability.

III.D.2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

The LAVC mission statement and Educational Master Plan (EMP) goals guide financial planning. Budgetary decisions are driven by these goals and are implemented at every level, beginning with departments through program review and rising through the shared governance process. All requests for funding must be justified by their connection to the EMP, other institutional plans, department goals, or assessment improvement plans through the program review process ([I.A.12 Facilities and Technology Modules](#)) and recommendations forwarded to the College President for action ([I.A.15 IEC Motion Form](#)).

Institutional planning is a shared governance process described in the Shared Governance Handbook ([III.D.8 Shared Governance Handbook](#)). The planning process begins with annual modules produced by all department, programs, and service areas: [Annual Plan Process](#). Resource requests are reviewed by dean-level administrators and given to the vice presidents, who prioritize requests within their divisions, using the lens of the College mission, EMP goals, and other relevant college plans. Requests not associated with one-time state funding for supplies and equipment and those not already funded by the fixed costs of the operational budget are given to the Budget Committee, which prioritizes requests and makes recommendations for additional funding. Budget Committee recommendations are sent to the IEC for review and its recommendation before the final decisions are made by the College President. If needs emerge during the year, they are brought forward through the Tier 2 committees to the IEC and then to the College President.

Financial information to inform planning is disseminated through a variety of methods. Updates to senior staff are carried back to their respective divisions. All department chairs and program directors have access the District and College financial systems to view their budgets. The IEC is presented with budget updates on a monthly basis and the College Budget Office posts the

monthly reports on the [College Budget Website](#), allowing representatives to share information with their constituency groups: [Monthly Reports](#). The College President sends periodic emails updating the campus community about budget issues ([III.D.9 Budget Update emails](#)). A forum was held in spring 2015 to further explain the College's budget situation ([III.D.10 College Forum](#)).

In 2013-14, the IEC recommended the reestablishment of a [College Budget Committee](#) to participate in the College's budget and planning process. The committee was formed in March 2014, with representatives of all constituent groups (students, faculty, classified staff, and administrators) and the College Budget Office. The Budget Committee has established its structure and function, mission statement, committee objective, and charter ([III.D.11 Budget Committee Charter](#)). Its primary purpose is to strategically guide fiscal planning and develop procedures, policies, guidelines, timelines, and evaluation metrics for determining allocations and or reductions of budget expenditures. The committee meets monthly and reports to the IEC.

Analysis and Evaluation

Much discussion has taken place over the last few years regarding the importance of linking planning and budgeting. The College conducts annual evaluations of shared governance processes to address our effectiveness at integrating planning with budget alignment.

To promote sound financial practices, in fall 2014, the Vice President of Administrative Services was instructed by the College President to develop a process that empowers college personnel to manage their budgets properly without a lengthy approval process. This process includes monthly budget status reports to avoid cost over-runs and pre-approval for the use of overtime. Additionally approximately \$400,000 in savings was realized through a combination of staff attrition and strategic use of Student Equity dollars.

III.D.3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

The budget process begins when the District advises the College of its allocation and FTES targets for the next year. The District has directed the College to meet its FTES targets and to maintain a balanced budget. The College Budget Office develops a budget, beginning with identification of salaries, benefits, and other fixed costs. The VP of Academic Affairs determines the courses required to meet the FTES target, based on data acquired by the deans through consultation with department chairs. The VPs of Administrative Services and Academic Affairs then confer to determine the cost (FTEF) required to reach the FTES target during the coming academic year ([III.D.12 Fall 2015 Enrollment Budgetary Analysis](#)).

The financial planning process gives all constituencies, through their representatives on the Budget Committee and the IEC, a chance to participate in budget planning.

Analysis and Evaluation

From 2010 through 2013, LAVC operated without a Budget Committee. In its place, the College formed a Fiscal Analysis Work group and, later, a Fiscal Review and Oversight Group. However, rather than enhancing the linkage of budget and planning, as intended, these processes remained disjointed and the College continued to experience annual budget deficits. Since re-establishment of the Budget Committee, and establishing firm fiscal principles, the College has made significant progress toward a system in which planning drives the budget.

III.D.4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

The College manages its budget on a year-to-year basis. Operating funds are allocated by the District, which receives an allocation from the State of California. The amount the College receives annually is based on the enrollment targets calculated for it by the District. The College receives funding according to its FTES share of the LACCD budget allocation formula, including COLA, any available growth, and non-resident tuition. In any given year, the College may receive mid-year state income affected adjustments (P1 and P2) to its base annual funding and may receive either increases or decreases as a result of those adjustments.

The College actively seeks additional income through community and industry partnerships. This includes the rental of College facilities, which provides additional revenue. Through grants and specially-funded programs (SFPs), the College receives funding that provides support services for our students. LAVC established a Grants Committee in order to seek grants that align with college goals. In academic year 2013-14, LAVC received \$7,181,479 in multi-year grant funds; in 2014-15 the amount totaled \$3,861,173: [Grants History](#). In 2015, the College received a Title V Professional Development Grant for \$360,000 as well as funding to implement our Equity Plan and SSSP Plan. Based upon the funding agencies' regulations, the College seeks a minimum of four percent for administrative support that can be used in the unrestricted fund.

Enterprise operations (the cafeteria, the bookstore, and Community Services) are self-supporting. Revenue for the cafeteria includes vending machine and food truck operations paid by vendors, which resulted in a balance carryover of \$186,102 into 2014-15; the balance going into 2015-16 was \$259,825. The bookstore is a break-even venture but has ended each of the last three years with positive ending balances, carrying a positive balance of \$349,355 into 2014-15, with a current balance of \$642,703 going into 2015-16. At the end of each fiscal year, excess dedicated revenue, bookstore and community services profits, and parking revenues are available to increase the College's unrestricted budget. The income from excess dedicated revenue for 2014-15 is estimated at \$272,904 ([III.D.13 Enterprise Accounts](#)). Informational monthly and quarterly financial reports on the College's financial status -- revenue and expenditure projections -- are provided for discussion to the IEC and posted on the College [Budget Office webpage](#). In order to ensure that the financial impacts of motions proposed to the IEC are considered, the requester is required to provide cost analyses ([I.A.15 IEC Motion Form](#) page 2). The Budget Office has prepared numerous cost analyses to support motions ([II.A.54 OEI Proposal and Analysis](#) page 6). [See Standard III.D.11 for more examples.]

Analysis and Evaluation

LAVC is proud to have balanced accounts in all enterprise operations, SFP, categorical, and grants programs ([III.D.14 Year End Balances](#) pages 2-4) The College Budget Office routinely monitors all of these operation's budgets to ensure that programs and individual budget line items maintain positive positions.

III.D.5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

The College employs a variety of control and review mechanisms to ensure responsible use of financial resources, following [Board Rules](#) and [Administrative Regulations](#). These include the use of detailed matrices for designating signature authority for contract execution, as well as separation of duties for all key components of the College's business operations. Financial transactions are subject to review by both external auditors and the District's internal auditors.

Monthly reports from the VP of Administration to the Budget Committee with projections and scenarios are used for sound financial decision-making. These are posted on the Budget Office website: [Budget Office Reports](#).

Analysis and Evaluation

LAVC has solid control mechanisms in place, developed over many years. It continues to improve and tighten internal controls and budget management processes to ensure financial stability.

III.D.6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

The annual Board-Approved Final Budget document from the LACCD Office of the Chancellor outlines the cost of carrying out the College's plans to offer educational programs and services. The Final Budget document incorporates the available state and local funding, and includes a summary of the activities the budget will support. This typically includes information related to the hiring of new and replacement full-time faculty, changes in salary schedules, net increases for additional salary step movement, and the cost of fringe benefits and general expenses ([III.D.15 Final Budget Allocation 2015 16](#)). As a prelude to the Final Budget, the College prepares an annual Operational Plan which details to college constituents the allocation of financial resources, including those to support student learning programs and services.

In accordance with District processes, the College receives and reviews quarterly reports, and determines whether it is meeting its FTES workload and is on track to balance its budget ([III.D.16 Valley College 2014-15 First Quarter Enrollment Planning and Budget Review](#)).

The College Budget Office regularly monitors and reviews all college accounts to ensure accuracy of postings and appropriate allocation of funds.

Analysis and Evaluation

Financial documents, including the budget, reflect appropriate allocation and use of financial resources.

III.D.7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

Annual audits are conducted by an independent firm to ensure oversight of the District's financial integrity. The annual college financial reports and external audits regularly reflect appropriate allocation and use of resources that support student learning programs and services. The District received an unmodified external audit, with no identified material weaknesses, for 2013 and 2014. The District has consistently had unqualified financial statements and unmodified external audit reports ([III.D.17 LACCD Financial Audit 6/30/14, p. 82-87](#)), ([III.D.18 LACCD Financial Audit, 6/30/12](#)) ([III.D.19 LACCD Financial Audit, 6/30/13](#)) ([III.D.20 LACCD Financial Audit, 6/30/14](#)).

A recent external audit performed in 2014 for the child care food program revealed findings of inaccuracies in its enrollment eligibility records. The College participates in this annual audit by making any official documents available as requested by the auditor ([III.D.21 Emails on Child Care Food Program Audit](#)). The findings were appropriately addressed and new internal processes were implemented. The auditor's report on the resolution of issues has not been finalized.

Analysis and Evaluation

The College responds to external audit findings by ensuring that the reports are comprehensive and communicated appropriately in a timely manner. Emails are sent to those whose responsibility it is to address them. However, the College has not had any findings from the external audit for over 20 years.

III.D.8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

The College's financial management processes are evaluated and audited by the District's Internal Audit Department (IAD). If they find any discrepancies or deficiencies, personnel from those areas are required to attend mandatory meetings with the Internal Audit Department to discuss the findings and take corrective actions. They also work with the College to ensure that the application of current policies, procedures, forms and monitoring controls are uniform and in compliance with all District, federal, state, and local regulations.

Financial integrity at the College is ensured by management and accounting control mechanisms, independent external and internal review, and the transparency of processes. Financial

documents, including the budget and the independent audit, reflect appropriate allocation and use of financial resources ([III.D.22 LAVC Procurement Audit Report](#)).

Internal audit findings in 2014 noted some needed improvements in procedures for labeling, inventory, and procurement processes. Thirty-two college personnel attended a mandatory training session to learn about new procedures to correct the issues ([III.D.23 Attendees Sign In Sheet](#)) ([III.D.24 Procurement Training Presentation March 2015](#)). The College's VP of Administrative Services developed new forms and required stricter compliance with existing procedures.

Analysis and Evaluation

As a result of audit findings several years ago involving procedures in the College Business Office, the Office of the VP of Administrative Services created a Business Office Operations Manual, which was adopted district wide ([III.D.25 Business Office Policies and Procedures Manual](#)).

III.D.9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

The primary sources of college funding are through general apportionment and funds from categorical programs. Any general funds not spent by the College are reflected in the College's and ultimately the District's ending balance at the end of the fiscal year. The College is required to start the year with a one percent contingency reserve, which is used to cover any funding shortfalls. For fiscal year 2014/15 the College's Contingency Reserve is \$509,585. For fiscal year 2014/15 the College had a positive ending Unrestricted Funds balance of \$1,359,369 ([III.D.14 Year End Balances](#) page 2).

Between FY 2008-09 and 2012-13, the District experienced more than \$100 million in funding cuts. The District made significant reductions in class offerings, changed employee health benefits plans, and instituted stringent spending controls. Through these actions, and by maintaining healthy reserves, the District was able to weather the recession without furloughing or laying off permanent employees. The District reviews cash flow on a regular schedule and has maintained a sufficient cash flow ([III.D.26 District Cash Flow](#)) and healthy reserves, which range from 13 to 17 percent ([III.D.27 District Reserves](#)).

Risk management is handled by the District's Risk Management Department, which maintains sufficient coverage for workers' compensation, property, liability, and vehicle insurance. The District is self-insured for up to \$750,000 for each worker's compensation claim, \$1 million per employment practices claim, and \$1.5 million for each general liability claim. ([III.D.28 LACCD Annual Audit, June 30, 2014, p.45](#)) ([III.D.29 LACCD Final Budget 2015-16 Risk Management p. 48](#)).

Analysis and Evaluation

While in past years the College experienced negative ending balances, the College reversed this trend, and in 2014-15, ended the year with a positive balance.

III D.10. The institution practices oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

District accountants provide financial oversight and support services to the College program managers responsible for externally funded programs, contracts and grants. The accountants serve as liaisons with funding agencies to confirm that funds are expended in compliance with the conditions of the agreements. The College Budget Office monitors and maintains a close working relationship with program directors to provide oversight of finances for these programs at the College.

The District Controller, Budget Office, and Accounting Office review all transactions of the College to maintain compliance with regulations pertaining to expenditures and compliance with accounting and program standards. The College's vice presidents are accountable for ensuring effective oversight of finances through technical review for their respective areas of responsibility. Any purchases or commitments of funds require the approval of the appropriate VP and finally the VP of Administrative Services. Additionally, the department chairs, directors and managers are tasked with ensuring that their sections, regardless of funding source, uphold fiscal integrity and break-even balances.

In addition to the specific institutional procedures for reviewing fiscal management, the District holds regular District-wide budget meetings to review institutional and District-wide financial plans and projections.

Fiscal controls are in place which requires designated account numbers and sufficient funds to be established prior to fund commitments being processed. The software system we use to manage our business operations (SAP) also features built-in control mechanisms that prevent overdraft of expense-related accounts. The VP of Administrative Services reviews and approves all budget transfers and expenditures as well as documents that commit college funds.

Grants and externally funded programs are monitored by the program directors and area VPs for requirements and reporting to the funding agency and the state. The College Budget Office monitors the status of all restricted and unrestricted funds on a regular basis. Grants are audited externally by the appropriate state, federal agency or grantor ([III.D.30 Sample Financial Report for Grant](#)).

The LAVC Foundation is a non-profit 501(c) 3 organization that is a separate entity from the College. The Executive Director and Foundation Board Members are responsible for approval all of the organization's activities to verify they comply with federal and state laws and regulations. The Foundation conducts fundraising activities, awards, scholarships, and supports various College programs. An independent CPA prepares its financial statements and it

undergoes financial review ([III.D.31 Foundation Financial Review 2014](#)). An annual report newsletter is presented to the foundation donors and its constituents ([III.D.32 Foundation Annual Report 2014](#)).

All College fundraising activities are under the supervision of a dean or a vice president. The Associate Dean of Student Services, the College Financial Administrator (CFA) and the ASU Treasurer oversee the finances of the Associated Student Union, the governing body representing students. The College Business Office provides financial oversight and support services in accordance with LACCD Administrative Regulations. All contracts for services, such as those entered into by LAVC's Job Training Program, are monitored by the District, which also handles investments and assets.

Analysis and Evaluation

The District coordinates all fiscal audits except for audits conducted by state and federal agencies for College-specific grants and contracts. Audits, including the independent audit of the College's finances, have shown no discrepancies.

III.D.11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

LAVC's primary future liability is its debt repayment obligation to the District. The repayment is taken up front annually from its budget allocation. For fiscal year 2014-15 the College's request for the deferral of the 2014-15 payment was approved based on evidence of its progressive improvement. The District has deferred these payments over the past three years and has revised the repayment to extend over five years, with an annual recalculation ([III.D.33 Schedule of College Debt Repayment](#)). This action has contributed to the College's success in maintaining a positive balance. Furthermore, the District Budget Committee (DBC) developed a policy in December 2013 that stipulates that if a college ends the year with a positive balance for three consecutive years, the District will eliminate half of the remaining debt ([III.D.34 Policy on College Debt Repayment](#)). The College is striving to meet this goal. In addition, debt repayment has been restructured to be spread over another eight years instead of five. With this new policy, the District is helping colleges with financial issues.

The College considers the impact of current spending on future obligations by conducting an analysis of its impact on the budget. For instance, when hiring full-time faculty, the VP of Administrative Services prepares information and discusses it with the College President. For example, analyses were prepared when the College considered restructuring the deans in Student Services ([III.D.35 Deans Salary Projections](#)) and expanding tutoring hours ([III.D.36 Analysis of Tutoring Request](#)).

Analysis and Evaluation

LAVC met its goals for a balanced budget in 2014-15 and is striving to maintain fiscal stability in the long term.

III.D.12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

The District is responsible for allocating resources for the payment of certain liabilities and future obligations. Budget planning includes funding of contingency (3.5 percent), general (6.5 percent) reserves, and a deferred maintenance (1.5 percent) reserve. There is also a special reserve set aside for future obligations; a set aside for the 2015-2016 salary increase as well as STRS and PERS contribution increases, and a set aside for new faculty hires to meet the FON obligation.

The District calculates payment of its short and long-term liabilities. As of June 30, 2014, the District's total long-term liabilities were \$3.8 billion. The majority of this was general obligation bonds, but also included workers' compensation claims, general liability, compensated absences, and capital lease obligations ([III.D.37 LACCD Annual Audit, June 30, 2014, p.38](#)). The District calculates debt service requirements based on maturity for its three G.O. bonds. The District has issued various G.O. bonds from the authorization of its three bonds. Each bond issuance has its own debt service payment schedule and is paid and serviced by LA County ([III.D.38 LACCD Annual Audit, June 30, 2014, p.39-44](#)).

The District regularly reviews and analyzes the impact of OPEB, retirement rate increases, and affordable healthcare reforms. In February 2015, the Board's Budget and Finance Committee reviewed budget impacts of assumed rate increases over the next seven years for CalSTRS and CalPERS, including annual required contributions based on these assumptions, and reviewed an analysis of the Affordable Health Care (Cadillac Tax) and its impact on CalPERS health premiums ([III.D.39 BFC meeting, 2/11/2015](#)). For all prior years, the District's employer contributions to retirement systems met the required contribution rate established by law ([III.D.40 LACCD Annual Audit, June 30, 2014, p. 33](#)).

The District regularly reviews and analyzes the impact of OPEB, retirement rate increases, and healthcare reforms. In July 2013, the Aon Hewitt Retiree Health Exchange provided the District with an Actuarial Valuation Report for its post-retirement health benefits ([III.D.41 Postretirement Health Benefits Actuarial Valuation, 7/1/13](#)).

The District has taken significant steps to address the issue of its unfunded liability for retiree healthcare. An agreement approved by the District's six unions and the Board of Trustees was negotiated to begin pre-funding a portion of unfunded obligations. In 2008, the Board adopted a resolution to establish an irrevocable trust with CalPERS to pre-fund a portion of plan costs. The District funds the trust at a rate of approximately 1.92 percent of the total full-time salary expenditures of the District. An amount equivalent to the federal Medicare Part D subsidy returned to the District each year is also directed into the trust fund. As of June 30, 2015, the value of the fund was \$76.8 million ([III.D.42 CalPERS Quarterly Financial Statement, 6/30/15](#)).

Board Rule 101001.5 limits the accrual of employee vacation leave to no more than 400 hours, which provides a measure of control over employee-related expense ([III.D.43 Board Rule 101001.5, 6/27/01](#)). The District also “...does not provide lump-sum payment for any unused accumulated illness, injury or quarantine allowance to an employee upon separation of service...” ([III.D.44 Board Rule 101020](#)).

Analysis and Evaluation

The District continuously monitors for potential increases in OPEB and other employee-related obligations and takes action accordingly. The District’s short-range financial decisions are well integrated with long-term financial plans for facilities and infrastructure development, technology investments, and hiring. Long-term obligations, specifically debt repayment of general obligation bonds arising from the construction program and control of insurance expenses, are effectively managed. Health benefit costs for active employees are fully funded every fiscal year.

III.D.13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

The College does not have any locally incurred debt instruments.

III.D.14. All financial resources, including short and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

The College Budget Office monitors the status of all unrestricted funds on a regular basis, in addition to the status of specially funded, categorical, and enterprise programs. The Budget Office also performs technical reviews of any requested budget transfer to ensure that the transfers are in compliance with any grant requirements. Grants are audited externally by the appropriate state, federal agency, or grantor. At the conclusion of a grant, a final financial report is prepared by the District Accounting Office and submitted to the grantor.

To ensure the integrity of the LAVC Foundation, it is directly supervised by the Office of the College President and undergoes regular audits. It raises funds for scholarships and campus programs and projects and distributed \$700,268 in 2012-13, \$871,049 in 2013-14, and \$871,061 in 2014-15 to support instructional and student programs, departments, and auxiliary needs.

All College fundraising activities are under the supervision of an administrator. The Associate Dean of Student Services, the College Financial administrator, and the ASU Treasurer oversee the finances of the Associated Student Union. An ASU finance committee ensures that funds are spent to benefit students. The District’s external audits include single audits of categorical and specially funded programs as well as all nine Associated Student Organizations. None of the audits have identified any misuse of financial resources and have confirmed that audited funds were used with integrity in a manner consistent with the intended purpose of the funding ([III.D.20 LACCD Financial Audit, 6/30/14](#)).

The District has not issued any Certificates of Participation since December 2009.

III.D.15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

LAVC ensures compliance with federal requirements – Title IV of the Higher Education Act in particular – by consistent monitoring of programs and financial aid processing along with any regulatory changes on federal or state levels. The Vice Presidents of Administrative and Student Services meet on a monthly basis to address concerns within the areas of responsibility for maintaining compliance. Annual audits are conducted throughout the District’s nine campuses (not all campuses are selected each year). The most recent desk audit for LAVC resulted in one finding based on reporting and data accuracy at the time of review. There has yet to be a corrective action plan provided ([III.D.45 Student Financial Aid Desk Audit 2014-15](#)).

Student loan default rates, revenues and related matters are consistently monitored to ensure compliance with federal regulations. The Central Financial Aid Unit (CFAU) ensures the segregation of duties in a manner consistent with the requirements of Title IV. Student eligibility is determined at the college level; fund management is handled by District Financial Aid Accounting; disbursements are made by District Accounts Payable; disbursement record reporting is performed by the CFAU; and reconciliation is performed jointly by the college, CFAU and District Accounting. Individual colleges receive ad hoc program reviews by federal and state agencies. Any findings related to standardized procedures are resolved with the assistance of the CFAU, who then ensures all colleges are also in compliance.

During and after each audit or program review is conducted, representatives from the LACCD and each of the nine campuses discuss potential areas of concern and if necessary deficiencies or possible findings in order to develop corrective action plans which are reviewed and approved by either the Auditing Firm, KPMG/Vasquez & Co. and/or the Department of Education and, when applicable, the California Student Aid Commission.

Student loan default rates are addressed by a thorough review of all loan applications to ensure correctness and completion. The application form and mandatory counseling assist students in understanding their obligations as borrowers ([III.D.46 Student Loan Request Form](#)) LAVC’s default rates decreased to 15.3 percent from 18.8 percent ([III.D.47 Cohort Default Rates](#)).

In order to confirm the presence or non-attendance of students who receive financial aid but are not in classes after census date, the District revised Admin Regulation E-13 to help resolve Financial Aid audit exceptions that occur when students stop attending classes after census but do not formally withdraw. An Active Enrollment Roster (AER) was created to provide documentation that the student has stopped attending class, thus transferring financial responsibility to the student rather than the college ([III.D.48 Active Enrollment Roster Memo](#)).

Analysis and Evaluation

The College works in conjunction with the District Office to guarantee compliance on all levels of financial aid administration, both federal and state. Should findings arise for any reason regardless of campus, each college within the District is charged with developing an appropriate

corrective action plan and modified processes and procedures to safeguard against future oversights.

The College will be utilizing a default management services provided by the California Community Colleges State Chancellor's Office ([III.D.49 CCCCO Default Services](#)). LAVC has also added Cash Course, a financial literacy tool for students, although this resource has yet to be marketed on a large scale ([III.D.50 Cash Course on Financial Aid website](#)). Additional support in these areas will strengthen the College's ability to educate students about their own fiscal responsibility.

III.D.16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

The College President and the VP of Administrative Services are authorized by the Board of Trustees to act as its agents to sign official documents, execute agreements, and enter into contracts. They can execute short-term agreements and purchase orders not to exceed \$5,000. Contracts in excess of \$5,000 are processed by a regional procurement specialist, a position shared by two other colleges, who assists in preparing contractual agreements and reviews them for compliance with the rules and regulations of the Education Code and the Board of Trustees.

Any contractual agreement that requires formal bidding is processed by the District Contracts Office, which together with the Office of the General Counsel, have developed standard contracts that incorporate termination and amendment clauses ensuring control over the term and outcome of executed contracts. The Office of General Counsel also reviews contracts on an as-needed basis and serves as a resource to interpret contractual policies and regulations as set forth by board rules and state and federal regulations.

Contracts are reviewed by the appropriate area vice president, who ensures that the agreements are consistent with the mission and goals of the College before they are forwarded to the VP of Administrative Services and the College President for approval ([III.D.51 Contract Request Form](#)). Specially funded programs are secured via contracts with various outside agencies which include the U.S. Department of Education, the State of California, and several Los Angeles County agencies.

Analysis and Evaluation

LAVC has several contractual agreements with external organizations that are consistent with the College's stated mission and goals. For example, the College contracts with Valley Presbyterian Hospital for LAVC Health Center services. LAVC Job Training contracts with the City of Los Angeles, County of Los Angeles, State Chancellor's Office, and Workforce Investment Board to conduct specialized training.

Effective procedures and processes protect the District and the College from unnecessary exposure to risk when entering into contractual arrangements. Contracts are reviewed, approved, and ratified by the Board of Trustees to ensure compliance with laws and regulations.

EVIDENCE FOR STANDARD III.D

[III.D.1 LAVC Follow-Up Report 2015](#)

[III.D.2 ACCJC letter June 2015](#)

[III.D.3 Visiting Team Report 2015](#)

[III.D.4 Multi-Year Balanced Budget Plan](#)

[III.D.5 Credit Enrollment Management Plan](#)

[III.D.6 Noncredit Enrollment Management Plan](#)

[III.D.7 ECDBC Response January 14, 2015](#)

[I.A.12 Facilities and Technology Modules](#)

[I.A.15 IEC Motion Form](#)

[III.D.8 Shared Governance Handbook](#)

[III.D.9 Budget Update emails](#)

[III.D.10 College Forum](#)

[III.D.11 Budget Committee Charter](#)

[III.D.12 Fall 2015 Enrollment Budgetary Analysis](#)

[III.D.13 Enterprise Accounts](#)

[II.A.54 OEI Proposal and Analysis page 6](#)

[III.D.14 Year End Balances](#)

[III.D.15 Final Budget Allocation 2015 16](#)

[III.D.16 Valley College 2014-15 First Quarter Enrollment Planning and Budget Review](#)

[III.D.17 LACCD Financial Audit 6/30/14, p. 82 87](#)

[III.D.18 LACCD Financial Audit, 6/30/12](#)

[III.D.19 LACCD Financial Audit, 6/30/13](#)

[III.D.20 LACCD Financial Audit, 6/30/14](#)

[III.D.21 Emails on Child Care Food Program Audit](#)

[III.D.22 LAVC Procurement Audit Report](#)

[III.D.23 Attendees Sign In Sheet](#)

[III.D.24 Procurement Training Presentation March 2015](#)

[III.D.25 Business Office Policies and Procedures Manual](#)

[III.D.26 District Cash Flow](#)

[III.D.27 District Reserves](#)

[III.D.28 LACCD Annual Audit, June 30, 2014, p.45](#)

[III.D.29 LACCD Final Budget 2015-16 Risk Management p. 48](#)

[III.D.30 Sample Financial Report for Grant](#)

[III.D.31 Foundation Financial Review 2014](#)

[III.D.32 Foundation Annual Report 2014](#)

[III.D.33 Schedule of College Debt Repayment](#)

[III.D.34 Policy on College Debt Repayment](#)

[III.D.35 Deans Salary Projections](#)

[III.D.36 Analysis of Tutoring Request](#)

[III.D.37 LACCD Annual Audit, June 30, 2014, p.38](#)

[III.D.38 LACCD Annual Audit, June 30, 2014, p.39-44](#)

[III.D.39 BFC meeting, 2/11/2015](#)

[III.D.40 LACCD Annual Audit, June 30, 2014, p. 33](#)

[III.D.41 Postretirement Health Benefits Actuarial Valuation, 7/1/13](#)

[III.D.42 CalPERS Quarterly Financial Statement, 6/30/15](#)

[III.D.43 Board Rule 101001.5, 6/27/01](#)

[III.D.44 Board Rule 101020](#)

[III.D.45 Student Financial Aid Desk Audit 2014-15](#)

[III.D.46 Student Loan Request Form](#)

[III.D.47 Cohort Default Rates](#)

[III.D.48 Active Enrollment Roster Memo](#)

[III.D.49 CCCCCO Default Services](#)

[III.D.50 Cash Course on Financial Aid website](#)

[III.D.51 Contract Request Form](#)

STANDARD IV.A DECISION-MAKING ROLES AND PROCESSES

IV.A.1 Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

Institutional leaders include administrators, faculty, staff, and students, who together represent the constituent groups that participate in planning and decision-making through participatory governance. Governance and planning committees, the Academic Senate, and advisory groups seek a wide range of input and opinions to help them make decisions. Any member of the campus community, including the public, can participate in the improvement of the College by bringing forward items for consideration. All represented stakeholders on college committees are charged with disseminating information to the stakeholders they represent in order to solicit additional ideas and feedback. Information is conveyed at meetings of the Academic Senate, union chapters, and committee and workgroups.

The College encourages innovation through its support of grant-funded projects and major college-wide initiatives, such as the Equity Plan and SSSP. Over the past few years, the College has been involved in Achieving the Dream, a Math Department STEM grant, a new Title V Hi-Tech grant, Media Arts grants, and more: [Grants History](#). When large-scale grants have significant institutional implications, they are presented to the primary shared governance body for approval to ensure they are connected to the College mission, the Educational Master Plan (EMP), student learning outcomes improvement plans, and the planning and governance processes ([IV.A.1 Grant Process Approval Form](#)).

College leaders have taken steps to involve more participants in decision-making and to encourage them to join campus committees, attend meetings, and provide input. At Opening Days, faculty are informed about college governance opportunities and encouraged to participate. At annual Staff Enrichment Days, staff are encouraged to get involved in governance and accreditation ([III.A.57 Staff Enrichment Day](#)). A Committee Interest Survey is disseminated every spring to promote participation on committees ([IV.A.2 Committee Interest Survey Spring 2015](#)). The results are sent to constituency leaders, who use the information to appoint members to committees and workgroups. The IEC reviews the results and discusses trends, which may result in recommendations for improvement.

Since the last accreditation cycle, the College has experienced a transition in college leadership that has resulted in more outreach to involve the college community and encourage participation and feedback. Beginning in August 2014, the College President has invited constituents to “open-door” office hours ([IV.A.3 Office Hours with the President](#)), held several Town Hall meetings, and communicated via email with updates on topics such as bond projects, campus events, budget issues, and accreditation. [See Standard IV.B.3.] The President holds regular consultations with the representatives of employee groups.

Analysis and Evaluation

LAVC has formal and informal means for any employee to voice ideas for improvement or constructive criticism of existing processes.

Ideas for improvement, such as the recently adopted elimination of the Hiring Prioritization Committee and the creation of the Facilities Planning Committee, went through the established participatory structures for approval. Policy changes, such as the campus-wide smoking policy and the revised mission statement, solicited input from all campus constituents.

The College has identified a need for its shared governance committees to have more formal training in best practices of data analysis and activity development in order to apply them through the decision-making process to foster innovation. Strategies to implement this as well as expectations for existing shared governance committees are discussed in Action Project #1 in the Quality Focus Essay.

IV.A.2 The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

The policies and procedures specifying how college constituents exercise their voice in planning and decision-making are spelled out in the College's [Shared Governance Handbook \(III.D.8 Shared Governance Handbook\)](#). The handbook provides the protocols for terms of office, committee structure, procedures, and membership by position. It explains how a motion moves forward from the Academic Senate or the Tier 2 Committees:

- [Program Effectiveness and Planning Committee \(PEPC\)](#)
- [Educational Planning Committee \(EPC\)](#)
- [Student Success Committee \(SSC\)](#)
- [Technology Committee \(TECH\)](#)
- [Work Environment Committee \(WEC\)](#)
- [Facilities Planning Committee \(FPC\)](#)

From there it goes to the [Institutional Effectiveness Council \(IEC\)](#), the College's primary shared governance body, and then to the College President for a final decision ([IV.A.4 Shared Governance Organizational Chart](#)):

Collective bargaining agreements contain policies specifying the participation of specific constituencies on shared governance committees:

Faculty: ([IV.A.5 AFT College Faculty Guild Local 1521 Article 32](#)).

Staff Guild: ([III.A.23 AFT College Staff Guild Local 1521A](#)) Article 24

Administrators: ([III.A.28 Administrators, California Teamsters Public, Professional and Medical Employees Union, Local 911](#)) Article 6 Sections D, G

Classified Supervisors: ([III.A.29 Supervisory Employees Local 721](#)) Article 24A, B

Committee work is considered part of a contract faculty member's responsibilities and full-time faculty are obligated to serve on one college, district, or department committee, according to the Faculty Collective Bargaining Agreement ([IV.A.6 Appendix Q Committee Obligation](#)). Faculty performance evaluations consider this participation ([IV.A.7 Faculty Evaluation Form Committee Obligation](#)). Flex credit is given for serving on an additional committee ([IV.A.8 PD Planning Worksheet 2015-16](#)).

The dean in charge of student life ensures that the student body is represented on shared governance committees. Elected and/or appointed officers of the Associated Student Union (ASU) are assigned to committees as voting members ([IV.A.9 Student Reps on Committees](#)). Student representatives are provided training on the importance of being active participants in the process ([IV.A.10 ASU Retreat Agendas](#)).

Analysis and Evaluation

With a long standing campus culture of shared governance, the College has a well-defined participatory governance structure, which clearly articulates the processes for representative stakeholders to participate in decision-making. The College prides itself in fostering collegial and collaborative working relationships among all groups.

Students are an integral part of shared governance. On the 2014 LACCD Student Survey, 73 percent of respondents agreed or strongly agreed that student needs are taken into consideration by the College when making decisions.

IV.A.3 Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

The number of designated slots for administrators, faculty, staff, and students on governance committees is determined by the IEC and in some cases, by union contracts. Administrators are appointed by their division heads based on areas of expertise, supervision, or interest. Faculty members are jointly appointed to governance committees by the Academic Senate President and the Faculty Guild Chapter President. Staff are selected by their union representatives. Committee members may also serve by virtue of a position on another shared governance committee or as an appointed representative. Subcommittees designate some slots based on position, such as the IT Manager's seat on the Technology Committee.

Administrators and faculty have representation on District councils and committees, which allow them to have a substantial voice on policies, such as Board Rules and Administrative Regulations, which impact the College. Each representative is responsible for reporting back to his/her constituency. The program review and annual plan process also give administrators, faculty, and staff a voice in planning and budgeting. Substantive discussions take place on budget issues in IEC meetings ([IV.A.11 IEC Minutes on Budget Discussions](#)).

Committees such as [Budget](#), [Professional Development Advisory](#), [SSSP](#), and [Equity](#) are composed of members based on their areas of expertise. They bring the larger perspective of

their constituencies to the discussion. Recommendations made by these groups can be brought to the Tier 2 committee they report to, which then reports to the IEC, or to the Senate and then to the President for action.

Analysis and Evaluation

Through set policies, procedures, and shared governance structures, the College ensures that administrators and faculty exercise a substantial voice in decision-making at the College.

IV.A.4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

The [Academic Senate](#), composed of faculty members elected by their peers to represent them in academic and professional matters, plays a leadership role in recommending instructional policy and changes in instructional programs and student services. It meets once a month during the fall and spring semesters and makes decisions on a wide range of academic issues. Its president brings motions directly to the College President or the IEC.

The Academic Senate's [Valley College Curriculum Committee \(VCCC\)](#) makes recommendations on college policies concerning curriculum and monitors all curriculum changes, additions, and deletions. It includes as voting members a dean and the Vice President of Academic Affairs, is chaired by the Academic Senate Curriculum VP, and is comprised predominantly of faculty. Curriculum recommendations approved by the Academic Senate are forwarded to the Board of Trustees.

Faculty and administrators take the lead on the [Program Effectiveness and Planning Committee \(PEPC\)](#). Faculty participate in departmental program reviews, which directly impact student learning programs and services. The viability process is also faculty-driven. Viability Review Committees are composed of the Academic Senate President or designee, a PEPC member, an [Educational Planning Committee \(EPC\)](#) member, a department chair, the Curriculum Committee chair or designee, a Faculty Guild representative, the VP of Academic Affairs or designee, and an academic dean: [Program Viability webpage](#).

Through informal consultation, the Academic Senate discusses faculty recommendations with the College President.

The College also relies on standing committees of either the Academic Senate or IEC, which are composed primarily of faculty and include academic administrators:

- [The Outcomes Assessment Committee \(OAC\)](#) oversees and coordinates course and program assessment efforts.
- [The Campus Distance Education Committee \(CDEC\)](#) supports the online instructional program.
- [The Professional Development Advisory Committee \(PDAC\)](#) plans offerings for faculty to improve teaching and promote professional growth.

Operational and advisory committees, such as the [Committee for Academic Resources and Tutoring Services \(CARTS\)](#), the [CTE Committee](#), and [Team Transfer](#), support and coordinate academic support services. Where appropriate, managers and directors regularly meet to review data and evaluate services and programs.

All institutional plans, such as the Basic Skills, SSSP, and Equity Plans, are created by committees with a strong representation of faculty and academic administrators. These plans must be approved by both the IEC and Senate before they can be forwarded to the Board of Trustees for approval. Decisions to institutionalize elements of these plans are evaluated by faculty and academic administrators.

Academic administrators serve on all shared governance committees, participating actively or serving as resources. Academic deans meet weekly with their VP to recommend improvements to programs and services. Student services deans meet monthly with their VP to offer suggestions, one of which led to moving more admissions procedures online.

According to the LACCD/Faculty Guild collective bargaining agreement, faculty and/or Academic Senate representation is required on the following types of committees, all of which impact student learning programs and services: budget, curriculum, distance learning, educational planning, facilities planning, faculty position hiring prioritization, evaluation committees, professional growth, shared governance, and work environment ([IV.A.5 AFT College Faculty Guild Local 1521 Article 32](#)).

Analysis and Evaluation

Processes and procedures are in place for faculty and academic administrators to make recommendations about student learning programs and services. The College has a robust Academic Senate with active participation and a strong curriculum committee.

IV.A.5 Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

The LACCD embraces the practical and philosophical aspects of collaborative decision-making through its Board Rules, administrative regulations, and collective bargaining agreements with its constituent groups.

To assure that all relevant perspectives are considered and that those who have expertise are ‘at the table,’ key institutional plans are created by workgroups or committees comprising a wide range of participants. For the creation of the Equity Plan and the SSSP Plan, workgroups allowed for key stakeholders (e.g., Math and English faculty, Admissions and Records personnel) to fully participate in the process ([IV.A.12 SSSP Advisory Committee Membership](#)). When completed, plans were vetted through college planning committees, the Academic Senate, and the IEC before being sent to the College President. Those involved in creating the plans present and explain them to the Board of Trustees’ Institutional Effectiveness and Student Success

Committee before they are sent to the full Board for approval.

The Academic Senate plays a key role in institutional planning. Curricular changes are made through the Senate's Curriculum Committee and approved by the Senate before being sent to the Board of Trustees.

Analysis and Evaluation

Although LAVC has created numerous plans, there have been challenges in completing the approval process in a timely manner when there are external time constraints. One reason is the time needed to include input from all constituencies by using its shared governance structure. Recognizing that there was a short timeline for the creation and approval of the College's Equity Plan, the workgroup recommendations were submitted immediately to the Student Success Committee, the Academic Senate, and the IEC before being considered by the College President. The College made a concerted effort to solicit input and consider it before final submission to the Board (IEC and SSC Minutes) while still being able to meet the State deadline ([IV.A.13 2014-2015 Equity Plan Approval Process](#)).

IV.A.6 The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

The decision-making process is clearly documented in the revised [Shared Governance Handbook](#), which provides an overview of how decision-making occurs through shared governance. The IEC has responsibility for overseeing college planning and making recommendations directly to the College President, who can accept or reject them. As is specified in the handbook and on the motion forms, a rationale is required if a recommendation is not accepted by the IEC or the College President ([IV.A.14 Sample Motion Form with Rationale](#)). If a motion is approved by a Tier 2 Committee, its chair submits a completed motion form to the IEC chair and, if appropriate, sends a fiscal analysis request form to the Budget Office. Chairs of Tier 2 committees also forward the motion to the Senate if the issue is under its purview.

The IEC chair circulates the motion forms and fiscal analysis forms for any motions to be considered with the agenda for that meeting and uses the motion form to document actions taken. After approval, the motion form is then forwarded to the College President, who documents the action taken and reports back to the IEC. Each IEC member is responsible for disseminating relevant information to his/her constituency group

All motions finalized by the President are posted on the [IEC webpage](#) to provide information on decisions that impact LAVC. Agendas, minutes, and other pertinent information can be found there so any member of the college community or the public can be made aware of decisions. Communication Updates with information on shared governance decisions and other important information are pushed out to the college community via email ([IV.A.15 Communications Updates](#)). They are also forwarded to the appropriate people, such as Senior Staff, for action.

In the past, the Shared Governance Evaluation Workgroup and committee self-evaluations expressed concerns regarding inconsistencies in taking minutes and posting agendas and minutes in a timely manner. In response to these inefficiencies, the new College President took several steps beginning in 2014. She made it a priority to respond to motions promptly and ensure they are communicated efficiently through a motion-tracking process that allows for up-to-date status reporting on motions considered by the IEC ([IV.A.16 Process for Motions](#)).

The College President also instituted a new process in fall 2015 by assigning her Senior Secretary to take minutes at shared governance committee meetings and post agendas, minutes, and motions on each committee's dedicated, password-protected SharePoint site. The sites were set up as working spaces to facilitate collaboration so that committee members can work on drafts of documents, such as handbooks, and comment on draft minutes before they are approved. Once approved, minutes and agendas are archived for public view on the College website.

Analysis and Evaluation

The improvements noted above are improving consistency, expediency, communication, and collaboration among shared governance committees.

IV.A.7 Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

In 2009, after LAVC completely reorganized its existing governance structure, it established an ad hoc evaluation workgroup to monitor, evaluate, and address issues with the new structure. In 2014, the College recognized that the group be institutionalized to review the structure and processes at least annually and not rely on a request to trigger its work. So a Shared Governance Evaluation Workgroup was formed and met five times in spring 2014 to conduct a comprehensive evaluation of the shared governance structure, identify issues, and make recommendations ([IV.A.17 Evaluation Workgroup Minutes](#)). As the year progressed, the workgroup identified gaps in several areas:

- Tracking motions and presidential decisions
- Revisions needed in the handbook
- The need to clarify constituent representation on committees
- How planning documents are crafted and vetted
- Inefficiencies that should be corrected to improve the way the IEC functions

The results of the workgroup's efforts were completed in June and presented to the IEC ([IV.A.18 Evaluation Workgroup Report and Recommendations June 2014](#)). Some of the workgroup's suggested changes were made in fall 2014, including dissolving the Hiring Planning Committee (HPC), changing the Dean of Institutional Effectiveness from a voting member to a resource member ([IV.A.19 IEC Motion F14-2](#)), and delineating more the Budget Committee's functions and relationships to other committees ([IV.A.20 IEC Motion S14-1](#)).

Also in fall 2014, the new College President requested that the IEC examine the current governance structure and start a discussion on simplifying the structure, committees, and workgroups. These discussions took place through the fall semester ([IV.A.21 IEC Minutes on Governance](#)). In January 2015, a Shared Governance Handbook Workgroup was formed, consisting of representatives of constituency groups ([IV.A.22 Shared Governance Handbook Workgroup](#)). The workgroup continued through spring 2015, reviewing the committee interest surveys and a committee member survey. The data from these surveys were sent to IEC members for feedback. At its 2015 annual retreat, which is open to the campus community, the IEC set new goals and a new mission statement, reviewed and critically appraised its work, and reviewed recommendations for governance handbook revisions, a draft of which was completed by the end of June ([I.B.17 IEC Retreat Minutes](#)). The workgroup reconvened during summer 2015 to discuss the role of the new Facilities Planning Committee, as suggested at the IEC Retreat.

Shared governance committees complete annual self-evaluations, which the committees use to develop goals for the following year and improve the way they function:

Work Environment Committee ([IV.A.23 WEC Self Evaluation](#))

Program Effectiveness & Planning Committee ([IV.A.24 PEPC Self Evaluation](#))

Student Success Committee ([IV.A.25 SSC Self Evaluation](#))

These evaluations are reviewed at the IEC annual retreat and are used as a basis for setting the IEC's annual goals and making improvements to the governance structure.

Analysis and Evaluation

The shared governance structure is continuously evolving and improving, with all constituency groups actively participating through discussion on the IEC, Tier 2 committees, and workgroups.

The governance handbook is reviewed annually to ensure that the structure is functioning well. The 2015 handbook review resulted in significant changes. In the process of revising the handbook, it was noted that the committee on professional development reported only to the Academic Senate, leading to the conclusion that professional development efforts need to encompass all employee groups and be integrated across campus, particularly in light of Equity and SSSP efforts.

On the 2014 Accreditation Survey, 66 percent of respondents said they were aware of college decision-making processes. The new College President felt that some in the campus community seemed unclear on how they could make recommendations. To improve awareness, the evaluation workgroup reviewed the governance handbook and organizational chart to provide greater clarity on how recommendations get to the President and to encourage faculty, staff, and students to act on their ideas for improvements. The handbook and accompanying organizational chart were revised and distributed to the campus community. The workgroup will evaluate whether these efforts have improved awareness and participation.

Changes Arising out of the Self Evaluation Process

- Assigned the College President's Senior Secretary to take minutes at shared governance committee meetings and post minutes, motions, and documents

EVIDENCE FOR STANDARD IV.A

[IV.A.1 Grant Process Approval Form](#)

[III.A.57 Staff Enrichment Day](#)

[IV.A.2 Committee Interest Survey Spring 2015](#)

[IV.A.3 Office Hours with the President](#)

[III.D.8 Shared Governance Handbook](#)

[IV.A.4 Shared Governance Organizational Chart](#)

[IV.A.5 AFT College Faculty Guild Local 1521 Article 32](#)

[III.A.23 AFT College Staff Guild Local 1521A Article 24](#)

[III.A.28 Administrators, California Teamsters Public, Professional and Medical Employees Union, Local 911 Article 6 Sections D, G](#)

[III.A.29 Supervisory Employees Local 721 Article 24A, B](#)

[IV.A.6 Appendix Q Committee Obligation](#)

[IV.A.7 Faculty Evaluation Form Committee Obligation](#)

[IV.A.8 PD Planning Worksheet 2015-16](#)

[IV.A.9 Student Reps on Committees](#)

[IV.A.10 ASU Retreat Agendas](#)

[IV.A.11 IEC Minutes on Budget Discussions](#)

[IV.A.12 SSSP Advisory Committee Membership](#)

[IV.A.13 2014-2015 Equity Plan Approval Process](#)

[IV.A.14 Sample Motion Form with Rationale](#)

[IV.A.15 Communications Updates](#)

[IV.A.16 Process for Motions](#)

[IV.A.17 Evaluation Workgroup Minutes](#)

[IV.A.18 Evaluation Workgroup Report and Recommendations June 2014](#)

[IV.A.19 IEC Motion F14-2](#)

[IV.A.20 IEC Motion S14-1](#)

[IV.A.21 IEC Minutes on Governance](#)

[IV.A.22 Shared Governance Handbook Workgroup](#)

[IV.A.23 WEC Self Evaluation](#)

[IV.A.24 PEPC Self Evaluation](#)

[IV.A.25 SSC Self Evaluation](#)

STANDARD IV.B CHIEF EXECUTIVE OFFICER

IV.B.1 The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

The College President ensures the quality of the institution by establishing an expectation of excellence for the College, largely through her interactions with the campus community. The President meets weekly with her three Vice Presidents to discuss issues and progress towards meeting the College's goals in each area of the College.

In her first year at LAVC, the President met with the larger leadership team of Vice Presidents, Deans, Directors, and Supervisors once per month. However, in order to facilitate greater dialogue with Academic Affairs, Administrative Services, and Student Services constituencies, in her second year, the President changed the large-group meetings to every other month and met with the leaders in the three areas in the alternate months. The President also meets monthly with the Academic Senate President, in addition to consultation meetings with each of the unions on campus on a monthly or as-needed basis, depending on the employee group.

Ensuring a strong and functioning shared governance process also helps to ensure the quality of the institution. The College's primary shared governance body, the [Institutional Effectiveness Council \(IEC\)](#), is charged with making recommendations regarding planning, budgeting and institutional effectiveness directly to the President, who attends the bi-weekly meetings as an ex-officio, non-voting member. This committee is comprised of the chairs of the College's shared governance committees and is the primary conduit for information and decision-making.

The Dean of Institutional Effectiveness reports directly to the President. In addition to the Dean, the Office of Institutional Effectiveness includes a Research Analyst and an Assistant Research Analyst. The Dean has primary responsibility for producing data reports and analyzing data used by a number of committees across the campus. She also oversaw the recent migration of the College's program review process to an electronic, data-base format. The Dean serves as a resource to several committees and assigns research projects as needed to her staff.

The President meets with the Dean of Institutional Effectiveness on a regular basis. She asked her to oversee the implementation of eLumen software to house SLOs and assessments until a new dean was hired in Academic Affairs to manage this process. The President recognizes the key role that research plays in analyzing all aspects of the College's institutional effectiveness and depends upon the Dean and her staff to provide data and data analysis to ensure institutional integrity. The College's electronic program review process includes modules related to technology, staffing, and SLO outcomes, among others, and all modules are designed to provide a comprehensive picture of each program's effectiveness and as part of the resource allocation process.

In her first year, the President had the opportunity to hire two deans, one of whom was specifically focused on Student Success, as well as 23 new full-time faculty. The positions she

decided to fill aligned closely with the priorities established through the shared governance hiring process ([IV.B.1 President's Hiring Requests Ranking](#)). When the President conducted final interviews for each of these positions, enhancing student success was a common theme among the questions asked of each candidate. The President ensured that a New Faculty Orientation was provided to the new faculty to introduce them to the College's policies and procedures, cover topics that emphasize the College's commitment to student success, create camaraderie among the cohort, and provide a sense of being part of the LAVC community ([III.A.54 FT Faculty Orientation Series](#)). This group of faculty met once a month throughout the fall 2015 semester.

Analysis and Evaluation

The President's commitment to institutional effectiveness and student success is evident in her organizational structure, direct supervision of the College's research functions and in her emphasis on student success in multiple areas. The New Faculty Orientation series is just one example of the President's interest in expanding professional development across the campus to all constituents as a way of promoting the College's overall focus on student success. While professional development activities are offered across the campus, the President has articulated a desire to enhance and expand the available activities for all groups on campus as part of her vision of creating and maintaining an environment that promotes excellence at all levels of the institution. [See Quality Focus Essay #3.]

IV.B.2 The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purpose, size, and complexity.

Evidence of Meeting the Standard

The senior-level administrative structure of LAVC is funded according to a District-wide budgeting model of one President, one Vice President of Administrative Services, one Associate Vice President of Administrative Services, one Vice President of Academic Affairs, one Vice President of Student Services, and one Dean of Institutional Research ([IV.B.2 DBC Funding Allocation for Administrators](#)).

The instructional areas are overseen by four Deans of Academic Affairs, who report to the Vice President of Academic Affairs. In addition to those Deans, there are several Specially-Funded Program (SFP) Directors who direct various programs, including the Workforce Development area and Job Training Center, in addition to Perkins and other grant-funded programs in the Career and Technical Education areas.

The Vice President of Student Services manages his area with a newly hired Dean of Student Success, a Dean of Student Life, who also serves as the Title IX Coordinator, a Dean of Special Programs, and two Associate Deans. One of those Associate Deans has a split assignment and also reports to the President as the College's ombudsperson.

In addition to an Associate Vice President of Administrative Services, the Administrative and Business Services areas are overseen by an Information Technology Director, a College Fiscal Administrator, a Budget Officer, and a Director of Facilities. Human Resources processes are

handled by three individuals who provide payroll, personnel, and hiring support to the entire campus.

Analysis and Evaluation

Overall, the administrative staffing level is appropriate to the size of the college, although the potential for growth in the Workforce Development and Job Training Center over the next couple of years will most likely necessitate re-evaluation of the leadership staffing level in this area. With the College's current budget constraints, it would be fiscally irresponsible to add any administrators, especially in light of other staffing shortages at the College at this time.

IV.B.3 Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- *establishing a collegial process that sets values, goals, and priorities;*
- *ensuring the college sets institutional performance standards for student achievement;*
- *ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;*
- *ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;*
- *ensuring that the allocation of resources supports and improves learning and achievement; and*
- *establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.*

Evidence of Meeting the Standard

At her first Opening Day presentation, the President welcomed the faculty back to start the 2014-2015 academic year and urged them to view the College's challenges in a positive light by offering her approach to resolving the financial and accreditation issues that had plagued the College for several years. Using a mnemonic device to help the College remember the three components of her agenda for the coming year -- BAM -- for Budget, Accreditation and Morale - - the President articulated her vision for addressing all three of these issues in a positive and constructive way. Underlying this approach was her recognition that the issues faced by the College were daunting; however, rather than focusing on the negative aspects, she presented some ideas on how to move forward. Part of this approach involved improving the budget picture by increasing enrollment efficiencies to create additional revenue.

Recognizing that the remaining recommendation from the last comprehensive evaluation, which had kept the College on Warning, was directly related to her responsibility for ensuring the fiscal integrity of the College, the President assumed responsibility for devising the budget remedies that would ultimately result in returning the College to fiscal solvency. In addition, she took primary responsibility for writing the Follow-Up Report. Lastly, the President noted in her first month at LAVC that the morale among faculty and staff was low and was most likely impacting the College's ability to fully address its budget and accreditation issues. Leadership turn-over also contributed to the overall mood on campus.

To address all of these issues, the President began to send campus-wide emails at least once a month as a way to update the College on a variety of topics: [Archived Emails from the Desk of](#)

[the President](#). She instituted open office hours for staff, faculty, and students once a month ([IV.A.3 Office Hours with the President](#)) and created a Twitter account to keep the College informed of her activities ([IV.B.3 Twitter page screenshot](#)). In all of her messages, the President emphasized the great work being done at the College and the progress being made on budget and accreditation issues, and she used it as a way to acknowledge individual and group efforts throughout the College ([IV.B.4 Budget and Accreditation updates](#)). The message throughout the President's tenure has reflected her vision of student success as emanating from a positive, collegial environment and the need to ensure institutional effectiveness as a way to better serve our students.

The President oversees the activities of the Dean of Institutional Research, who is a resource member to the IEC and is also primarily responsible for coordinating the completion of program review and viability studies, where needed. The Dean, along with the Research Analyst and Assistant Research Analyst, provide data to various college constituencies as needed to facilitate institutional effectiveness and to ensure that decisions are made based on data.

The President ensures institutional quality through her work within the shared governance structure at LAVC. She attends bi-weekly Institutional Effectiveness Council (IEC) meetings, where committee members review and approve motions related the College's major planning documents and processes prior to forwarding those motions to her for consideration.

Analysis and Evaluation

One of the President's roles is to ensure that the governance structure is sound and that the handbook that describes it is clear and concise. While there was some support for the current decision-making system, the President found a great deal of dissatisfaction and frustration with the committee structure and the governance process in general. She had discussions with her Senior Management Team but also voiced concerns about the structure to both the Academic Senate President and to several union constituencies during monthly consultations. She also shared her concerns with the larger administrative leadership team at their monthly meetings and with the IEC, which is responsible for making recommendations to the President on virtually all issues related to budget, governance and accreditation.

The President's specific concern, borne largely out of ensuring that the College meets or exceeds Accreditation Standards, was centered upon how the structure in place effectively "closes the loop" between program review and resource allocation. A fairly hierarchical structure of tiered committees and workgroups appeared to promote a duplication of efforts and an inefficient way of conducting business. Of particular concern was the lack of centrality of the Academic Senate and the unclear purpose and reporting structure of the College's Budget Committee. The College had, over the prior two years, done an amazing amount of work on its shared governance structure, especially in terms of clearly documenting the planning processes and updating the Educational Master Plan. Budget concerns and a need to produce a more efficient class schedule to capture as much funding as possible through FTES necessitated a number of workgroups to focus on these tasks, including identifying significant budget cuts. In an admirable effort to be transparent in resolving budget issues and to promote better enrollment management, the College had created an unsustainable structure and feedback loop.

In December 2014, the President asked the members of a small Shared Governance Handbook Workgroup to review a draft of the handbook over the holiday break and then scheduled a meeting for early January to identify changes to the shared governance structure and handbook for discussion in spring 2015 ([IV.B.5 Shared Governance workgroup email](#)). [See the response to Standard IV.A.7]. At its June Retreat, the IEC approved the revised shared governance structure and handbook ([I.B.17 IEC Retreat Minutes](#)).

IV.B.4 The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

Although in the position for only a little over a year, the LAVC President, a former Accreditation Liaison Officer for five years at another multi-college institution, is thoroughly engaged in the College's accreditation efforts and sees it as an integral part of her leadership responsibilities. Because the College was on Warning due to fiscal issues identified by previous visiting teams as emanating from a lack of CEO leadership and financial oversight, the President assumed full responsibility for addressing the budget issues and writing the Follow-Up Report submitted to the Commission in March 2015. The President has completed all available training relative to the ACCJC Standards and has served on four ACCJC Visiting Teams.

When the President arrived in August 2014, she found a well-developed, campus-wide accreditation self-evaluation process in place. In her first week, the President met with the faculty accreditation chair to discuss the steps to complete the process, including the tri-chair structure for each Standard, any gaps in staff, faculty or administrators on each of the Standard teams, the training on the new standards done thus far, and the proposed schedule for Self-Evaluation completion. A subsequent meeting was held with the Accreditation Steering Committee to review the timeline, discuss an upcoming campus-wide accreditation survey, and the need for a “mega-meeting” of all Standard teams later in fall 2014.

The President was involved in the development of the self-evaluation timeline, establishing the deadline for the first draft to allow the faculty chair and Accreditation Liaison Officer the time to review and provide feedback over the winter break. She held a forum in February 2015 to provide an update on the College's Follow-Up Report, which was submitted to the Commission the following month, and to provide an overview of the comprehensive Self Evaluation in advance of the March 2016 visit ([IV.B.6 February Forum photo](#)).

A meeting of the Accreditation Tri-Chairs was held in April 2015 to discuss the status of the Self-Evaluation draft. The Tri-Chairs for each standard had an opportunity to discuss their progress and to participate in a group exercise to identify potential topics for the Quality Focus Essay. At the May mega-meeting of the entire accreditation team, topics for the Quality Focus Essay were suggested that align with the College's Educational Master Plan goals. Two topics were selected by the IEC and further refined by the Accreditation Steering Committee.

In fall 2015, the first draft of the Self-Evaluation was sent out to the entire campus community for feedback, followed by two town halls ([IV.B.7 Town Hall flyers](#)). The second draft was sent out with a Survey Monkey survey to provide a convenient way to solicit comments and feedback ([IV.B.8 President's email](#)). The President introduced the forums and feedback instruments to firmly establish the expectation of college-wide involvement in the accreditation process and to ensure that every college constituency understands that it has a role and a responsibility in accreditation at the College.

Analysis and Evaluation

The President's leadership responsibility for accreditation includes not only ensuring that the standards are followed but also using every opportunity to educate the college community about the accreditation standards. Accreditation was the primary focus of both the Classified Staff Enrichment Day in July 2015 ([III.A.57 Staff Enrichment Day](#)) and the faculty Opening Day event in August 2015 ([IV.B.9 Opening Day 2015 flyer](#)). Her message to the College community at both events was that “accreditation and its associated activities should be part of the fabric of our everyday lives at the College and that we all ‘live’ in the standards in different ways.” To drive this point home, the President had wristbands made for each of the four standards. After reviewing the elements of each, she invited attendees to take one, two, three, or four bracelets and to wear them to remind themselves and to signal to others where they “live” in the Standards. This was an effective way for the President, who routinely wears Standard 1 and Standard 4 bracelets, to emphasize the communal responsibility for meeting the Accreditation Standards and to indicate her role as the leader of accreditation for LAVC.

IV.B.5 The CEO assures the implementation of statutes, regulations, and governing board policies and assures that practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

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. The President attends a monthly President's Council and a monthly Chancellor's Cabinet, where district-wide issues are discussed to ensure that practices on each campus are consistent and compliant with Title 5 and other state and federal mandates.

The President has primary responsibility for budget oversight and management. Monthly reports are submitted on the College's budget status through the Office of the Vice President of Administrative Services, and each quarter, the senior leadership team meets with the District Chief Financial Officer and her staff to review the College's budget status. The outcome of this meeting is reported to the Budget and Finance Committee of the Board on a quarterly basis, where budget anomalies and budget deficits must be explained to the Board by the College President. The quarterly reports are also shared with the College by the Vice President of Administrative Services at the Budget Committee and at the Institutional Effectiveness Council, two shared governance committees with broad-based representation. Producing a balanced budget is also a component of each president's evaluation by the Chancellor ([IV.B.10 District Financial Accountability Measures](#) page 3).

When the President hired the new Vice President of Administrative Services on her second day on the job, she requested that he evaluate the College's budget from top to bottom, especially in light of both the comprehensive and follow-up Accreditation Visiting Team reports that noted a lack of budgetary controls, and in light of the College's ongoing structural deficit. That analysis, and a newly-instituted monthly budget monitoring process, allowed the President to move away from the stop-gap, cost-control system in place that required the sign-off of the President as well as the three Vice Presidents for any and all purchases, large or small. While the need to adhere to the established budget had not changed, the process was altered to create an institutional culture of trust that communicated the expectation that individuals are held responsible for their budgets rather than exercising such budget oversight through micro-management.

Analysis and Evaluation

In 2013, LAVC received an ACCJC recommendation regarding its continuing budget deficit, specifically noting the college president's responsibility to address the issue, and the College was placed on Warning. In spring 2015, an ACCJC Visiting Team reported that the recommendation had been resolved and the Commission reaffirmed LAVC's accredited status in June. The Visiting Team remarked on the College President's role in the successful efforts: "Under Dr. Endrijonas' leadership, the college has established an enrollment management planning process that is data-driven and intended to maximize efficiency, while meeting student needs and demand." They also commended the work of her newly-hired Vice President of Administrative Services. "It is clear that the new leadership has established a renewed spirit and commitment to fiscal stability and that there is a realistic and attainable plan in place to ensure the college no longer operates in a deficit" ([IV.B.11 Visiting Team Report Spring 2015](#)).

IV.B.6 The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

The current President started in August 2014: [About the President](#). Within her first month at LAVC, the President attended the annual legislative luncheon of the Valley Industry and Commerce Association (VICA) and has since been elected to the VICA Board and appointed the co-chair of its Education Committee. VICA is a key business organization for the San Fernando Valley and the College's involvement is critical in remaining a part of economic development in the region. The President was also appointed to the Valley Economic Alliance (VEA) Board of Directors at the start of her second year. Like VICA, the VEA is focused on business incubation in the San Fernando Valley, and partnering with colleges and training entities is a key ingredient to fostering economic development. The President has also established connections with the Los Angeles City Councilman and the State Assemblyman who represent the Valley Glen community. The President was also recently named to the Board of Intelcom, a small educational non-profit that has provided online and multimedia content to the California Community Colleges for the past 45 years ([IV.B.12 President's Bio](#)).

The President has established a new connection with Grant High School, which sits across the street from LAVC, in addition to supporting the outreach efforts in student services and academic affairs to expand the College's dual enrollment offerings to local high schools and as a pathway to LAVC for high school seniors. In fact, the President and Vice President of Academic

Affairs met with the Provost and his staff of California State University, Northridge (CSUN), the primary CSU transfer institution for LAVC, to develop the “Valley Promise,” through which students who graduate from one of the identified high schools and then attend LAVC will gain automatic admission to CSUN. Such partnerships are imperative for creating transfer pathways for LAVC. The Valley Promise will be launched in fall 2016. Grant High School, LAVC, and CSUN are working on a logo, website and outreach materials to attract the first cohort of Valley Promise students.

Because the campus is in the midst of a bond construction program, the President has held four Community Bond Oversight Committee (CBOC) meetings, with five more meetings scheduled in 2015-16 to ensure community feedback on the program ([IV.B.13 CBOC Minutes](#)). The President has also attended various local Chamber of Commerce events, with more on the horizon. In addition to a slew of Ground-Breaking and Ribbon-Cutting events for bond construction projects, an unveiling ceremony for the Freeway Lady mural installation will be held, which will include both the college community and members from Valley Glen and the surrounding area.

The President serves as an ex-officio member of the Los Angeles Valley College Foundation Board, comprised of a broad range of community members, some of whom are also LAVC alumni. The Foundation supports LAVC in a variety of ways, the most significant being scholarships for students, and the majority of Foundation fundraising is through cultivation of donors on the campus and in surrounding communities.

Analysis and Evaluation

The President is cognizant of the need for outreach to the local communities served by LAVC and intends to continue her efforts for ongoing outreach and support to the community.

EVIDENCE FOR STANDARD IV.B

[IV.B.1 President’s Hiring Requests Ranking](#)

[III.A.54 FT Faculty Orientation Series](#)

[IV.B.2 DBC Funding Allocation for Administrators](#)

[IV.B.3 Twitter page screenshot\)](#)

[IV.B.4 Budget and Accreditation updates](#)

[IV.B.5 Shared Governance workgroup email](#)

[I.B.17 IEC Retreat Minutes](#)

[IV.B.6 February Forum photo](#)

[IV.B.7 Town Hall flyers](#)

[IV.B.8 President’s email](#)

[III.A.57 Staff Enrichment Day](#)

[IV.B.9 Opening Day 2015 flyer](#)

[IV.B.10 District Financial Accountability Measures](#)

[IV.B.11 Visiting Team Report Spring 2015](#)

[IV.B.12 President's Bio](#)

[IV.B.13 CBOC Minutes](#)

Standard IV.C Governing Board

IV.C.1 The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.

Evidence of Meeting the Standard

The Los Angeles Community College District's Governing Board (Board) was authorized by the California Legislature in 1967, in accordance with Education Code sections 70902 and 72000. The Board consists of seven members elected by voters of the school districts composing the District. The Board of Trustees approves all courses, both for credit and noncredit, as well as degree and certificate programs. The Board, through policy and action, exercises oversight of student success, persistence, retention, and the quality of instruction. ([IV.C.1-1 BR 2100](#))

The Board sets policies and monitors the colleges' programs, services, plans for growth and development, and ensures the institution's mission is achieved through Board Rules, Chancellor Directives, and Administrative Regulations. ([IV.C.1-2 BR 2300-2303](#)); ([IV.C.1-3 Chancellor Directives, 8/3/15](#)); ([IV.C.1-4 Administrative Regulations, 8/3/15](#))

In addition, the Board establishes rules and regulations related to academic quality and integrity, fiscal integrity and stability, student equity and conduct, and accountability and accreditation. ([IV.C.1-5 BR 2305-2315](#));

The Board, through its standing and ad hoc committees, receives and reviews information and sets policy to ensure the effectiveness of student learning programs and services, as well as the institutions' financial stability. ([IV.C.1-7 BR 2604-2607.15](#))

The Board exercises responsibility for monitoring academic quality, integrity, and effectiveness through (1) the approval of all new courses and programs, (2) regular institutional effectiveness reports, (3) yearly review of offerings to underprepared students, and (4) in-depth policy discussions related to student achievement. ([IV.C.1-8 BOT agenda & minutes for 2/9/11](#)); ([IV.C.1-9 BOT agenda & minutes for 3/7/12](#)); ([IV.C.1-10 BOT agenda & minutes for 4/3/13](#)); ([IV.C.1-11 BOT agenda & minutes for 4/23/14](#)); ([IV.C.1-12 BOT agenda & minutes for 1/14/15](#))

The Board receives quarterly financial reports, allowing it to closely monitor the fiscal stability of the District. Board agendas are structured under specific areas: Budget and Finance (BF items), Business Services (BSD items), Human Resources (HRD items), Educational Services (ISD items), Facilities (FPD items), Chancellors Office (CH items) and Personnel Commission (PC items). This structure allows for full information on individual topics to be provided in advance of Board meetings. ([IV.C.1-13 BOT agenda & minutes for 11/2/11](#)); ([IV.C.1-14 BOT agenda & minutes for 11/7/12](#)); ([IV.C.1-15 BOT agenda & minutes for 11/6/13](#)); ([IV.C.1-16 BOT agenda & minutes for 5/14/14](#)); ([IV.C.1-17 BOT agenda & minutes for 4/15/15](#))

Analysis and Evaluation

The LACCD Board of Trustees has authority over, and responsibility for, all aspects of the institution as established in policy and documented in practice. The Board exercises its legal

authority and fulfills the responsibilities specified in policy and law. Board agendas are highly detailed and Board members closely monitor all areas of their responsibility, as evidenced in Board meeting calendars, meeting agendas, Board information packets, reports, and minutes.

Board policies governing academic quality are routinely reviewed by designated ESC divisions for compliance and effectiveness and, where needed, updated. The Board routinely reviews and, with input from the faculty, student and administrative leadership, sets policy to strengthen institutional effectiveness. The Board receives monthly, quarterly and semi-annual financial information, including enrollment projects and bond construction updates, and acts in accordance with established fiscal policies.

[Fulfills Eligibility Requirement 7]

IV.C.2 The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

The Board's commitment to act as a unified body is reflected in their Code of Ethical Conduct where Trustees "*recognize that governing authority rests with the entire Board, not with me as an individual. I will give appropriate support to all policies and actions taken by the Board at official meetings.*" ([IV.C.2-1 Board Rule 2300.10](#))

Consent agenda items are frequently singled out for separate discussion or vote at the request of individual Board members. Once all members have had a chance to make their views known and a vote is taken, the agenda moves forward without further discussion. Examples of decisions where Trustees have held divergent views, yet acted as a collective entity, include approval of Van de Kamp Innovation Center, the approval of the lease for the Harbor College Teacher Preparatory Academy, student expulsions, ratification of lobbying service contracts, and revision to graduation requirements. ([IV.C.2-2 BOT Minutes Consent Items Discussions, 2012-2015](#))

Analysis and Evaluation

The Board of Trustees is a highly engaged entity. Board members bring differing backgrounds and perspectives to their positions. At meetings, they engage in full and vigorous discussion of agenda items and share individual viewpoints. However, once a decision is reached and members have voted, they move forward in a united fashion.

Board policies and procedures provide a framework for members' collective action and guide Board discussion, voting, and behavior during and outside of Board meetings. Board members are able to engage in debate and present multiple perspectives during open discussion but still come to collective decisions and support those decisions once reached. Minutes from Board actions from recent years substantiate this behavior.

IV.C.3 The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

The Board follows California Education Code, Board policies, and the District's Human Resource Guide R-110 in the selection and evaluation of the Chancellor and college presidents.

Selection of Chancellor

The hiring of a Chancellor starts with Board action authorizing the Human Resources Division to launch a search. The Board then hires an executive search firm and oversees the Chancellor selection process. ([IV.C.3-1 HR R-110](#)); ([IV.C.3-2 BOT Agenda, BT6, Chancellor search, 5/1/13](#))

The most recent Chancellor search (2013) illustrates the process. The Board hired an executive search firm, which then convened focus group/town hall meetings at all colleges and the Educational Services Center. During these meetings, employee and student input was solicited to develop a "Chancellor's Profile" describing the desired qualities and characteristics for a new leader. The Chancellor's Profile was used to develop a job description and timeline for selection and hiring of the new Chancellor. ([IV.C.3-3 Chancellor Profile Development Announcement, 5/9/13](#)); ([IV.C.3-4 Chancellor Job Description, May 2013](#)); ([IV.C.3-5 Chancellor Selection Timeline, May 2013](#))

The Board's search committee began meeting in August 2013 and began interviewing candidates in October 2013. The Board held closed sessions related to the selection of the Chancellor from October 2013-March 2014. On March 13, 2014, the Board announced its selection of Dr. Francisco Rodriguez. Dr. Rodriguez began his tenure as LACCD Chancellor on June 1, 2014. ([IV.C.3-6 Chancellor Search Announcement, 5/1/2103](#)); ([IV.C.3-7 closed Board session agendas 2013-2014](#)); ([IV.C.3-8 LA Times article, 3/13/14](#))

The Chancellor's contract includes a provision for an annual evaluation to be conducted by the Board of Trustees. General Counsel is the designated District entity who works with the Board during this process. ([IV.C.3-9 Chancellor's Directive 122](#))

Chancellor's Directive 122 Evaluation of the Chancellor indicates that the Board may solicit input from various constituents, typically including the college presidents, District senior staff, the Academic Senate presidents and union representatives. It also states the Chancellor will prepare and submit a written self-evaluation, based upon his or her stated goals. ([IV.C.3-10 Chancellor evaluation data collection form](#)); ([IV.C.3-11 Blank Chancellor evaluation form](#))

Once submitted, the Board discusses drafts of the evaluation in closed session. When their assessment is complete, the Board meets with the Chancellor and s/he is provided the final, written document. A signed copy of the Chancellor's evaluation is maintained in the Office of General Counsel. ([IV.C.3-12 BOT Chancellor evaluation closed session agendas 11/2014-6/2015](#))

Selection of College Presidents

The Board shares responsibility with the Chancellor for hiring and evaluating the performance of college presidents. Board Rule 10308 specifies the selection procedures, which typically involve national searches. ([IV.C.3-13 BR 10308](#))

Board action is required to initiate the presidential search process, directing the Chancellor to begin the process pursuant to Board Rule 10308. Recent Board actions authorizing president searches include Harbor, Southwest and Valley Colleges in June 2014, and West Los Angeles College in June 2015. ([IV.C.3-14 HRD1 Board resolution, 6/25/14](#)); ([IV.C.3-15 HRD1 Board resolution, 6/25/15](#))

Per the timeline set by Board action, the Chancellor convenes a Presidential Search Committee comprised of representatives of all stakeholder groups per Board Rule 10308. After consultation with the Board and Presidential Search Committee of the applicable college, the Chancellor oversees the recruitment and advertising plan, which may include the retention of a search firm upon Board approval. The Presidential Search Committee forwards at least three unranked semifinalists to the Chancellor.

After conducting interviews, the Chancellor compiles information from background and reference checks and forwards the names of the finalist(s) to the Board of Trustees for consideration. The Board holds closed Board sessions on presidential selection when interviewing candidates. ([IV.C.3-16 BOT closed agendas 5/2010-6/2015](#))

Evaluation of College Presidents

As detailed in Chancellor's Directive 122, contracts for college presidents include a provision for an annual evaluation conducted by the Chancellor. College presidents complete an annual Presidential Self-Assessment, update their goals for the following year, and meet with the Chancellor to review both documents. In addition, presidents undergo a comprehensive evaluation at least every three years. In this process, the president's self-evaluation is supplemented by an evaluation committee, which collects input from peers and completes the Presidential Evaluation Data Collection form. The Chancellor then prepares a summary evaluation memo which is shared with the college president. ([IV.C.3-9 Chancellor's Directive 122](#)); ([IV.C.3-17 Performance evaluation process for college presidents](#))

The presidential evaluation process is used to determine salary increases, as well as recommendations to the Board on the renewal of contracts. Corrective action, if needed, can include suspension, reassignment, or resignation. ([IV.C.3-18 Closed Board meeting agendas on presidential evaluations 8/2010-6/2014](#))

Analysis and Evaluation

The Board takes its responsibility for selecting and evaluating the Chancellor very seriously, following a set selection and evaluation process. In turn, the Chancellor is responsible for selecting and evaluating those who directly report to him/her (including college presidents, general counsel, the deputy chancellor and vice chancellors). With the assistance of the Human Resources division, the Chancellor and Board have followed selection and evaluation requirements for its senior administrators.

IV.C.4 The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.

Evidence of Meeting the Standard

The Board of Trustees consists of seven members elected for four-year terms by qualified voters of the school districts composing the Los Angeles Community College District. The Board also has a Student Trustee, elected by students for a one-year term. The Student Trustee has an advisory vote on actions other than personnel-related and collective bargaining items. ([IV.C.4-1 Board Rule 2101-2102](#)); ([IV.C.4-2 Board Rule 21001.13](#))

Board rules mandate that the Board act as an independent policy-making body reflecting the public interest. Board policy states that the Board, acting through the Chancellor, or designee, monitors, supports, and opposes local, state and national legislation to “...*protect and to promote the interests of the Los Angeles Community College District.*” ([IV.C.4-3 Board Rule 2300](#)); ([IV.C.4-4 Board Rule 1200-1201](#))

The Board independently carries out its policy-making role through four standing committees: Budget and Finance, Institutional Effectiveness and Student Success, Legislative and Public Affairs, and Facilities Master Planning and Oversight. ([IV.C.4-5 Board Rule 2605.11](#))

The Board forms additional ad hoc committees and subcommittees to investigate and address specific policy issues. They formed the following ad hoc committees during the 2014-15 year: (1) Campus Safety and Emergency Preparedness; (2) Outreach and Recruitment; (3) Environmental Stewardship; and (4) Summer Youth Employment. Two subcommittees were formed during this same period: Campus Safety and Emergency Preparedness. Previous years’ ad hoc committees have included Adult Education and Workforce Development (January 2014), Contractor Debarment (November 2011) and the Personnel Commission (January 2014). ([IV.C.4-6 BOT Ad Hoc Committees, 8/4/15](#))

The Board maintains its independence as a policy-making body by studying all materials in advance of meetings, being well-informed before engaging in District business, and asking questions and requesting additional information as needed. Before each Board or committee meeting, members receive a Board Letter, detailing all pending actions, follow-up on previous requests, and information related to personnel, litigation, and other confidential matters. ([IV.C.4-7 Board letters, 2013-2015](#))

Board members engage with local communities across the District. They receive a wide range of input from community and constituent groups by holding meetings at the nine colleges in addition to the District office. This practice helps broaden Board members’ perspectives on colleges’ diversity and the educational quality issues affecting individual colleges. Members of the public have the opportunity to express their perspectives during the public comments section of each Board meeting, when individual agenda items are under consideration, and through direct correspondence with the Board. Such input contributes to the Board’s understanding of the public interest in institutional quality and is taken into consideration during deliberations. ([IV.C.4-8 BOT minutes public agenda speakers, 2015](#)); ([IV.C.4-9 BOT minutes, educational quality speakers, 2015](#))

Additionally, members of the public can submit direct inquiries to the Board via the District website and will receive a response coordinated by the Chancellor's Office. ([IV.C.4-10 Screenshot of Public Inquiry Email to Board President](#))

The Board's role in protecting and promoting the interests of the LACCD is clearly articulated in Board Rules. The Board has historically defended and protected the institution from undue influence or political pressure. For example, the Board heard from numerous constituents who spoke against the Van de Kamp Innovation Center and the discontinuance of LA Pierce College's Farm contractor during public agenda requests at Board meetings. The Board follows Board Rules in considering these issues, then makes independent decisions based on the best interest of the institution, educational quality, and its students. ([IV.C.4-11 Board Rule 3002-3003.30](#)); ([IV.C.4-12 BOT minutes, VKC and Farm, 10/15/11 and 4/29/15](#))

The Board engages in advocacy efforts on behalf of the District in particular, and community colleges in general, through its legislative advocates in Sacramento and in Washington, DC. Annually, the Board sets its policy and legislative priorities in consultation with the Chancellor, their State legislative consultant, McCallum Group Inc., and federal lobbyist firm, Holland and Knight. The Board regularly discusses and takes action, either in support of or against, state and federal legislation with the potential to affect the District and its students. ([IV.C.4-13 Legislative and Public Affairs Committee agenda, Board Legislative Priorities for 2015, 11/19/14](#)); ([IV.C.4-14 BOT agendas, Legislative advocacy, 2015](#)); ([IV.C.4-15 BOT minutes, 2015-16 Federal Legislative Priorities, 8/19/15](#))

Analysis and Evaluation

Board members work together collaboratively to advocate for and defend the interests of the District. Public input on the quality of education and college operations is facilitated through open session comments at Board meetings, and through the Board's consistent adherence to open meeting laws and principles. The LACCD service area is extremely dense and politically diverse, and members of the public advocate strongly for their respective interests. Regardless, through the years, the Board of Trustees has remained focused on its role as an independent policy-making body and diligently supports the interests of the colleges and District in the face of external pressure.

[Fulfills Eligibility Requirement 7]

IV.C.5 The governing board establishes policies consistent with the district mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

The Board sets and updates policies consistent with the District's mission, and monitors their implementation to ensure the quality, integrity, and improvement of student learning programs and services. Recent Board actions include revising and strengthening rules governing academic probation and disqualification (BR 8200); graduation, General Education and IGETC/CSU requirements (BR 6200); and academic standards, grading and grade symbols (BR 6700). Active

faculty participation through the District Academic Senate provides the Board with professional expertise in the area of academic quality.

Educational Quality, Integrity and Improvement

The Board's policies regarding educational programs and academic standards help ensure that the mission of the Los Angeles Community College District is realized in providing "...our students [with] an excellent education that prepares them to transfer to four-year institutions, successfully complete workforce development programs designed to meet local and statewide needs, and pursue opportunities for lifelong learning and civic engagement." ([IV.C.5-1 Board Rule 2300-2303.16 and 2305](#)); ([IV.C.5-2 Board Rule 1200](#))

Chapter VI of LACCD Board Rules (Instruction, Articles I-VIII), establishes academic standards, sets policies for graduation, curriculum development and approval, and sets criteria for program review, viability, and termination. Regulations governing educational programs are implemented as detailed in Section IV of LACCD Administrative Regulations ("E-Regs") (see Standard IV.C.1). ([IV.C.5-3 BR Ch. VI, Articles I-VIII Instruction](#))

The Board's Institutional Effectiveness and Student Success (IESS) Committee "...fulfills an advisory, monitoring and coordinating role regarding accreditation, planning, student success and curriculum matters. The committee's responsibilities include the coordination of accreditation activities, oversight of District wide planning processes and all issues affecting student success, academic policies and programmatic changes. Its specific charge is to: 1) Review and approve a coordinated timeline for institutional effectiveness and accreditation planning processes throughout the District; 2) Review and provide feedback on indicators of institutional effectiveness so that common elements, themes, and terms can be identified, reviewed and agreed upon; 3) Monitor college compliance with the Standards of Accreditation of the Association of Community Colleges and Junior Colleges; 4) Monitor existing planning and evaluation practices relative to student completion initiatives; and 5) Facilitate the review, update and revision of the long-range strategic plan and goals every five years; and 6) Discuss potential new or revised curricular programs and services within the District, and encourage the development of new programs and services as may be appropriate." ([IV.C.5-4 Board Rule 2605.11](#))

The IESS Committee reviews, provides feedback on, and approves reports containing institutional effectiveness and student success indicators. For example, this Committee reviews colleges' Student Equity Plans, Strategic Plans, and mission statements. Board members are actively engaged in asking for clarification on college reports, presentations, and plans to better their understanding and support of the colleges (see Standard IV.C.8). ([IV.C.5-5 BR 2314](#))

Ensuring Resources

The Board ensures colleges have the necessary resources to deliver quality student learning programs and services. Board support is evidenced in budget policies, the budget development calendar, and the tentative and final budgets, which are reviewed and approved after substantial discussion. Allocation formulas are implemented to ensure appropriate distribution of funds are made that are consistent with the District's and colleges' mission to support the integrity, quality and improvement of student learning programs and services (see Standard III.D.11). ([IV.C.5-6](#))

[Board Rule 2306 and 7600-7606](#)); ([IV.C.5-7 LACCD Budget Development Calendar](#)); ([IV.C.5-8 2015-2016 Final Budget](#)); ([IV.C.5-9 District Allocation Mechanism amendment, 6/3/12](#))

The Board's Legislative and Public Affairs Committee monitors legislative initiatives and pending legislation which may affect the District, and advocates for policies which will have a positive impact. The Chancellor and Board members meet regularly with state lawmakers and educational leaders to promote legislation and other initiatives intended to improve student access and secure funding for community colleges and specific programs. ([IV.C.5-10 LPA minutes 2014-2015](#))

Financial Integrity and Stability

The Board is responsible for the financial integrity and stability of the District. The Budget and Finance Committee (BFC) is a standing committee of the Board whose charge is to review and recommend action on fiscal matters prior to full Board approval. As articulated in Chapter II, Article IV, 2605.11.c, the Committee recommends action on the tentative and full budget; general, internal and financial audits; quarterly financial reports, and bond financing (see Standard III.D.5). ([IV.C.5-4 BR 2605.11](#))

The BFC monitors the financial stability of each college and reviews annual District financial reports as required by Board Rule 7608. The Committee critically reviews and approves monthly enrollment and FTES reports which involve members asking college presidents to elaborate on fiscal fluctuations and enrollment trends. The Committee also sets annual goals that are consistent with their role and mission to maintain financial stability for the District. ([IV.C.5-11 Board Rule 7608](#)); ([IV.C.5-12 BFC minutes 11/5/14, 3/11/15 and 5/13/15](#)); ([IV.C.5-13 BFC agendas 2014-15](#))

Board policy mandates a 10 percent District reserve. Use of contingency reserves is only authorized upon recommendation of the Chancellor, the Chief Financial Officer (CFO) and the District Budget Committee, and requires a super-majority vote by the full Board. ([IV.C.5-14 2015-2016 Final Budget, Appendix F, Reserve policy, p. 3](#)); ([IV.C.5-15 BOT Agendas approval of contingency reserves, 7/9/14 and 8/5/15](#))

The Board approved Fiscal Accountability policies in October 2013. These policies hold each college, and college president, responsible for maintaining fiscal stability. Board members evaluate and authorize college's requests for financial assistance for fiscal sustainability. ([IV.C.5-16 BOT agenda BF2, 10/9/13](#)); ([IV.C.5-17 BFC minutes 6/11/14, 2/11/15 and 9/6/15 and BOT agenda, 8/5/15 regarding college financial requests](#))

The Board's Facilities Master Planning and Oversight Committee (FMPOC) oversees the Bond Construction Program. Based on recommendations made in 2012 by both an independent review panel and the ACCJC, the Board embarked on a wide range of activities to strengthen fiscal control of the Program. These actions were subsequently determined by the Commission to have resolved the issues identified in its February 7, 2014 letter to the District. ([IV.C.5-18 ACCJC letter, 2/7/14](#))

Legal Matters

The Board is apprised of, and assumes responsibility for, all legal matters associated with the operation of the nine campuses and the Educational Services Center. The Board closely monitors legal issues that arise in the District, reviewing them in closed session, and approving decisions during open session as required by law. The District's Office of General Counsel provides legal counsel to the Board and ensures the District is in compliance with local, state, and federal regulations. ([IV.C.5-19 BOT closed session agendas on legal issues](#)); ([IV.C.5-20 Board Rule 4001](#))

Analysis and Evaluation

The standing policies and practice of the Board of Trustees demonstrates that they assume the ultimate responsibility for policies and decisions affecting educational quality, legal matters, and financial integrity and stability of the Los Angeles Community College District. The Board holds college presidents and the Chancellor, publicly accountable for meeting quality assurance standards associated with their educational and strategic planning efforts.

IV.C.6 The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

Chapter VI of LACCD Board Rules delineates all structural and operational matters pertaining to the Board of Trustees. Board rules are published electronically on the District website. The Office of General Counsel also maintains, and makes available to the public, paper (hard) copies of all Board rules and administrative regulations. Board rules are routinely reviewed and updated.

Board membership, elections, mandatory orientation and annual retreats, and duties and responsibilities of the governing board are defined in Chapter II of the LACCD Board Rules. ([IV.C.6-1 Screenshot of Board Rules online](#)); ([IV.C.6-2 BR 2100-2902](#)); ([IV.C.6-3 BR 21000-21010](#))

- Article I – Membership – includes membership, elections, term of office, procedure to fill vacancies, orientation, compensation and absence of both Board members and the Student Trustee.
- Article II – Officers – delineates the office of president, vice president, president pro tem, and secretary of the Board.
- Article III – Duties of the Board of Trustees - includes powers, values, expectation of ethical conduct and sanctions for failure to adhere thereby; governance, self-evaluation, disposition of District budget, calendar, monuments and donations; acceptance of funds; equity plans, and conferral of degrees.
- Article IV – Meetings – Regular, closed session and annual meetings; order of business, votes, agendas and public inquiries; number of votes required by type of action, and processes to change or suspend Board rules.
- Article V – Communications to the Board – written and oral communications; public agenda speakers; expectations of behavior at Board meetings and sanctions for violation thereof;
- Article VI – Committees of the Board of Trustees – delineates standing, ad hoc, citizens advisory and student affairs committees.

- Article VII – Use of Flags - provisions thereof.
- Article VIII – Naming of College Facilities – provisions to name or re-name new or existing facilities.
- Article IX – General Provisions – including travel on Board business; job candidate travel expenses, and approval of Board rules and administrative regulations.
- Article X – Student Trustee Election Procedures – including qualifications, term of office, election, replacement and other authorizations.

Analysis and Evaluation

The Board publishes bylaws and policies which are publically available, both electronically and on paper. These policies are routinely reviewed and updated by the Office of General Counsel under the supervision of the Chancellor and the Board. The District meets this Standard.

IV.C.7 The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

In accordance with Board Rules, the Board meets regularly during the academic year. Closed sessions, special, emergency, and annual meetings are held in accordance with related Education and Governance Codes. ([IV.C.7-1 BR 2400-2400.13](#)); ([IV.C.7-2 BR 2402-2404](#))

As stipulated by Board rule, the Board conducts an annual orientation and training for new members; an annual self-assessment and goal-setting retreat, and an annual review of the Chancellor. Board goals are reviewed and updated annually during the Board’s annual retreat. ([IV.C.7-3 BOT agendas, 6/13/15 and 6/18/15](#))

The Board of Trustees is responsible for the adoption, amendment or repeal of Board rules in accordance with Board Rule 2418. The process for adoption, or revision, of Board rules and the administrative regulations which support them is outlined in Chancellor’s Directive 70. As the Board’s designee, the Chancellor issues Administrative Regulations. The District adopts other procedures, such as its Business Procedures Manual and Chancellor’s Directives, to establish consistent and effective standards. ([IV.C.7-4 Chancellor’s Directive 70](#)); ([IV.C.7-5 BR 2418](#))

The Chancellor, as the Board’s designee, assigns rules and regulations by subject area to members of his/her executive team for the triennial review. Administrative regulations stipulate the process for the cyclical review of all policies and regulations. Regulations are coded by a letter prefix which corresponds to the administrative area and “business owner,” e.g. Educational Regulations (“E-Regs”) and Student Regulations (“S-Regs”) are under the purview of the Educational Programs and Institutional Effectiveness division. ([IV.C.7-6 Administrative Regulation C-12](#)); ([IV.C.7-7 Board Rule Review Schedule 2015](#)); ([IV.C.7-8 Admin Regs Review Schedule 2015](#))

Under the guidance of the Chancellor, the Office of General Counsel conducts periodic reviews of Board Rules and Administrative Regulations and maintains master review records. The OGC monitors changes to Title 5 as well as State and federal law, and proposes revisions as needed.

Changes to Administrative Regulations are prepared by the “business owner,” then consulted per Chancellor’s Directive 70. Formal documentation of the revision is submitted to OGC and subsequently posted on the District website. ([IV.C.7-9 Admin Reg Rev Form Template](#)); ([IV.C.7-10 E-97 review and comment](#))

During the 2014-15 academic year, the Educational Programs and Institutional Effectiveness (EPIE) division reviewed and updated twenty-eight Educational Services regulations. ([IV.C.7-11 Admin Regs Review Schedule 2015](#)); ([IV.C.7-12 E-110 Confirmed Review, 4/22/15](#))

Designated ESC administrative areas bring proposed Board Rule revisions for review and comment to key District-level councils, committees and stakeholders prior to being noticed on the Board agenda. Board members themselves, or individuals who were not part of the consultation process, have the opportunity to comment or request more information before the rule is finalized. Approved changes are posted on the District website. ([IV.C.7-13 BR 6700 consultation memo and BOT Agenda notice, 5/5/15](#))

Analysis and Evaluation

The Board of Trustees is aware of, and operates in a manner consistent with, its policies and bylaws. The Board is actively engaged in regularly assessing and revising its policies and bylaws for their effectiveness in fulfilling the colleges’ and District’s mission and commitment to educational quality, institutional effectiveness, and student success.

Trustees act in accordance with established policies. Board meeting minutes and agendas provide clear evidence of the Board acting in a manner consistent with policies and bylaws. Board rules and administrative regulations are subject to regular review and revision by both District administrative staff and the Office of General Counsel, and are fully vetted through the consultation process. The District recently subscribed to the Community College League of California’s (CCLC) Board Policy and Administrative Procedure Service. The receipt of CCLC notifications on State regulation and policy changes will further strengthen the District’s regular update of Board policies and procedures.

IV.C.8 To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

At set intervals throughout the year, the Board of Trustees reviews, discusses and accepts reports which address the quality of student learning and achievement. The primary, but by no means only, mechanism for such inquiry is the Board’s Institutional Effectiveness and Student Success Committee (IESS).

The Institutional Effectiveness and Student Success Committee “fulfills an advisory, monitoring and coordinating role regarding accreditation, planning, student success and curriculum matters” and fulfills its charge to “review and provide feedback on indicators of institutional effectiveness so that common elements, themes, and terms can be identified, reviewed and agreed upon.” Committee reports are received on behalf of the full Board, and the Committee has the

authority to request revisions or further information before recommending items to the entire Board for approval. ([IV.C.8-1 BR 2605.11](#))

The Board reviews and approves colleges' academic quality and institutional plans annually. The Board also participates in an annual review and analysis of the State's Student Success Scorecard, which reports major indicators of student achievement. It reviews and approves colleges' Educational and Strategic Master Plans every five years or sooner if requested by the college. At its recent retreat, the Board reviewed national and District student completion data for the past six years. The Board discussed factors that may contribute to low completion rates and possible goals focusing on improving students' completion rates across the District. ([IV.C.8-2 IESS minutes and PPT 6/24/15](#)); ([IV.C.8-3 IESS agenda 12/17/14](#)); ([IV.C.8-4 IESS minutes 11/19/14](#)); ([IV.C.8-5 IESS minutes 9/17/14](#)); ([IV.C.8-6 IESS Min 1/29/14](#)); ([IV.C.8-7 IESS minutes 12/4/13](#)); ([IV.C.8-8 IESS minutes 11/20/13](#)); ([IV.C.8-9 BOT agenda and PPT 9/2/15](#)); ([IV.C.8-10 BOT agenda and DAS Board meeting notes 8/19/15](#)); ([IV.C.8-11 BOT agenda and PPT 5/13/15](#)); ([IV.C.8-12 BOT agenda 4/15/15](#)); ([IV.C.8-13 BOT agenda 3/11/15](#)); ([IV.C.8-14 BOT agenda 1/28/15](#)); ([IV.C.8-15 BOT minutes 8/20/14](#)); ([IV.C.8-16 BOT agenda, CH1, 2/26/14](#))

The Board has taken a special interest in the performance of underprepared students. In June 2014, the Institutional Effectiveness and Student Success Committee (IESS) requested a presentation on the success rates and challenges faced by underprepared students districtwide. In addition, the Board was updated on the number of basic skills offerings relative to the number of underprepared students by college. In response, the Board urged that more basic skills sections be offered to support the success of these students. ([IV.C.8-17 IESS Agenda and Underprepared Students PPT, 6/11/14](#))

The Board annually reviews student awards and transfers to four-year colleges and universities. ([IV.C.8-18 IESS agenda 1/29/14](#)); ([IV.C.8-19 IESS agenda and minutes 3/26/14](#)); ([IV.C.8-20 District certificate report and degree reports, 3/26/14](#)); ([IV.C.8-21 Certificates Attached to Degrees, Summary by College, 4/29/14](#))

The Board reviews students' perspectives on learning outcomes and key indicators of student learning as a part of the District's biennial Student Survey. The Survey provides an opportunity for students to share their educational experiences and provide feedback to colleges and the District. ([IV.C.8-22 2014 Student Survey Question 25 and results](#)); ([IV.C.8-23 IESS minutes & student survey PPT, 5/27/15](#))

In spring 2015, the Board reviewed and approved college and District-level goals for four State-mandated Institutional Effectiveness Partnership Initiative (IEPI) indicator standards on successful course completion, accreditation status, fund balances, and audit status. ([IV.C.8-24 BOT agenda and PPT, 6/10/15](#))

During the approval process, accreditation reports are reviewed, especially with regard to college plans for improvement of student learning outcomes. ([IV.C.8-25 BOT minutes 3/28/13](#)); ([IV.C.8-26 IESS 9/25/13](#)); ([IV.C.8-13 BOT agenda, 3/11/15](#))

Analysis and Evaluation

The Board is regularly informed of key indicators of student learning and achievement, both as a whole and through its Institutional Effectiveness and Student Success Committee. Board agendas and minutes provide evidence of regular review, discussion and input regarding student success and plans for improving academic quality.

The Board's level of engagement, along with knowledge about student learning and achievement, has continued to grow over the years. Board members ask insightful questions and expect honest and thorough responses from the colleges. The Board sets clear expectations for improvement of student learning outcomes.

IV.C.9 The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

The District has a clear process for orienting Board members, which includes an overview of District operations, a review of ethical rules and responsibilities, a briefing on compliance with the Ralph M. Brown and Fair Political Practices acts, a review of the roles of auxiliary organizations and employee organizations, and a discussion about preparing for, and conduct during, Board meetings. The Chancellor, in consultation with the president of the Board, facilitates an annual Board retreat, and schedules regular educational presentations to the Board throughout the year.

Board Development

The Board has had a formal orientation policy since 2007. There are also long-standing procedures for the orientation of the Student Trustee. All new Board members are oriented before taking office. Most recently, orientation sessions for new members who began their terms on July 1, 2015 were conducted in June 2015. ([IV.C.9-1 Board Rule 2105](#)); ([IV.C.9-2 Student Trustee Orientation procedures](#))

Board member orientation also includes an overview of the functions and responsibilities of divisions in the District office. Presentations on accreditation, conflict of interest policy, and California public meeting requirements (Brown Act) are also included in the orientation. ([IV.C.9-3 BOT agenda and orientation packet, 6/4/15](#)); ([IV.C.9-4 BOT agenda and orientation packet 6/18/15](#))

A comprehensive and ongoing Board development program was implemented in 2010. Topics include Trustee roles and responsibilities; policy setting; ethical conduct; accreditation, and developing Board goals and objectives. ([IV.C.9-5 BOT Agenda, minutes & handouts, 1/20/10](#)); ([IV.C.9-6 BOT Agenda, minutes & handouts 12/10/10-12/11/10](#)); ([IV.C.9-7 BOT Agenda, minutes & handouts, 8/25/11-8/26/11](#)); ([IV.C.9-8 BOT Agenda, minutes & handouts, 4/19/12](#)); ([IV.C.9-9 BOT Agenda and minutes, 9/24/12](#)); ([IV.C.9-10 BOT Agenda and minutes, 11/13/12](#)); ([IV.C.9-11 BOT minutes & Action Improvement Plan, 3/19/13](#)); ([IV.C.9-12 BOT minutes & handouts, 10/22/13](#)); ([IV.C.9-13 BOT Agenda, minutes & handouts, 8/23/14](#)); ([IV.C.9-14 BOT Agenda, minutes & handouts, 12/10/14](#))

In affirmation of their commitment to principles developed during their retreats, the Board revised their Rules to include a statement that Board members should work with the Chancellor to obtain information from staff, and avoid involvement in operational matters. Board rules were further revised to facilitate member training, conference attendance, and educational development. ([IV.C.9-15 Board Rule 2300.10-2300.11](#))

Trustees are encouraged to expand their knowledge of community college issues, operations, and interests by participating in Community College League of California (CCLC) statewide meetings and other relevant conferences. Trustees also complete the online ACCJC Accreditation Basics training, with new Trustees completing this training within three months after taking office (see Standard IV.C.11). ([IV.C.9-16 BOT agenda and minutes, 11/19/14 and 5/13/15](#)); ([IV.C.9-17 ACCJC training certificates from 2012](#))

Continuity of Board Membership

Board Rule Chapter II, Article 1, Section 2103 specifies the process the Board will follow in filling a vacancy which occurs between elections. The procedure ensures continuity of Board membership, as demonstrated. The Board followed the process when it appointed Angela Reddock (2007) to complete Trustee Waxman's term, who resigned to accept a position outside of the District. The Board again followed this process when it appointed Miguel Santiago (2008) to fill the unexpired term of Trustee Warren Furutani, who was elected to another office. More recently, when Trustee Santiago was elected to the State Assembly, the Board determined not to fill his unexpired term, as the length of time between his departure (December 2014) and the next election (March 2015) was allowed by law. The Board subsequently voted to appoint the individual elected to fill the vacant seat, Mike Fong, for the period remaining in the unexpired term (March 2015 to June 2015). ([IV.C.9-18 Board Rule 2103](#)); ([IV.C.9-19 BOT minutes 4/11/07](#)); ([IV.C.9-20 BOT Agenda 3/11/15](#))

Trustee elections are held on a staggered basis, with members serving four-year terms. An election is held every two years to fill either three or four seats. Three new Board members were elected in March 2015 with terms beginning July 1, 2015. A district-wide student election is held annually to select a student member, who has an advisory vote, in accordance with Board Rule Chapter II Article X. ([IV.C.9-21 BR 2102](#)); ([IV.C.9-22 BR 21000](#))

Analysis and Evaluation

The Board has a robust and consistent program of orientation as well as ongoing development and self-evaluation. Board members have demonstrated a commitment to fulfilling their policy and oversight role, and a responsibility for ensuring educational quality. The Board had followed policy in ensuring continuity of Board membership when vacancies have occurred. The staggering of Board elections has provided consistency in recent years and incumbents are frequently re-elected to their positions, providing continuity of governance.

IV.C.10 Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

In 2007 the Board adopted Board Rule 2301.10, which requires the Board to assess its performance the preceding year, and establish annual goals, and report the results during a public session. Since then, the Board has regularly conducted an annual self-evaluation of its effectiveness in promoting and sustaining academic quality and institutional effectiveness, as well as setting goals which are in alignment with the District Strategic Plan. ([IV.C.10-1 BR 2301.10](#))

The Board has regularly sought specialized expertise in conducting their self-evaluation. For the past two years, the Board contracted with Dr. Jose Leyba to assist in ensuring a comprehensive and consistent self-evaluation process, in alignment with ACCJC standards. ([IV.C.10-2 Jose Leyba bio](#))

In May 2015, the Board conducted a leadership and planning session where they reviewed their plans for self-evaluation, along with ACCJC standards on Board leadership and governance, their previous (2014) self-assessment, and their proposed 2015 self-assessment instrument. ([IV.C.10-3 BOT Agenda and minutes, 5/13/15](#)); ([IV.C.10-4 BOT Self-Evaluation 2015 Plan of Action, 5/13/15](#))

Also in May 2015, Board members completed individual interviews with the consultant, where they candidly assessed the Board's effectiveness. The Board's interview questions were adapted from the Community College League of California's publication, "Assessing Board Effectiveness." ([IV.C.10-5 2015 Self-Assessment Tool](#))

The Board conducted a facilitated self-evaluation at their June 2015 meeting. Topics included a summary of the Board's individual interviews, along with a self-assessment of their internal practices and effectiveness in promoting academic quality and institutional effectiveness. The Board also reviewed their progress in light of their 2014-2015 priorities and attainment of their 2013-2014 goals. Their individual self-assessments, group assessment, and data informed their plans for Board improvement and strategic initiatives and goals for 2015-2016 which included a focus on academic quality and institutional effectiveness. ([IV.C.10-6 BOT agenda and minutes, handouts & PPT, 6/13/15](#))

The Board conducted a similar self-evaluation process with Dr. Leyba in 2014. Members evaluated their participation in Board training, their role in accreditation, adherence to their policy-making role, and received training on accreditation process and delegation of policy implementation to the CEO/Chancellor. The Board has used qualified consultants in prior years to facilitate their self-evaluation, ensuring that they meet the requirements of the Board Rule and this standard. ([IV.C.10-7 BOT minutes and handouts, 3/13/14](#)); ([IV.C.10-8 BOT minutes, 2/6/13 and 3/19/13](#)); ([IV.C.10-9 BOT Evaluation Comparison Summary Report 2012-2013, 2/2013](#)); ([IV.C.10-10 BOT Actionable Improvement Plan, 3/19/13](#)); ([IV.C.10-11 BOT minutes and handouts, 2/21/12](#)); ([IV.C.10-12 BOT agenda, minutes and handouts, 1/20/10](#))

Analysis and Evaluation

The Board of Trustees consistently adheres to its self-evaluation policies. Board members routinely assess their practices, performance, and effectiveness in promoting and sustaining

academic quality and institutional effectiveness. The Board's self-evaluation informs their goals, plans and training for the upcoming year.

The Board's self-evaluation process has facilitated a focus on appropriate roles and responsibilities in the policy-making and accreditation activities of the District; and in helping promote and sustain educational quality, institutional effectiveness, and student success. All Board members regularly participate in training, orientation, goal-setting, and self-evaluation activities, which increased their knowledge of appropriate engagement in policy-making and oversight of student success and educational quality outcomes.

The Board and Chancellor are committed to continuously improve the Board's self-evaluation process to ensure the District achieves better outcomes in promoting and sustaining academic quality, institutional effectiveness, and student success.

IV.C.11 The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

Evidence of Meeting the Standard

The Los Angeles Community College District has clear policies and procedures which govern conflict of interest for Board members as well as employees. Board Rule 14000 spells out the Conflict of Interest Code for the District and the Board. Board members receive an initial orientation before taking office, updates throughout the year, and file a yearly conflict of interest statement. ([IV.C.11-1 Board Rule 14000](#))

Board rules articulate a Statement of Ethical Values and Code of Ethical Conduct, along with procedures for sanctioning board members who violate District rules and regulations and State or federal law. ([IV.C.11-2 Board Rule 2300.10 – 2300.11](#))

Trustees receive certificates from the California Fair Political Practices Commission for conflict of interest training they complete every two years. Incoming Trustees are also trained on the District's conflict of interest policy during orientation sessions (see Standard IV.C.9). ([IV.C.11-3 Trustee Ethics Certificates, 2013](#)); ([IV.C.11-4 Trustee Ethics Certificates, 2015](#))

The LACCD's electronic conflict of interest form (California Form 700, Statement of Economic Interests), ensures that there are no conflicts of interest on the Board. The District's General Counsel is the lead entity responsible for ensuring Trustees complete forms as required. Completed conflict of interest forms are available to any member of the public during normal business hours of the Educational Services Center. ([IV.C.11-5 Trustees Form 700](#))

Board members follow the code of ethics and conflict of interest policy by recusing themselves from Board discussion or abstaining from a Board vote where they have a documented conflict. ([IV.C.11-6 BOT minutes, 12/13/14](#))

Analysis and Evaluation

The Board has a clearly articulated code of ethics and processes for sanctioning behavior that violates that code. Board members are required to electronically file conflict of interest forms, which remain on file in the Office of General Counsel. Board members are fully aware of their responsibilities and, to date, there have been no reported instances of violation by any Trustee or any sanctions discussed or imposed. A majority of the Board members have no employment, family ownership, or other personal financial interest in the institution.
[Fulfills Eligibility Requirement 7]

IV.C.12 The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

The Board of Trustees delegates full authority to the Chancellor, who in turn, has responsibility for oversight of District operations and the autonomy to make decisions without interference. Per Board rule, Trustees specifically agree to participate in the development of District policy and strategies, while respecting the delegation of authority to the Chancellor and Presidents to administer the institution. Trustees pledge to avoid involvement in day-to-day operations.

The Board “*authorizes the Chancellor to adopt and implement administrative regulations when he/she finds regulations are necessary to implement existing Board Rules and/or a particular policy is needed which does not require specific Board authorization.*” ([IV.C.12-1 Board Rule 2902](#))

The Board delegates full responsibility to the Chancellor and recognizes “*that the Chancellor is the Trustees’ sole employee; [pledging] to work with the Chancellor in gathering any information from staff directly that is not contained in the public record.*” ([IV.C.12-2 Board Rule 2300.10](#))

The Board’s delegation of full responsibility and authority to the Chancellor to implement and administer Board policies without Board interference is also evident in the Functional Area maps for the Board and for the Chancellor. The Board and Chancellor review their respective Functional Area maps on a regular basis, and update them as needed. ([IV.C.12-3 Board Functional Area map 2015](#)); ([IV.C.12-4 Chancellor Functional Area map 2015](#))

To avoid any perception of interference, Board member inquiries are referred to the Chancellor and his designees for response. The Board office documents information requests in a memo to the Deputy Chancellor’s Office, which in turn, enters it into a tracking system. Responses are then provided to all Trustees via the Board letter packet sent one week prior to each Board meeting. ([IV.C.12-5 BOT Info Request Tracking Document](#)); ([IV.C.12-6 Board letter packet 5/27/15](#))

In accordance with Chancellor's Directive 122, the Board holds the Chancellor accountable for District operations through his/her job description, performance goals, and annual evaluation (see Standard IV.C.3). The Board works with the Chancellor in setting annual performance goals guided by his/her job description and the District Strategic Plan. Chancellor evaluations have been conducted in accordance with District policies. [See Standard IV.C.3]. ([IV.C.12-7 Chancellor Job Description, May 2013](#)); ([IV.C.12-8 Chancellor's Directive 122](#)); ([IV.C.12-9 BOT closed agendas Chancellor Evaluations 11/2014-6/2015](#))

Analysis and Evaluation

In 2012, the ACCJC recommended that Trustees improve their understanding of their policy role and the importance of following official channels of communication through the Chancellor. The Board then commenced a series of trainings (see Standard IV.C.9). In Spring 2013, after a follow-up visit to three LACCD colleges, the visiting team found the District to have fully addressed the recommendation, stating "...the Board of Trustees has provided clear evidence to show its commitment to ensuring that Board members understand their role as policy makers [and]...the importance of using official channels of communication through the Chancellor or assigned designee." ([IV.C.12-10 Spring 2013 Evaluation Team Report and June 2013 ACCJC letter](#))

The Chancellor and his executive team continue to support the training and focus of the Board on its policy-making role. The Board adheres to existing policies when evaluating the performance of the Chancellor and appropriately holds him, as their sole employee, accountable for all District operations. These practices have effectively empowered the Chancellor to manage the operations of the District and provide a structure by which the Board holds the Chancellor accountable.

IV.C.13 The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

The LACCD Board of Trustees has a strong, and ongoing, focus on accreditation. All Board members are made aware of Eligibility Requirements and accreditation Standards, processes, and requirements. The Board takes an active role in reviewing colleges' accreditation reports and policy-making to support colleges' efforts to improve and excel.

Evidence of Meeting the Standard

To ensure that Board members are knowledgeable about the Eligibility Requirements, Commission policies, and all aspects of accreditation, Trustees receive annual training on accreditation, which includes a review of the ACCJC publication [Guide to Accreditation for Governing Boards](#), their role and responsibilities therein, and presentation on the accreditation status for each of the nine colleges. All Board members complete the ACCJC's online [Accreditation Basics](#) training within three months of entering office (see Standard IV.C.9). ([IV.C.13-1 BOT Accreditation Training Minutes, 11/3/12](#)); ([IV.C.13-2 BOT Accreditation Training Minutes, 10/22/13](#)); ([IV.C.13-3 BOT Accreditation Training Minutes, 12/10/14](#))

The Board has had a consistent focus on accreditation. The Board supports through policy the colleges' efforts to improve and excel. The Board created an Ad Hoc Committee on Accreditation in December 2013 in acknowledgement of the Board's goal to have all colleges gain full reaffirmation of accreditation. ([IV.C.13-5 BOT minutes, 12/11/13, p. 4](#))

In order to engage and support faculty, staff and students at colleges undergoing accreditation, the Ad Hoc Committee on Accreditation visited Mission, Valley and Southwest colleges to meet with their accreditation teams and campus leadership to review and discuss their accreditation status and reporting activities in early 2014. In fall 2014, the duties of the Ad Hoc Committee were formally incorporated into the charge of the Board's Institutional Effectiveness and Student Success (IESS) Committee. ([IV.C.13-6 Accreditation Ad Hoc Committee agendas 2014](#))

During the 2014-2015 academic year, the IESS Committee held special committee meetings at the four colleges that were preparing Follow-Up or Midterm Reports. The IESS committee met with each college's accreditation team, received a formal presentation on their accreditation report, and discussed accreditation-related issues. This committee has decided to utilize this same process for their review and approval of all colleges' Self-Evaluation reports in the fall 2015 semester. ([IV.C.13-7 IESS Minutes, 12/9/14](#); [IESS Minutes, 12/11/14](#); [IESS minutes, 2/2/15](#))

The Board's focus on accreditation is evident as it is a standing agenda item for the IESS Committee. Formal presentations and updates on colleges' accreditation status and accreditation activities at the District level have been made regularly. In addition to monthly District-level updates, the Committee reviews and approves all college accreditation reports. ([IV.C.13-8 IESS committee agendas for 2013-2015](#)); ([IV.C.13-9 IESS Accreditation Update PPT, 11/19/14](#)); ([IV.C.13-10 IESS Accreditation Recap PPT, 2/25/15](#)); ([IV.C.13-11 IESS Accreditation Update PPT, 3/25/15](#)); ([IV.C.13-12 IESS Accreditation Update PPT, 4/29/15](#)); ([IV.C.13-13 IESS Accreditation Update PPT, 6/24/15](#)); ([IV.C.13-14 IESS committee minutes for 2014-2015](#))

In 2013 and 2014, the Board committed funding to support the colleges and the Educational Services Center (ESC) in their accreditation activities. These funds are dedicated to fund faculty accreditation coordinators, provide college-wide training, and offer technical support to help each college strengthen its accreditation infrastructure. ([IV.C.13-15 IESS Minutes 8/21/13](#)); ([IV.C.13-16 BOT minutes, 6/11/14](#))

Each year the Board devotes one meeting to an accreditation update under the direction of the Committee of the Whole (COW). In April 2015, the Committee received an update on district-wide accreditation activities and benchmarks achieved over the past year. Additionally, the EPIE division gave an accreditation update to the Board in January 2015. ([IV.C.13-17 COW PPT, 4/29/15](#)); ([IV.C.13-18 BOT Minutes, 8/22/12](#)); ([IV.C.13-19 BOT Accreditation Update, 1/28/15](#))

In addition to its IESS committee, the Board reviews and approves all accreditation reports. ([IV.C.13-20 BOT Agendas, 3/12/14, 2/11/15 and 3/11/15](#))

The Board participates in the evaluation of its roles and functions in the accreditation process during its annual self-evaluation (see Standard IV.C.10). This includes their review and approval

of their updated Functional Area map and evaluation of their adherence to the stated roles and responsibilities. ([IV.C.13-21 BOT Functional Area map, 9/17/15](#))

Analysis and Evaluation

Through active oversight by the Institutional Effectiveness and Student Success Committee, Board members have become more engaged in and aware of the accreditation process. Board members receive regular trainings and presentations on accreditation. The Board of Trustees reviews and approves all accreditation reports prior to their submission to the ACCJC. Decisions and discussion of policy frequently reference their impact in helping the colleges meet accreditation standards.

EVIDENCE FOR STANDARD IV.C

[IV.C.1-1 BR 2100](#)

[IV.C.1-2 BR 2300-2303](#)

[IV.C.1-3 Chancellor Directives, 8/3/15](#)

[IV.C.1-4 Administrative Regulations, 8/3/15](#)

[IV.C.1-5 BR 2305-2315](#)

[IV.C.1-7 BR 2604-2607.15](#)

[IV.C.1-8 BOT agenda & minutes for 2/9/11](#)

[IV.C.1-9 BOT agenda & minutes for 3/7/12](#)

[IV.C.1-10 BOT agenda & minutes for 4/3/13](#)

[IV.C.1-11 BOT agenda & minutes for 4/23/14](#)

[IV.C.1-12 BOT agenda & minutes for 1/14/15](#)

[IV.C.1-13 BOT agenda & minutes for 11/2/11](#)

[IV.C.1-14 BOT agenda & minutes for 11/7/12](#)

[IV.C.1-15 BOT agenda & minutes for 11/6/13](#)

[IV.C.1-16 BOT agenda & minutes for 5/14/14](#)

[IV.C.1-17 BOT agenda & minutes for 4/15/15](#)

[IV.C.2-1 Board Rule 2300.10](#)

[IV.C.2-2 BOT Minutes Consent Items Discussions, 2012-2015](#)

[IV.C.3-1 HR R-110](#)

[IV.C.3-2 BOT Agenda, BT6, Chancellor search, 5/1/13](#)

[IV.C.3-3 Chancellor Profile Development Announcement, 5/9/13](#)

[IV.C.3-4 Chancellor Job Description, May 2013](#)

[IV.C.3-5 Chancellor Selection Timeline, May 2013](#)

[IV.C.3-6 Chancellor Search Announcement, 5/1/2103](#)

[IV.C.3-7 Closed Board session agendas 2013-2014](#)

[IV.C.3-8 LA Times article, 3/13/14](#)

[IV.C.3-9 Chancellor's Directive 122](#)

[IV.C.3-10 Chancellor evaluation data collection form](#)

[IV.C.3-11 Blank Chancellor evaluation form](#)

[IV.C.3-12 BOT Chancellor evaluation closed session agendas 11/2014-6/2015](#)

[IV.C.3-13 BR 10308](#)

[IV.C.3-14 HRD1 Board resolution, 6/25/14](#)

[IV.C.3-15 HRD1 Board resolution, 6/25/15](#)

[IV.C.3-16 BOT closed agendas 5/2010-6/2015](#)

[IV.C.3-17 Performance evaluation process for college presidents](#)

[IV.C.3-18 Closed Board meeting agendas on presidential evaluations 8/2010-6/2014](#)

[IV.C.4-1 Board Rule 2101-2102](#)

[IV.C.4-2 Board Rule 21001.13](#)

[IV.C.4-3 Board Rule 2300](#)

[IV.C.4-4 Board Rule 1200-1201](#)

[IV.C.4-5 Board Rule 2605.11](#)

[IV.C.4-6 BOT Ad Hoc Committees, 8/4/15](#)

[IV.C.4-7 Board letters, 2013-2015](#)

[IV.C.4-8 BOT minutes, public agenda speakers, 2015](#)

[IV.C.4-9 BOT minutes, educational quality speakers 2015](#)

[IV.C.4-10 Screenshot of Public Inquiry Email to Board President](#)

[IV.C.4-11 Board Rule 3002-3003.30](#)

[IV.C.4-12 BOT minutes, VKC and Farm, 10/15/11 and 4/29/15](#)

[IV.C.4-13 Legislative and Public Affairs Committee agenda, Board Legislative Priorities for 2015, 11/19/14](#)

[IV.C.4-14 BOT agendas, Legislative advocacy, 2015](#)

[IV.C.4-15 BOT minutes, 2015-16 Federal Legislative Priorities, 8/19/15](#)

[IV.C.5-1 Board Rule 2300-2303.16 and 2305](#)

[IV.C.5-2 Board Rule 1200](#)

[IV.C.5-3 BR Ch. VI, Articles I-VIII Instruction](#)

[IV.C.5-4 Board Rule 2605.11](#)

[IV.C.5-5 BR 2314](#)

[IV.C.5-6 Board Rule 2306 and 7600-7606](#)

[IV.C.5-7 LACCD Budget Development Calendar](#)

[IV.C.5-8 2015-2016 Final Budget](#)

[IV.C.5-9 District Allocation Mechanism amendment, 6/3/12](#)

[IV.C.5-10 LPA minutes 2014-2015](#)

[IV.C.5-11 Board Rule 7608](#)

[IV.C.5-12 BFC minutes 11/5/14, 3/11/15 and 5/13/15](#)

[IV.C.5-13 BFC agendas 2014-15](#)

[IV.C.5-14 2015-2016 Final Budget, Appendix F, Reserve policy, p. 3](#)

[IV.C.5-15 BOT Agendas approval of contingency reserves, 7/9/14 and 8/5/15](#)

[IV.C.5-16 BOT agenda BF2, 10/9/13](#)

[IV.C.5-17 BFC minutes 6/11/14, 2/11/15 and 9/6/15 and BOT agenda, 8/5/15 regarding college financial requests](#)

[IV.C.5-18 ACCJC letter, 2/7/14](#)

[IV.C.5-19 BOT closed session agendas on legal issues](#)

[IV.C.5-20 Board Rule 4001](#)

[IV.C.6-1 Screenshot of Board Rules online](#)

[IV.C.6-2 BR 2100-2902](#)

[IV.C.6-3 BR 21000-21010](#)

[IV.C.7-1 BR 2400-2400.13](#)

[IV.C.7-2 BR 2402-2404](#)

[IV.C.7-3 BOT agendas, 6/13/15 and 6/18/15](#)

[IV.C.7-4 Chancellor's Directive 70](#)

[IV.C.7-5 BR 2418](#)

[IV.C.7-6 Administrative Regulation C-12](#)

[IV.C.7-7 Board Rule Review Schedule 2015](#)

[IV.C.7-8 Admin Regs Review Schedule 2015](#)

[IV.C.7-9 Admin Reg Rev Form Template](#)

[IV.C.7-10 E-97 review and comment](#)

[IV.C.7-11 Admin Regs Review Schedule 2015](#)

[IV.C.7-12 E-110 Confirmed Review, 4/22/15](#)

[IV.C.7-13 BR 6700 consultation memo and BOT Agenda notice, 5/5/15](#)

[IV.C.8-1 BR 2605.11](#)

[IV.C.8-2 IESS minutes and PPT 6/24/15](#)

[IV.C.8-3 IESS agenda 12/17/14](#)

[IV.C.8-4 IESS minutes 11/19/14](#)

[IV.C.8-5 IESS minutes 9/17/14](#)

[IV.C.8-6 IESS Min 1/29/14](#)

[IV.C.8-7 IESS minutes 12/4/13](#)

[IV.C.8-8 IESS minutes 11/20/13](#)

[IV.C.8-9 BOT agenda and PPT 9/2/15](#)

[IV.C.8-10 BOT agenda and DAS Board meeting notes 8/19/15](#)

[IV.C.8-11 BOT agenda and PPT 5/13/15](#)

[IV.C.8-12 BOT agenda 4/15/15](#)

[IV.C.8-13 BOT agenda 3/11/15](#)

[IV.C.8-14 BOT agenda 1/28/15](#)

[IV.C.8-15 BOT minutes 8/20/14](#)

[IV.C.8-16 BOT agenda, CH1, 2/26/14](#)

[IV.C.8-17 IESS Agenda and Underprepared Students PPT, 6/11/14](#)

[IV.C.8-18 IESS agenda 1/29/14](#)

[IV.C.8-19 IESS agenda and minutes 3/26/14](#)

[IV.C.8-20 District certificate report and degree reports, 3/26/14](#)

[IV.C.8-21 Certificates Attached to Degrees, Summary by College, 4/29/14](#)

[IV.C.8-22 2014 Student Survey Question 25 and results](#)

[IV.C.8-23 IESS minutes & student survey PPT, 5/27/15](#)

[IV.C.8-24 BOT agenda and PPT, 6/10/15](#)

[IV.C.8-25 BOT minutes 3/28/13](#)

[IV.C.8-26 IESS 9/25/13](#)

[IV.C.9-1 Board Rule 2105](#)

[IV.C.9-2 Student Trustee Orientation procedures](#)

[IV.C.9-3 BOT agenda and orientation packet, 6/4/15](#)

[IV.C.9-4 BOT agenda and orientation packet 6/18/15](#)

[IV.C.9-5 BOT Agenda, minutes & handouts, 1/20/10](#)

[IV.C.9-6 BOT Agenda, minutes & handouts 12/10/10-12/11/10](#)

[IV.C.9-7 BOT Agenda, minutes & handouts, 8/25/11-8/26/11](#)

[IV.C.9-8 BOT Agenda, minutes & handouts, 4/19/12](#)

[IV.C.9-9 BOT Agenda and minutes, 9/24/12](#)

[IV.C.9-10 BOT Agenda and minutes, 11/13/12](#)

[IV.C.9-11 BOT minutes & Action Improvement Plan, 3/19/13](#)

[IV.C.9-12 BOT minutes & handouts, 10/22/13](#)

[IV.C.9-13 BOT Agenda, minutes & handouts, 8/23/14](#)

[IV.C.9-14 BOT Agenda, minutes & handouts, 12/10/14](#)

[IV.C.9-15 Board Rule 2300.10-2300.11](#)

[IV.C.9-16 BOT agenda and minutes, 11/19/14 and 5/13/15](#)

[IV.C.9-17 ACCJC training certificates from 2012](#)

[IV.C.9-18 Board Rule 2103](#)

[IV.C.9-19 BOT minutes 4/11/07](#)

[IV.C.9-20 BOT Agenda 3/11/15](#)[IV.C.9-21 BR 2102](#)

[IV.C.9-22 BR 21000](#)

[IV.C.10-1 BR 2301.10](#)

[IV.C.10-2 Jose Leyba bio](#)

[IV.C.10-3 BOT Agenda and minutes, 5/13/15](#)

[IV.C.10-4 BOT Self-Evaluation 2015 Plan of Action, 5/13/15](#)

[IV.C.10-5 2015 Self-Assessment Tool](#)

[IV.C.10-6 BOT agenda and minutes, handouts & PPT, 6/13/15](#)

[IV.C.10-7 BOT minutes and handouts, 3/13/14](#)

[IV.C.10-8 BOT minutes, 2/6/13 and 3/19/13](#)

[IV.C.10-9 BOT Evaluation Comparison Summary Report 2012-2013, 2/2013](#)

[IV.C.10-10 BOT Actionable Improvement Plan, 3/19/13](#)

[IV.C.10-11 BOT minutes and handouts, 2/21/12](#)

[IV.C.10-12 BOT agenda, minutes and handouts, 1/20/10](#)

[IV.C.11-1 Board Rule 14000](#)

[IV.C.11-2 Board Rule 2300.10 – 2300.11](#)

[IV.C.11-3 Trustee Ethics Certificates, 2013](#)

[IV.C.11-4 Trustee Ethics Certificates, 2015](#)

[IV.C.11-5 Trustees Form 700](#)

[IV.C.11-6 BOT minutes, 12/13/14\)](#)

[IV.C.12-1 Board Rule 2902](#)

[IV.C.12-2 Board Rule 2300.10](#)

[IV.C.12-3 Board Functional Area map 2015](#)

[IV.C.12-4 Chancellor Functional Area map 2015](#)

[IV.C.12-5 BOT Info Request Tracking Document](#)

[IV.C.12-6 Board letter packet 5/27/15](#)

[IV.C.12-7 Chancellor Job Description, May 2013](#)

[IV.C.12-8 Chancellor's Directive 122](#)

[IV.C.12-9 BOT closed agendas Chancellor Evaluations 11/2014-6/2015](#)

[IV.C.12-10 Spring 2013 Evaluation Team Report and June 2013 ACCJC letter](#)

[IV.C.13-1 BOT Accreditation Training Minutes, 11/3/12](#)

[IV.C.13-2 BOT Accreditation Training Minutes, 10/22/13](#)

[IV.C.13-3 BOT Accreditation Training Minutes, 12/10/14](#)

[IV.C.13-5 BOT minutes, 12/11/13, p. 4](#)

[IV.C.13-6 Accreditation Ad Hoc Committee agendas 2014](#)

[IV.C.13-7 IESS Minutes, 12/9/14; IESS Minutes, 12/11/14; IESS minutes, 2/2/15](#)

[IV.C.13-8 IESS committee agendas for 2013-2015](#)

[IV.C.13-9 IESS Accreditation Update PPT, 11/19/14](#)

[IV.C.13-10 IESS Accreditation Recap PPT, 2/25/15](#)

[IV.C.13-11 IESS Accreditation Update PPT, 3/25/15](#)

[IV.C.13-12 IESS Accreditation Update PPT, 4/29/15](#)

[IV.C.13-13 IESS Accreditation Update PPT, 6/24/15\)](#)

[IV.C.13-14 IESS committee minutes for 2014-2015](#)

[IV.C.13-15 IESS Minutes 8/21/13](#)

[IV.C.13-16 BOT minutes, 6/11/14](#)

[IV.C.13-17 COW PPT, 4/29/15](#)

[IV.C.13-18 BOT Minutes, 8/22/12](#)

[IV.C.13-19 BOT Accreditation Update, 1/28/15](#)

[IV.C.13-20 BOT Agendas, 3/12/14, 2/11/15 and 3/11/15](#)

[IV.C.13-21 BOT Functional Area map, 9/17/15](#)

STANDARD IV.D MULTI-COLLEGE DISTRICTS OR SYSTEMS

IV.D.1 In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between colleges and the district/system.

Evidence of Meeting the Standard

CEO Leadership

The Chancellor engages employees from all nine colleges and the Educational Services Center (ESC) to work together towards educational excellence and integrity. Through his leadership and communication, the Chancellor has helped establish clear roles, authority and responsibility between the colleges and the District that support the effective operation of the colleges.

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. He shares his expectations for educational excellence and integrity through his columns in two District quarterly newsletters: Synergy and Accreditation 2016. Both newsletters are disseminated to District employees through email, posted on the District's website and distributed at campus and District meetings. The Chancellor's newsletter columns focus on his vision and expectations for educational excellence and integrity, support for effective college operations, and his expectation for all employees to engage in and support District and college accreditation activities. ([IV.D.1-1 Synergy newsletters 2014-2015](#)); ([IV.D.1-2 District Accreditation newsletters, 2014-2015](#))

The Chancellor exhibits leadership at his regular monthly meetings with both the Chancellor's Cabinet (senior District administrators and college presidents), as well as the Presidents Council, where he communicates his expectations, reviews and discusses roles, authority, and responsibility between colleges and the District, and assures support for the effective operation of the colleges. In general, Cabinet meetings address operational effectiveness and alignment between the District office and the colleges, while the Presidents Council focuses on overall District policy and direction and specific college needs and support. ([IV.D.1-3 Chancellor Cabinet agendas](#)); ([IV.D.1-4 Presidents Council agendas](#))

The Chancellor conducts regular retreats with the Cabinet to facilitate collaboration, foster leadership, and instill team building and mutual support. These retreats also provide the Chancellor with a forum to clearly communicate his expectations of educational excellence and integrity with his executive staff and college presidents. ([IV.D.1-5 Chancellor retreat agendas, 2014](#))

The Chancellor communicates his expectations of educational excellence and integrity during the selection and evaluation process for college presidents. The Chancellor holds presidents to clearly articulated standards for student success, educational excellence, and financial sustainability. He emphasizes educational excellence and integrity in their annual evaluations, goal-setting for the upcoming year, and review of their self-evaluations (see Standard IV.D.4).

The Chancellor assures support for effective operation of the colleges when meeting individually with each college president on a regular basis to discuss progress on their annual goals and any concerns, needs, and opportunities for their individual campus. ([IV.D.1-6 WLAC College President Job Description, 2015](#))

The Chancellor communicates his expectations for educational excellence and integrity with faculty through regular consultation with the 10-member Executive Committee of the District Academic Senate (DAS). Meetings address academic and professional matters, including policy development, student preparation and success, District and college governance structures, and faculty professional development activities. The Chancellor also addresses educational excellence, integrity and support for college operations with faculty, staff and administrators through consistent attendance at Academic Senate's annual summits. ([IV.D.1-7 Agendas from DAS Consultation Meetings with Chancellor, 2014-2015](#)); ([IV.D.1-8 Agendas from DAS Summits](#)); ([IV.D.1-9 DAS Academically Speaking Newsletter, Fall 2015](#))

The Chancellor assures support for the effective operation of the colleges through his annual Budget Recommendations to the District Budget Committee and the Board of Trustees. His most recent actions ensured the distribution of \$57.67M from the State Mandate Reimbursement Fund and alignment of expenditures with the District's Strategic Plan goals. ([IV.D.1-10 DBC Minutes, 7/15/15 & 8/13/14](#)); ([IV.D.1-11 Chancellor Budget Recs, 8/26/15](#))

In instances of presidential vacancies, the Chancellor meets with college faculty and staff leadership to discuss interim president options. Most recently, he met with West Los Angeles College leadership and accepted their recommendation for interim president, prioritizing college stability and support for effective operations in his decision-making process. ([IV.D.1-12 WLAC Press Release announcing interim President, 6/25/15](#))

Clear Roles, Authority and Responsibility

The Los Angeles Community College District participated in the ACCJC's multi-college pilot program in 1999, and has continuously worked since that time to ensure compliance with this standard. In 2009, ACCJC visiting teams agreed that the District made great strides in developing a functional map that delineates college and district roles, and encouraged it to further "...develop and implement methods for the evaluation of role delineation and governance and decision-making structures and processes for the college and the district [as well as] widely communicate the results of the evaluation and use those results as the basis for improvement." In response, the District renewed its dedication to, and focuses on, these activities. ([IV.D.1-13 ELAC Accreditation Evaluation Report, March 23-26, 2009, p. 6-7](#))

In October 2008, the Board of Trustees approved the first District/college Functional Area maps, which clarified the structure of District administrative offices and their relationship to the colleges, aligned District administrative functions with accreditation standards, and specified outcome measures appropriate to each function identified. ([IV.D.1-14 LACCD District/College Functional Area map, 2008](#))

In March 2010, the Board of Trustees approved an initial Governance and Functions Handbook, which expanded upon the previous District/College Functional Area maps to more clearly define

District and college responsibilities and authority along accreditation standards. This was the culmination of a two-year project led by the District Planning Committee (DPC), which engaged faculty, staff, administrators and student leaders in this update. During this process, all administrative units in the Educational Service Center (ESC) updated their earlier functional descriptions and outcomes. Over 50 district-wide committee and council descriptions were also updated to a uniform standard. Functional Area maps were expanded to clarify policy formulation processes, roles and responsibilities of stakeholder groups, and the handbook evaluation process was defined. ([IV.D.1-15 LACCD Governance and Functions Handbook, 2010](#)); ([IV.D.1-16 Committee Description template](#)); ([IV.D.1-17 College governance handbook template](#))

In 2013, the 2010 Governance Handbook underwent an internal review by the Educational Programs and Institutional Effectiveness (EPIE) division to ensure it matched current processes, organizational charts, and personnel. As of August 2015, the Handbook is being updated under the guidance of the District Planning and Accreditation Committee (DPAC) and the EPIE division. ([IV.D.1-18 LACCD Governance and Functions Handbook, 2013](#))

In fall 2014, all ESC administrative units began a new program review process. Each of the eight administrative divisions developed unit plans and updated their unit descriptions and functional maps. Individual unit plans, along with measurable Service Area Outcomes (SAOs), replaced the previous District Office Service Outcomes (DOSOs) performance objectives (see Standard IV.D.2). Existing Functional Area maps were also reviewed and updated by the ESC administrative units. The content for District and college responsibilities was reviewed by the colleges, the Executive Administrative Councils and other stakeholders (see Standard IV.D.2). ([IV.D.1-19 ESC 2014 Program Reviews](#)); ([IV.D.1-20 Draft Functional Area maps 2015](#))

With the endorsement of the Chancellor and support from the District's Educational Programs and Institutional Effectiveness (EPIE) division, the District Planning and Accreditation Committee (DPAC) began reviewing and updating the District Governance and Functions Handbook in June 2014. With DPAC's leadership, the handbook will be reviewed and approved by representatives from the nine colleges and the ESC and submitted to the Board of Trustees for review and approval during the fall 2015 semester. ([IV.D.1-21 LACCD Governance and Functions Handbook, 2015](#))

In late 2009, the District began planning for a new Student Information System (SIS), currently scheduled to go live in fall 2017. During the initial phase, faculty, staff, and students mapped over 275 business processes, in which the functions, roles, responsibilities and the division of labor between colleges and the ESC were clarified, and in some instances, redefined. Business processes continue to be updated and refined as the SIS project moves through its various implementation phases. ([IV.D.1-22 SIS maps](#))

Analysis and Evaluation

The Chancellor communicates his expectations for educational excellence and integrity and support for effective college operations through regular meetings, electronic communications, college activities and faculty events across the District, and civic engagement throughout the region to bolster the goals and mission of the District.

The Chancellor and his executive team led the ESC's revised program review processes, which resulted in updated Functional Area maps, clarification of District and the colleges' roles and responsibilities, and identification of service gaps between college and District functions.

Update of the District's Governance and Functions Handbook as part of the District's regular review and planning cycle, will further strengthen its usefulness in providing clear roles, responsibilities, and authority for employees and stakeholders across the District.

IV.D.2 The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

Evidence of Meeting the Standard

During the District's early years, operations of the District Office (now known as the Educational Services Center) were highly centralized, and many college decisions related to finance and budget, capital projects, hiring, payroll and contracts were made "downtown." Operations were subsequently decentralized and functions delineated, and the District continues to evaluate these delineations on an ongoing basis.

In 1998, the Board of Trustees adopted a policy of partial administrative decentralization. Colleges were given autonomy and authority for local decision-making to streamline administrative processes, encourage innovation, and hold college decision-makers more accountable to the local communities they serve. Since that time, the District has continued to review and evaluate the delineation of responsibilities between the colleges and the Educational Services Center. ([IV.D.2-1 1998 decentralization policy](#))

Delineation of Responsibilities and Functions

Functional Area maps detail the division of responsibilities and functions between the colleges and the Educational Services Center (ESC), as well as district-wide decision-making and planning (see Standard IV.D.1). The District developed its first functional maps in 2008, and they have been widely communicated and regularly updated since that time. In fall 2014, the Chancellor directed all ESC units to review and update their Functional Area maps to accurately reflect current processes, roles, and responsibilities as part of a comprehensive program review process (see Standard IV.D.1). Revised maps are currently under review by all colleges, the Executive Administrative Councils, and major stakeholders across the District. The Chancellor engages the college presidents and the cabinet in the discussion and review of the Functional Area maps. The updated Functional Area maps were finalized in fall 2015. ([IV.D.2-2 District Functional Area maps, 2015](#)); ([IV.D.2-3 Functional Area map review request email](#))

Effective and Adequate District Services

The Chancellor directs the Educational Services Center staff to ensure the delivery of effective and adequate District services to support the colleges' missions. Services are organized into the following units: (1) Office of the Deputy Chancellor; (2) Educational Programs and Institutional Effectiveness; (3) Economic and Workforce Development; (4) Chief Financial Officer/Treasurer; (5) Facilities Planning and Development; (6) Human Resources; (7) Office of the General Counsel; and (8) the Personnel Commission. ([IV.D.2-4 2013 LACCD Governance and Functions Handbook, p. 51-57](#))

The Office of the Deputy Chancellor includes ADA training and compliance; Business Services, including operations, contracts, procurement and purchasing; Information Technology, including the District data center, system-wide applications, hardware and security, and Diversity Programs, which includes compliance and reporting.

Educational Programs and Institutional Effectiveness (EPIE) coordinates District-level strategic planning, accreditation, research, and attendance accounting reporting, as well as district-wide educational and student services initiatives, maintains course and program databases, and supports the Student Trustee and the Students Affairs Committees.

Economic and Workforce Development facilitates development of career technical education programs, works with regional businesses to identify training opportunities, collaborates with public and private agencies to secure funding, and keeps colleges informed of state and national issues affecting CTE programs.

Chief Financial Officer/Treasurer serves as the financial advisor to the Board and the Chancellor. Budget Management and Analysis develops revenue projections, manages funding and allocations, and ensures college compliance and reporting. The Accounting Office is responsible for District accounting, fiscal reporting, accounts payable, payroll, and student financial aid administration. Internal Audit oversees internal controls and manages the LACCD Whistleblower hotline.

Facilities Planning and Development is responsible for the long-term planning, management, and oversight of capital improvement and bond projects, as well as for working collaboratively with college administrators to identify creative, cost-effective solutions to facility challenges.

Human Resources assists colleges with the recruitment and hiring of academic personnel, the hiring of classified staff, and managing employee performance and discipline. It also conducts collective bargaining, develops HR guides, administers the Wellness Program, and oversees staff development.

The Office of the General Counsel provides legal services to the Board of Trustees and District employees, including: litigation, contracting, Conflict of Interest filings, and Board Rule and administrative regulations review. It also responds to Public Records Act requests.

The Personnel Commission is responsible for establishing and maintaining a job and salary classification plan for the classified service; administering examinations and establishing

eligibility lists, and conducting appeal hearings on administrative actions, including demotions, suspensions, and dismissals.

Evaluation of District Services

Beginning in 2008, each ESC service area unit evaluated its own District Office Service Outcomes (DOSOs) as part of unit planning. In fall 2014, the Chancellor directed the Educational Services Center to implement a comprehensive program review to expand DOSOs into a data driven evaluation process in support of the colleges. ([IV.D.2-5 DOSO evaluations, 2008-2009](#)); ([IV.D.2-6 DOSO evaluations 2011-2012](#))

Each unit participated in a series of workshops on conducting a program review, led by an external consultant. Units identified and documented their core services, then created projected outcomes. Resulting Service Area Outcomes (SAOs) were based on district-wide needs and priorities, with clear links to district-level goals. The program review process requires each unit to consider its main contributions to the colleges' missions, goals, effectiveness, and/or student achievement or learning. Simultaneously, the ESC moved towards adopting an online program review system, currently in use at two of the District's colleges. ([IV.D.2-7 Fall 2014 Accreditation Newsletter "ESC Begins Revitalized Program Review Cycle"](#)); ([IV.D.2-8 Program Review workshop agendas, 2014](#)); ([IV.D.2-9 Program Review Template, 2014](#))

An Educational Services Center user survey was created to solicit college user feedback in support of the program review process. Common questions were developed for all units, with individual units having the ability to customize supplemental questions specific to their college users. Over 21 user groups, including services managers, deans, directors, vice presidents, and presidents participated in the survey over a period of five weeks. ([IV.D.2-10 2014 ESC Services Surveys](#))

All ESC divisions have completed one cycle of program review. Analysis of the ESC Services Survey was disaggregated and used to identify areas of strength and weakness. Units received feedback on the effectiveness of their services and suggestions for improvement. Results also included comparison data between different units within the ESC in order to provide a baseline for overall effectiveness. Units with identified areas for improvement set in place plans to remediate their services and strengthen support to the colleges in achieving their missions. The Board received a presentation on the status of the ESC Program Review process in spring 2015. The Institutional Effectiveness (IE) unit has since developed a program review manual for the ongoing implementation of program review at the ESC. ([IV.D.2-11 2014 ESC Services Survey Analyses](#)); ([IV.D.2-12 Program Review Update PPT, 2/20/15](#)); ([IV.D.2-13 Draft ESC Program Review Manual, 10/1/15](#))

Allocation of Resources

The District revised its Budget Allocation policies in June 2012 and its Financial Accountability policies in October 2013. Together, these policies set standards for support of college educational mission and goals, providing a framework for them to meet the requirements of Standard III.D. Policies hold colleges accountable for meeting fiscal stability standards, while also allowing a framework within which colleges can request additional financial support in instances of situational deficits. There is a clear process whereby colleges can request debt

deferment or additional funds, and self-assessments and detailed recovery plans are required before receiving approval of such resources. The District and Board continue to evaluate these policies (see Standard III.D.3) and revise them as needed to support college fiscal stability. ([IV.D.2-14 Budget Allocation Mechanism, 2012](#)); ([IV.D.2-15 Financial Accountability Measures, 2013](#)); ([IV.D.2-16 ECDBC recommendation on LAHC deferral request, 6/10/15](#)); ([IV.D.2-17 LAHC Debt Referral Request PPT to BFC, 9/16/15](#))

Analysis and Evaluation

The District comprises nine individual colleges of vastly different sizes, needs and student populations. The Educational Services Center strives to continuously delineate its functions and operational responsibilities to support colleges in achieving their missions. Adequacy and effectiveness of District services are evaluated through program review and user satisfaction surveys. Through the implementation of its comprehensive program review process, the EPIE division discovered that its user surveys did not adequately evaluate the District and colleges' adherence to their specified roles and functions. In response, questions related specifically to this issue will be included in the 2016-2017 cycle of the district-wide governance and decision-making survey. Revisions to the program review system and assignment of specific staff will ensure ongoing evaluations are systematized and data driven, and that the results are used for integrated planning and the improvement of ESC services.

The District continues to evaluate its resource allocation and financial accountability policies to ensure colleges receive adequate support and are able to meet accreditation standards related to financial resources and stability.

IV.D.3 The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

Evidence of Meeting the Standard

The District has well-established resource allocation policies that support the effective operations and sustainability of the colleges and District. These policies are regularly evaluated. Under the leadership of the Chancellor, college presidents, administrators and faculty leaders work together to ensure effective control of expenditures and the financial sustainability of the colleges and District.

Allocation and Reallocation of Resources

The District Budget Committee (DBC) provides leadership on District-level budget policies. Membership includes all nine college presidents, the District Academic Senate, and collective bargaining unit representatives. Its charge is to: (1) formulate recommendations to the Chancellor for budget planning policies consistent with the District Strategic Plan; (2) review the District budget and make recommendations to the Chancellor, and (3) review quarterly District financial conditions. ([IV.D.3-1 DBC webpage screenshot, 8/2015](#))

In 2007, the District instituted a budget allocation policy which paralleled the SB 361 State budget formula. Funds are distributed to the colleges on a credit and noncredit FTES basis, with an assessment to pay for centralized accounts, District services, and set-aside for contingency

reserves. In an attempt at parity, district-wide assessments were changed from a percentage of college revenue, to a cost per FTES basis, and the small colleges (Harbor, Mission, Southwest and West) received a differential to offset their proportionately-higher operational expenses. ([IV.D.3-2 BOT Agenda, BF2, 2/7/07 SB 361 Budget Allocation Model](#))

In 2008, the Fiscal Policy and Review Committee (FPRC) was created to address ongoing college budget difficulties and to consider new approaches for improving their fiscal stability. The FPRC and the DBC reviewed their roles and, in spring 2011, the FPRC was renamed the Executive Committee of the DBC (ECDBC). The charges for both committees were revised to ensure that budget planning policies were consistent with the District Strategic Plan. ([IV.D.3-3 DBC minutes 5/18/11](#))

Also in 2011, the District undertook a full review of its budget allocation formula and policies, including base allocations, use of ending balances, assessments for District operations, growth targets, and college deficit repayment. A review of other multi-college district budget models and policies was also conducted. The resulting recommendations were to adopt a model with a minimum base funding. The model had two phases:

- Phase I increased colleges' basic allocation to include minimum administrative staffing and maintenance and operations (M&O) costs
- Phase II called for further study in the areas of identifying college needs (including M&O), providing funding for colleges to deliver equitable access for students, and ensuring colleges are provided with sufficient funding to maintain quality instruction and student services. ([IV.D.3-4 ECDBC Budget Allocation Model Recommendation, Jan 2012](#))

The Board of Trustees adopted an updated Budget Allocation policy on June 13, 2012. An evaluation of the policy was completed in late 2014, and additional policy recommendations were forwarded. ([IV.D.3-5 BOT Agenda, BF4, Budget Allocation model amendment, 6/13/12](#)); ([IV.D.3-6 District Budget Allocation Evaluation](#))

The Board adopted new District Financial Accountability policies on October 9, 2013 to ensure colleges operate efficiently. These policies called for early identification and resolution of operating deficits required each college to set aside a one percent reserve, and tied college presidents' performance and evaluation to college budgeting and spending. The Board's Budget and Finance Committee regularly monitors colleges' costs per FTES and deficits. ([IV.D.3-7 BOT agenda BF4, Financial Accountability Measures, 10/9/13](#)); ([IV.D.3-8 BFC agenda, minutes and handouts on Costs per FTES, 10/8/14](#))

The District's adherence to the State-recommended minimum five percent reserve has ensured its continued fiscal sustainability. In June 2012, the Board's Finance and Audit Committee (now known as the Budget and Finance Committee) directed the CFO to set aside a five percent general reserve and an additional five percent contingency reserve to ensure ongoing District and college operational support. ([IV.D.3-9 FAC meeting minutes 6/13/12](#))

Effective Control Mechanisms

The District has established effective policies and mechanisms to control expenditures. Each month, enrollment updates and college monthly projections are reported (see Standard IV.D.1).

The Chancellor and college presidents work together in effectively managing cash flow, income and expenditures responsibly to maintain fiscal stability. ([IV.D.3-10 2014-15 Quarterly Projections](#))

College and District financial status is routinely reported to and reviewed by the Board of Trustees, along with college quarterly financial status reports, attendance accounting reports, and internal audit reports (see Standard III.D.5).

The District provides comprehensive budget and financial oversight, including an annual finance and budget report (CCFS-311), a final budget, an annual financial audit, a bond financial audit report, a performance audit of bond construction programs, year-end balance and open order reports, full-time Faculty Obligation Number (FON) reports and targets, enrollment projections, and year-to-year comparisons with enrollment targets (see Standard III.D.5).

Each college president is responsible for the management of his or her college's budget and ensures appropriate processes for budget development and effective utilization of financial resources in support of his/her college's mission (see Standard IV.D.2). ([IV.D.3-7 BOT agenda, BF4, Financial Accountability Measures, 10/9/13](#))

Analysis and Evaluation

The District has a long history of financial solvency. Colleges follow standards of good practice that include the development of an annual financial plan, quarterly status reports, set-aside for reserves, and the obligation to maintain a balanced budget. Through its effective control of expenditures, the District has consistently ended the fiscal year with a positive balance. The higher levels of reserves have allowed the District to minimize the impact of cuts to college operations resulting from the State's recent financial crisis.

IV.D.4 The CEO of the district or system delegates' full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.

Evidence of Meeting the Standard

The Chancellor delegates full responsibility and authority to the college presidents and supports them in implementing District policies at their respective colleges. College presidents are held accountable for their college's performance by the Chancellor, the Board, and the communities they serve.

College presidents have full responsibility and authority to conduct their work without interference from the Chancellor (see Standard IV.C.3). College presidents have full authority in the selection and evaluation of their staff and management team. ([IV.D.4-1 HR Guide R-110 Academic Administrator Selection, 7/31/15](#))

The framework for CEO accountability is established through annual goal-setting between the Chancellor and each college president. College presidents then complete a yearly self-evaluation based on their established goals. At least every three years (or sooner if requested), presidents undergo a comprehensive evaluation, which includes an evaluation committee, peer input, and, if

needed, recommendations for improvement. Unsatisfactory evaluations may result in suspension, reassignment, or dismissal. Evaluations are reviewed with the Board of Trustees in closed session. ([IV.D.4-2 College president Self Evaluation packet](#)); ([IV.D.4-3 BOT agendas w/President evaluations, 2011-2014](#))

In October 2013, the Board adopted fiscal accountability measures which explicitly hold college presidents responsible to the Chancellor for their budgets, ensuring that they maintain “*a balanced budget, as well as the efficient and effective utilization of financial resources.*” These measures also require that the Chancellor “*...review the college’s fiscal affairs and enrollment management practices as part of the college president’s annual performance evaluation...[and] report to the Board of Trustees any significant deficiencies and take corrective measures to resolve the deficiencies up to and including the possible reassignment or non-renewal of the college president’s contract.*” ([IV.D.4-4 BOT Agenda BF2, 10/9/13](#))

The role of the Chancellor, as well as that of the presidents and the levels of authority within, is clearly delineated in the LACCD Functional Area maps, which explicitly state “*...the Chancellor bears responsibility and is fully accountable for all operations, programs, and services provided in the name of the district...The Chancellor delegates appropriate authority to the college presidents and holds them accountable for the operations and programs offered at District colleges.*” Functional Area maps are regularly reviewed and updated, and published in the Governance and Functions Handbook and on the District website. ([IV.D.4-5 Chancellor Functional Area map, 2015](#))

Analysis and Evaluation

The Chancellor delegates full authority and responsibility to the college presidents to implement District policies without interference. College presidents serve as the chief executives and educational leaders of their respective colleges. They ensure the quality and integrity of programs and services, accreditation status, and fiscal sustainability of their colleges.

IV.D.5 District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Evidence of Meeting the Standard

College strategic plans are integrated with the District Strategic Plan (DSP), **Vision 2017**, through alignment of goals between the two. Colleges develop goals for their strategic and educational master plans during their internal planning process, and reconcile alignment with the District Strategic Plan on an annual basis. The structure of the DSP allows colleges to maintain autonomy and responsibility for implementing the goals and objectives of the District plan, based on their local conditions and institutional priorities. ([IV.D.5-1 District Strategic Plan: Vision 2017, 2/6/13](#))

District Strategic Plan, Planning Integration

LACCD has established district-level integrated processes for strategic, financial, facilities and technology planning. These processes provide a coherent framework for district-college planning integration with the goal of promoting student learning and achievement. The District’s Integrated Planning Manual is currently being updated by the District Planning and Accreditation

Committee (DPAC) and the District's Educational Programs and Institutional Effectiveness (EPIE) division and will be reviewed and approved by the colleges and Board of Trustees in fall 2015. ([IV.D.5-2 LACCD Integrated Planning Manual, 2015](#))

DSP measures were developed for each college, and the District as a whole, to create a uniform methodology and data sources. Colleges compare their progress against the District as a whole using the most recent three year timeframe as the point of reference. Colleges assess progress and establish targets to advance both local and District objectives. Colleges' annual assessments are reported to the Board of Trustees using a standard format, allowing for an 'apples-to-apples' district-wide discussion. ([IV.D.5-3 college effectiveness report template](#)); ([IV.D.5-4 IESS Committee agenda on IE reports](#))

College institutional effectiveness reports inform the Board of Trustees on the advancement of District goals which, in turn, informs the Board's annual goal setting process and shapes future college and District planning priorities. The District Strategic Plan is reviewed at the mid-point of the planning cycle, and a final review is conducted in the last year of the cycle. ([IV.D.5-5 BOT agenda, Annual Board Leadership & Planning Session, 8/19/15](#)); ([IV.D.5-6 DPAC agenda 6/26/15](#)); ([IV.D.5-7 DPAC agenda, 8/28/15](#))

The District Technology Plan created a framework of goals and a set of actions to guide district-wide technology planning. The District Technology Implementation Plan established measures and prioritized deployment of technology solutions in consideration of available resources. The District Technology Plan promotes the integration of technology planning across the colleges by establishing a common framework for college technology planning. ([IV.D.5-8 District Technology Strategic Plan, 3/9/11](#)); ([IV.D.5-9 District Technology Implementation Plan, 3/21/13](#))

District-college integration also occurs during operational planning for district-wide initiatives. Examples include joint marketing and recruitment activities, implementation of the Student Success and Support Program, Student Equity Plans, and the new student information system. These initiatives involve extensive college-district collaboration, coordination with centralized District service units, and interaction with an array of district-level committees. ([IV.D.5-10 SSSP New DEC Svc Categories PPT, 2014](#)); ([IV.D.5-11 SSSP Counselor DEC Training PPT, 2014](#)); ([IV.D.5-12 SSI Steering Committee Minutes, 8/22/14](#)); ([IV.D.5-13 SIS Fit-Gap agendas, 2013](#))

Planning is integrated with resource allocation at the District level through annual enrollment growth planning and the budget review process. The individual colleges, and the District as a whole, develop enrollment growth and budget projections and confer on a quarterly basis to reconcile and update enrollment, revenue, and cost projections. Updated projections are regularly reported to the District Budget Committee and the Board's Budget and Finance Committee. This high-level linkage of enrollment planning and resource allocation provides a framework for the District budget process. ([IV.D.5-14 Quarterly College FTES meetings, 2014-2015](#)); ([IV.D.5-15 Quarterly enrollment reports to DBC](#)); ([IV.D.5-16 Quarterly enrollment reports to BFC](#)); ([IV.D.5-17 Budget Allocation Model, 2012 amendment](#))

Planning Evaluation

Various mechanisms are used to evaluate the effectiveness of college-district integrated planning:

- The Biennial District Governance and Decision-Making Survey assesses budget development and resource allocation, enrollment management, and FTES and facilities planning (see Standard IV.D.7).
- District-level planning and policy committees assess their effectiveness through an annual committee self-evaluation process (*see Standard IV.D.1*).
- The ESC Program Review process assesses performance and outcomes through an annual User Survey and information specific to each service unit (*see Standard IV.D.2*).
- Evaluation of District-level plans includes both an analysis of plan outcomes and a review of plan currency, relevancy, and alignment with external accountability initiatives; e.g. the Student Success Scorecard and the Statewide Institutional Effectiveness Partnership Initiative. ([IV.D.5-18 DPAC agendas, June-Aug 2015](#)); ([IV.D.5-19 BOT Agenda, Student Success Scorecard presentation, 9/2/15](#)); ([IV.D.5-20 IEPI 2015-16 Goals Framework, 5/27/15](#))

Evaluation and Analysis

The District has established mechanisms for integrated District-level strategic and operational plans. This integration involves collaboration and cooperation between colleges, the ESC service units, and District-level shared governance and administrative committees. Assessment mechanisms include direct assessment of governance and decision-making, governance committee self-evaluation, ESC program review, and review of District-level plans.

Even with the institutionalization of these processes, the size and complexity of the LACCD presents challenges to integrated planning and evaluation. Self-examination has revealed gaps in adherence to evaluation timelines and the need for more systematic and consistent evaluation processes and alignment across plans. The District, primarily through its Educational Programs and Institutional Effectiveness (EPIE) division, continues to work on strengthening and expanding these mechanisms to improve the effectiveness of District-college integrated planning in promoting student learning and achievements.

To this end, the District Planning and Accreditation Committee has revised and strengthened its charter and has undertaken a review of all governance evaluations, as well as mid-term review of the District Strategic Plan. The Institutional Effectiveness (IE) unit has created an integrated planning manual for District wide plans with timelines and timeframes that set a synchronized reporting cycle. The updated evaluation and reporting framework will be institutionalized in the District Governance and Functions Handbook, codifying commitment to more coordinated planning on a District wide basis.

IV.D.6 Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

Evidence of Meeting the Standard

The District has numerous councils and committees which meet regularly to share best practices and to ensure an effective flow of information between the colleges and the Educational Services Center (ESC). Additionally, a number of standing monthly reports and updates are sent electronically to District employee list serves.

In total, the District has 46 District wide councils, committees, and consultative bodies in which District and college administrative staff, faculty, classified staff, and students regularly participate. All councils and committees maintain agendas and meeting summaries/minutes on either the District website (public) or on the District intranet. ([IV.D.6-1 Screenshot of District Intranet of Councils and Committees](#))

Seven District wide Executive Administrative Councils meet monthly: Chancellor's Cabinet, Council of Academic Affairs, Council of Student Services, District Administrative Council, Executive Committee of the District Budget Committee (ECDBC), Human Resources Council; and Sheriff's Oversight Committee. ([IV.D.6-2 District Wide Executive Administrative Councils 2015 update](#))

The Councils of Academic Affairs, Student Services, and the District Administrative Council are responsible for the review and study of District wide instructional, student services, and administrative operational and programmatic issues. Executive Administrative Council members are predominantly senior ESC administrators, college presidents and college vice presidents. All councils report to either the Chancellor directly or to the Chancellor's Cabinet. Meeting agendas and minutes are distributed to Council members in advance of meetings. Meeting schedules are set each July for the upcoming year, and generally rotate between colleges and the ESC. ([IV.D.6-3 Chancellor's Directive 70](#))

Four District-level Governance Committees meet monthly: (1) District Planning and Accreditation Committee (DPAC); (2) District Budget Committee (DBC); (3) Joint Labor Management Benefits Committee (JLMBC); and (4) the Technology Planning and Policy Committee (TPPC). Committee members encompass a broad range of college faculty, college researchers, and college deans, with representatives from the unions, college presidents, college vice presidents, and ESC senior administrators. These committees typically consult with one or more Executive Administrative Council and report to either the Chancellor or to the Chancellor's Cabinet. ([IV.D.6-4 District-level Governance committee 2015 update](#))

In 2013, the governance committees agreed to a common format for their webpages. Each committee's webpage contains a brief description of its function, committee charge, who it reports to, who it consults with, chairs, membership, meeting information, and resources. Results of the District wide Governance Committee Self Evaluation as well as meeting agendas, minutes, and resource documents are posted on the webpage, which is accessible to the public. ([IV.D.6-5 District-level Governance Committee webpage screenshot](#))

Sixteen Operational Committees meet monthly, or on a per-semester basis. These Committees are structured by subject/function area and coordinate with one of the Executive Administrative management councils. Committee members are largely faculty, program directors, researchers,

and college deans, with representatives from the three Executive Administrative management councils and ESC senior administrative staff. Meeting agendas and minutes are emailed to committee members in advance of each meeting. ([IV.D.6-6 District Coordinating Committees 2015 update](#)); ([IV.D.6-7 Email report to list serve, 2015](#))

Five Academic Initiative Committees coordinate District wide academic programs. These committees are primarily led by faculty, but also include administrators and classified staff. These committees focus on broader goals in various areas, including labor issues, articulation, transfer, and student success. ([IV.D.6-8 District Academic Initiative Committees, 2015 update](#))

Information Technology maintains 78 active list serves. These list serves include the District wide consultative bodies, administrative councils, and operational committees as well as subject-specific groups such as articulation officers, curriculum chairs, counselors, and IT managers. Each list serve has a coordinator/owner charged with maintaining an accurate list of members. ([IV.D.6-9 District List serve list](#))

In accordance with the Brown Act, all agendas and informational documents for Board of Trustee meetings are posted in the lobby at the ESC and on the District website. They are also distributed electronically to college presidents, college vice presidents, college and the District Academic Senate presidents, and bargaining unit representatives. ([IV.D.6-10 sample BOT agenda email](#))

Policy changes are communicated by the Office of General Counsel (OGC), which disseminates memos informing campuses and constituency groups of approved changes to Board Rules and Administrative Regulations. These updates are also posted on the District's website. ([IV.D.6-11 OGC Board Rule & Admin Reg Revision Notices, July-August 2015](#))

The Chancellor, Board of Trustees, and select ESC divisions and programs issue regular bulletins and newsletters, disseminating information on programs, accreditation, budget updates, success stories, and employee benefits. Additionally, the District Student Information System (SIS) project team has conducted forums at each college, informing all employees about the development and roll-out of the District's new student records system. ([IV.D.6-12 LACCD newsletters](#)); ([IV.D.6-13 Chancellor bulletins](#)); ([IV.D.6-14 Accreditation newsletters](#)); ([IV.D.6-15 Diversity newsletters](#)); ([IV.D.6-16 SIS newsletters](#)); ([IV.D.6-17 Wellness newsletters](#)); ([IV.D.6-18 Bond Program newsletters](#)); ([IV.D.6-19 SIS forum PowerPoint](#))

The Chancellor keeps the Board of Trustees, college presidents, and senior administrators abreast of Trustee matters, college/District updates and activities, legislative/public affairs updates, and community events through his weekly reports. Items often include updates on Chancellor and Board actions regarding college operations and stability. ([IV.D.6-20 Chancellor weekly email updates](#))

The District Academic Senate (DAS) represents the faculty of the District in all academic and professional matters. In this capacity, the President and Executive Committee regularly inform faculty of District policy discussions and decisions related to educational quality, student achievement, and the effective operation of colleges. ([IV.D.6-21 DAS Communication, 2014-15](#))

In 2011, District Information Technology (IT) undertook a complete redesign of the District website. The updated website, which allows each division/unit in the ESC to manage its own content, launched in fall 2012. In 2013, the District updated its public interface and in December 2014, the District upgraded its internal software systems to better support the online needs of the District. Creation of web links to Board, committee, council, and program information has improved the public's and District employees' access to information about the District. ([IV.D.6-22 Web redesign meeting, 10/13/11](#))

Analysis and Evaluation

The District ensures regular communication with the colleges and front-line employees through its committees and councils, websites, list serves, newsletters and bulletins, and email. Meeting agendas and minutes are posted online or distributed electronically. The District's revamped website has facilitated easier access for employees to maintain, and for the public to access, District and college information.

The District's sheer size and volume of activity offers challenges to maintaining consistent engagement and communication with employees and stakeholders. While the District has improved its access to information and regular communications, it continues to look for ways to improve efforts in this area. The launch of the District's new intranet site, currently scheduled for December 2015, is anticipated to improve employee access to ESC divisions, units, and services.

In September 2015, District Educational Program and Institutional Effectiveness (EPIE) staff and District Planning and Accreditation Committee (DPAC) members co-presented a workshop at the annual DAS Summit. The workshop addressed District wide communication and discussed data from recent governance surveys related to communications. A facilitated discussion followed, with participants brainstorming communication strategies which will be reviewed by DPAC in upcoming meetings. ([IV.D.5-23 District wide Communication PPT, 9/25/15](#))

IV.D.7 The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

The District, under the guidance of the Chancellor, regularly evaluates the effectiveness of District/college role delineations, governance, and decision-making processes. Based on recommendations made by the ACCJC in 2009, the District Planning committee (DPC) implemented a cyclical process for system-level evaluation and improvement. The District institutionalized this cycle and continues to review and revise, processes in support of institutional effectiveness.

Governance and Decision-Making Assessment, Effectiveness and Communication

In fall 2009, the District Planning Committee (now the District Planning and Accreditation Committee) designed and administered a District governance survey. This assessment was undertaken in response to recommendations received during the spring 2009 accreditation visits

to East Los Angeles, Los Angeles City, and Los Angeles Trade-Technical Colleges, and resulted in action items for continuous improvement of District/college role delineation. ([IV.D.7-1 2009 District Governance Survey Tool](#)); ([IV.D.7-2 2010 District Governance Assessment Report, 2/26/10](#))

The District-Level Governance and Decision Making Assessment Survey continues to be administered on a two-year cycle. Survey participants evaluate the quality of District-level governance in the following areas:

- Appropriateness and effectiveness of the roles played by stakeholder groups, including administration, District Academic Senate, collective bargaining groups, and Associated Students organizations;
- Effectiveness of district-level decision-making processes in relation to five primary governance areas: budget and resource allocation, enrollment management, strategic planning and goals setting, bond program oversight, and employee benefits;
- Quality of district-level decision making (e.g., the extent to which decisions are based on data and are effectively communicated, implemented, and assessed), and
- Overall assessment of administrative and Board support of participatory governance as well as the effectiveness of District wide decision making in relation to the District's stated mission. ([IV.D.7-3 2012 District Governance Survey Tool and Results](#)); ([IV.D.7-4 2015 District Governance Survey Tool](#))

The District's Institutional Effectiveness (IE) unit has conducted surveys, analyzed recurring themes, disseminated and discussed results, and used the results to plan improvements. Challenges in implementing improvement plans occurred, and the IE unit has restarted its survey and evaluation cycle. The unit recently completed current-year survey results and a comparative analysis of 2010, 2012 and 2014 survey results. Results were reviewed by the District Planning and Accreditation Committee (DPAC) and plans to strengthen the survey tools and the development and implementation of improvement plans are now part of DPAC's 2015-2016 work plan. These assessment reports have been posted online and will be reported to the Board's Institutional Effectiveness Committee in fall 2015 and used to inform recommendations for District improvement. ([IV.D.7-5 District-level Governance and Decision-making Assessment Comparison Report for 2010, 2012, 2014, 8/28/15](#)); ([IV.D.7-6 District-level Governance and Decision-making Assessment Analysis, 8/19/15](#)); ([IV.D.7-7 2014-15 District-level Governance and Decision-making Assessment Report by College and Analysis by Role, 8/28/15](#)); ([IV.D.7-8 DPAC 2015-16 Work Plan, 8/28/15](#))

In 2009, DPAC, with assistance from the IE unit, established an annual Committee Self-Evaluation process for all District governance committees. This common self-assessment documents each committee's accomplishments, challenges, and areas for improvement over the past year. Results of the assessment are reviewed by each respective committee and serve as the basis for changes and improvements to Committee function. Through their 2015-2016 work plan, DPAC reaffirmed their responsibility to ensure self-evaluations are conducted by District governance committees, results are posted online, and that they are used to inform committees' work plans. ([IV.D.7-9 District wide Committee Self-Evaluation form](#)); ([IV.D.7-10 DPAC self-evaluation 2012-2013, 6/30/13; 2013-2014, 6/30/14](#)); ([IV.D.7-11 DBC self-evaluation 2012-](#)

[2013, 10/5/13; 2013-2014, 2/27/15\); \(IV.D.7-12 JLMBC self-evaluation 2011-12, 11/20/12; 2012-13, 7/9/13; 2013-14, 10/16/14\); \(IV.D.7-13 TPCC self-evaluation 2011-2015, 8/2015\)](#)

Role delineations are evaluated during the regular review of Functional Area maps and revisions are made based on input from governance committee members, governance surveys, ESC administrative units, the Chancellor's Cabinet, and college stakeholders. Functional Area maps were expanded and revised in 2015, and are currently under review prior to finalization (see Standard IV.D.1 and IV.D.2).

The District Governance and Functions Handbook is regularly reviewed and updated by District stakeholders under the coordination of the District Planning and Accreditation Committee (DPAC). A section of the Handbook describes all District wide councils, committees, and consultative bodies. These entities were first formalized in 1994 by Chancellor's Directive (CD) 70: District wide Internal Management Consultation Process. Updates to CD 70, and its related committee/council structure, committee/council charge, membership, meeting schedule, leadership and reporting structure are underway as of fall 2015. ([IV.D.7-14 Updated District Council and Committee list, 9/2/15](#))

Analysis and Evaluation

The District has processes to regularly evaluate district/system and college role delineations, governance, and decision-making processes. It has developed mechanisms for wide communication of the results of these evaluations. However, the District as a whole has faced challenges in the evaluation process.

Thorough self-evaluation led the Institutional Effectiveness (IE) unit to discover that some evaluation cycles were off-track and results had not been systematically disseminated. The unit is currently updating governance survey and committee self-assessment instruments and integrating these evaluations into the District Effectiveness Cycle (see LACCD Integrated Planning Manual). ([IV.D.7-15 Governance Evaluation Timeline, 8/27/15](#)); ([IV.D.5-2 LACCD Integrated Planning Manual](#))

The IE unit reported these findings and activities to DPAC, which, through its own self-examination and goal-setting process, undertook development of a comprehensive, and consistent, evaluation framework as part of its 2015-16 work plan. Adherence to the work plan will be ensured through the Committee's expanded oversight role, as reflected in its revised charter, and by assigning a specific ESC staff member to maintain District governance committee websites. ([IV.D.7-8 DPAC 2015-16 Work Plan, 8/28/15](#)); ([IV.D.7-16 Updated DPAC Charter, 6/22/15](#))

EVIDENCE FOR STANDARD IV.D

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[IV.D.1-2 District Accreditation newsletters, 2014-2015](#)

[IV.D.1-3 Chancellor Cabinet agendas](#)

[IV.D.1-4 Presidents Council agendas](#)

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[IV.D.1-6 WLAC College President Job Description, 2015](#)

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[IV.D.1-8 Agendas from DAS Summits](#)

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[IV.D.1-10 DBC Minutes, 7/15/15 & 8/13/14](#)

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[IV.D.1-20 Draft Functional Area maps 2015](#)

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[IV.D.6-7 Email report to list serve, 2015](#)

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Quality Focus Essay

Development of the Quality Focus Essay

As part of its accreditation self-evaluation, Los Angeles Valley College has engaged in thoughtful discussion and reflection on how to improve student learning and achievement. Three action projects have emerged from multiple discussions of what would help LAVC to better fulfill its Mission and increase student success and academic excellence.

The College's current Mission Statement and supporting Core Values identifies LAVC's drive to enable students to advance their education by successfully completing courses, persisting from term to term, and fulfilling their educational goals. This primary charge echoes a Core Value of the Mission, to be "effective stewards of our physical, technological, and financial resources." The College's Educational Master Plan reflects the College's mission through its three goals: (1) Foster student completion by supporting a learner-centered environment; (2) Increase equity by identifying gaps in achieving outcomes (transfer, associate degrees, certificates, etc.) and implement effective models and programming to minimize gaps; and (3) Through the College's shared governance structures, maximize institutional effectiveness through evaluation of environmental, human, physical, technological and financial resources.

The following Quality Focus Essay (QFE) sections are based on the ACCJC Guide for Improving Institutions (July 2015). The College also reviewed the Manual for Self Evaluation (October 2015) for additional insight in the creation of this document. This essay will first discuss the process of selecting the action projects, anticipated outcomes, and alignment with accreditation standards. Then, the action projects are described, including the projects' purpose and goals. Tables identify activities, timelines, responsible parties, resources needed to implement and sustain the projects, and measurable outcomes. The essay concludes with LAVC's plan for assessing the outcomes and effectiveness of the projects.

Identification of Action Projects

When considering the creation of the action projects, the College reflected on areas of 1) needed change, 2) institutionalization, 3) development and 4) expansion. Most importantly, the College also considered the larger areas of potential study that will likely have significance and impact over multiple years.

LAVC has identified these three action projects:

1. Expand the role of data utilization in all levels of decision making to develop a culture of innovation.
2. Focus the College's use and maintenance of space/facilities to ensure an environment conducive to learning and fostering student success.
3. Fully integrate professional development efforts across the campus.

All three action projects focus on creating an environment that supports student learning and success. Implementation of the activities for each action project is expected to further increase the College's capacity to monitor institutional effectiveness and provide innovative strategies for increasing student achievement and learning (e.g., success, persistence, retention, degree completions, certificate completions, and transfers) over the next accreditation cycle. The QFE

action projects will increase awareness and focus institutional efforts to promote practices that support the College mission, Educational Master Plan goals, and ACCJC Standards.

Method of Action Projects Selection

The three chosen action projects resulted from self-reflection of the evidence throughout the accreditation process and analysis of existing structures. The College held two accreditation “mega-meetings,” which included all standard tri-chairs and many of their participating team members. The first meeting was held on November 7, 2014. Information from the Manual for Institutional Self Evaluation, Guide to Evaluating and Improving Institutions, and Visiting Team assignments was shared. A brainstorming exercise was conducted to discuss gaps in the report and to share issues that emerged during the process regarding how the College could better meet the Standards along with providing proactive recommendations to address gaps.

The second mega-meeting, held May 1, 2015, included another exercise to discuss what sets LAVC apart from other colleges. Both of these mega-meetings offered participants an opportunity to share findings and to identify issues that emerged as a result of the self-evaluation process and the research and review of the College’s responses to the Standards. The second meeting resulted in concrete recommendations of potential action projects to be implemented during the next seven years based on results of the self-evaluation. These action projects were presented to both the College’s Institutional Effectiveness Council (IEC) and the Accreditation Steering Committee. Consensus was reached by both bodies on the first two action projects, which focused on the most conducive way to create a learning environment that fosters student success. The third action project, focused on a unified and integrated professional development agenda for the College, emerged as an action project at an IEC meeting in fall 2015 since professional development had been identified as a priority in June.

Through the self-evaluation process, the College determined that it was meeting the Standards and the College’s mission. However, further improvements identified from the College’s Self-Evaluation emerged and are listed in the “Changes and Plans Arising Out of the Self-Evaluation” section of the report. Several items on the initial draft were clustered around themes now encompassed in the Quality Focus Essay.

During the 2014-2015 year, the IEC was engaged in a biweekly review of the College’s shared governance processes, including an assessment of how data-driven decision making occurs at the College. During the IEC’s summer retreat on June 9, 2015, key shared governance bodies were restructured and/or revived to better position LAVC to address the action projects. The IEC 2015-2016 goals focus on monitoring the development and implementation of the action projects and further development of the College’s evaluation of its committees and structure.

A complete vetting by the campus community as part of the dialog regarding the self-evaluation provided fine-tuning of both action projects during two Town Halls held September 17, 2015 and September 22, 2015. The IEC reviewed the components of the Quality Focus Essay (QFE) at its September 15, 2015 and Oct. 6, 2015 meetings. At the October 20, 2015 meeting, the IEC decided to add full integration and implementation of professional development as a third action project since this topic had come up at all prior meetings in one way or another. The issue of

strengthening communication was also a recurrent theme, which is incorporated into the action projects.

This QFE is designed to describe defined goals expected to lead to observable results. Table 1 shows how anticipated outcomes will permit the College to better meet accreditation Standards:

Table 1. Action Projects' Anticipated Outcomes and Alignment with Standards

Goals (Anticipated Outcomes)		Alignment with Standards
Expand the role of data utilization in all levels of decision making to develop a culture of innovation.	- Increased use of data to direct institutional priorities - Sustained, substantive and collegial dialog about student outcomes and equity - Sustained communication and monitoring of Institutional-Set Standards for student achievement - Systematic institutional use of assessment data - Shared understanding of College strengths and weaknesses to set appropriate priorities	- I.A.2 - I.B.1 - I.B.3 - I.B.4 - I.B.8
Focus the College's use and maintenance of space/facilities to ensure an environment conducive to learning and fostering student success.	- Increased staff to support physical and technological operations - Increased perception of a clean and safe environment - Planned upgrades or replacements to physical and technological resources while ensuring effective utilization - Increased reliable access to technological resources	- III.A.9 - III.B.1 - III.B.2 - III.C.3
Fully integrate professional development efforts across the campus.	- Develop a Professional Development Plan that is integrated with campus initiatives - Provide professional development opportunities for faculty (including adjuncts), staff, and administrators that lead to innovation, improvement of student success, and enhanced institutional effectiveness - Create a culture shift to a campus that embraces continuous learning and professional growth	- III.A.8 - III.A.14 - IV.A.1

Description of Action Projects

LAVC's three action projects will incorporate the following components:

- Gather Data: For the action projects, it is important to regularly collect data that later can be evaluated and analyzed to provide guidance for decision making.

- Plan: In the planning stage, the relevant project participants come together to chart a path forward. Planning includes the use of data to make decisions about the ongoing phases of the program.
- Implement: The implementation of the projects points to the specific service or function of the project.
- Monitor Performance: Performance monitoring comes in the form of observations, informal interviews or questionnaires.
- Evaluate and Refine: Robust evaluation is scheduled for each project.

It is important to note that these projects require on-going evaluation, improvement, and expansion. Over the course of the next six years, the faculty and staff expect to further develop and improve the projects to achieve optimal results.

Action Project #1: Expand the capacity and the use of data in all levels of decision-making to develop a culture of innovation.

Los Angeles Valley College uses both student achievement and Student Learning Outcomes (SLO) data effectively in decision-making as detailed in Standards I and II. To further develop a culture of innovation, the College will expand the capacity and use of these two types of data.

Student Achievement Data

Throughout the self-evaluation process, the College identified comprehensive examples of data usage to inform decision-making, improve instruction and services, and meet its mission. The College has demonstrated a culture of evidence in using data analysis to identify gaps in student achievement and areas for improvement (e.g. Preparing All Students for Success, Math STEM grant, Basic Skills Initiative, faculty hiring, Equity Plan, and program review and SLO assessment processes).

To expand this practice, the College plans to apply these effective approaches throughout our decision-making process to foster innovation. To facilitate the completion of this Action Project, the College will identify and evaluate the current mechanisms and available resources for production, distribution and analysis of student achievement and assessment data. The College will identify the areas needing enhancement in the areas of technology, human resources, professional development and communication. LAVC will examine effective methods for scaling up data distribution and access.

To further align the efforts of the Action Project with current college plans, the College will evaluate the existing planning objectives and associated measures for major institutional plans (e.g. Educational Master Plan, Student Equity Plan, Basic Skills Action Plan, Student Success and Support Programs) and create a summary tool with appropriate data definitions and current performance indicators.

The College will facilitate training and broad-based dialogue about common data definitions, sources, performance, and tools available to promote the usage of data. By fall 2016, the College will identify key stakeholders to participate in a Research Advisory Council (RAC). The RAC will review internal and external accountability reporting and data trends. It will explore the

main data needs of college constituencies and key stakeholders along with institutional accountability efforts in order to establish an institutional research agenda that sets campus research priorities and key performance indicators.

The College's Office of Institutional Effectiveness (OIE) will explore methods for promoting outreach through facilitated dialog and outreach. The OIE will explore additional opportunities for collaboration with existing committees and events to promote the use and dialog about data.

In addition to the use of student achievement data, LAVC has a strong culture of outcomes assessment and qualitative data usage. LAVC is currently enhancing its process for SLO assessment and as a result will have additional access and technological infrastructure to engage student assessment data at a more comprehensive level parallel to the data currently available for student achievement. LAVC will investigate additional ways to improve the communication of student achievement, outcomes assessment, and institutional effectiveness data in order to provide timely and accessible information.

Student Learning Outcomes (SLO)

During the self-evaluation process, the College found areas that could be enhanced and expanded regarding the use of SLO data. A recent change in the ACCJC Standards asks colleges to disaggregate and analyze SLO data for subpopulations of students. At the same time, there has been an increased focus on equity at LAVC supported by funds made available by the State of California for this aim. The College has diligently produced a Student Equity Plan and formed both a Student Equity Committee and a Student Equity Faculty Inquiry Group. As a component of this Action Project, the campus will identify subpopulations of students for program-level SLO data disaggregation, perform assessments, facilitate dialogue, identify and implement improvements, and evaluate the effectiveness of the improvements.

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. There are three such pathways: the Foundational Program, the Career-Technical Education (CTE) Program, and the General Education (GE)/Transfer Program. Each degree or certificate offered by the college aligns with one of the program pathways. The initial assessment of the program pathways was overseen by the Office of Institutional Effectiveness and guided by the Outcomes Assessment Committee (OAC), the SLO Coordinator, and the SLO Executive Team, and was completed in 2013. As the college has a shared governance-approved cycle of assessment of three years, the program pathways will be assessed again in 2016.

The College is currently implementing eLumen and transitioning the collection and reporting of SLO data to an online system that will improve the capacity for analysis of and access to learning outcomes data. After the first year of SLO data collection in the new system, the College will reassess program-level outcomes and develop a new strategy for the analysis and use of the findings for institutional improvement. As part of that plan, the SLO Executive Team in consultation with the OAC and Academic Senate will identify areas of collective analysis and dialogue based on student subpopulations (e.g. gender, ethnicity, educational goal, etc.). This dialogue will be heavily informed by the data analysis that is documented in LAVC's Student

Equity Plan. The College will develop a methodology for aligning the analysis of the SLO data with student achievement data and institutional planning objectives. In fall 2016, the College will conduct training on the new SLO assessment reports and facilitate dialogue to promote usage of the assessment data in institutional planning. Improvement plans will be developed in fall 2016 and implemented from spring 2017 to spring 2018. Evaluation of the improvement plans will be conducted in the next cycle of program-level assessment which will occur in 2019.

In conclusion, this Action Project focuses on analysis, understanding, and use of data in institutional planning processes. The College's Institutional Effectiveness Council (IEC) will ensure the Student Success Committee, Educational Planning Committee, and Program Effectiveness and Planning Committee integrate functions to provide regular reports and recommendations addressing the following:

1. Identifying, interpreting, and using state, district, and college data resources to develop institutional recommendations and integrated planning.
2. Building technological capacity in managing and interpreting disaggregated achievement and outcomes assessment data.
3. Building on the college's "continuous quality improvement" level in assessing student learning outcomes and confirming its sustainability.

Measurement of Progress, Responsible Parties, and Timeline

Action Project #1: Expand the capacity and the use of data in all levels of decision-making to develop a culture of innovation

Activity	Timeline	Responsible Parties	Resources	Measurable Outcomes
Identify current resources and resource needs for expanded production, distribution and analysis of data.	Spring 2016	Office of Institutional Effectiveness	Consultant Report (2014), OIE time, IT time	Assessment Report regarding current and needed resources.
Implementation of additional resources to promote widespread distribution and access, visual analysis etc.	Fall 2016 - ongoing	OIE, IT	Funding for additional technology (software, hardware) and professional development for OIE staff and users	New technological resources implemented and indicators of access (distribution statistics, surveys, actual usage).
Enhance program review system to fully integrate data in the platform.	Fall 2016	OIE, IT	OIE report development, data programming, training for users	Data reporting and extraction feature implementation for program review.
Facilitate alignment of current college plan measures.	Winter/ Spring 2016	OIE, Senate, IEC, 3CSN	3CSN, refreshments for retreat	Alignment grid prepared and disseminated
Create a summary tool with updated measures and sources of data for key indicators and major plans, including institution-set standards .	Fall 2016	OIE	OIE time	Data measurement and source guide created, disseminated and assessed for access, use and satisfaction
Facilitate dialogue about key indicators.	Spring 2017	IEC, Senate, OIE, Shared governance committees.	Funding for retreat and follow up meetings/outreach.	Documentation and evaluation of the quality of meeting discussions and action items based on the data.
Establish 2017-2018 Research Agenda (Develop priority items for institutional research).	Spring 2017 –Fall 2017	Research Advisory Council	OIE time	Research Agenda approval and implementation; plan for evaluation established.
Promote awareness of the various measure and current performance.	Spring 2017	IEC, Senate, OIE	Committee time, OIE time	Meeting documentation, public documentation about data outcomes and dialogue.
Review and update course to program alignments.	Winter and Spring 2016	SLO Coordinators, Department Chairs, Faculty and Staff members	SLO Coordinator time	Updated alignment grids disseminated and assessed for access, use, satisfaction.

Activity	Timeline	Responsible Parties	Resources	Measurable Outcomes
Reassess program SLOs (enter updated alignment grids into eLumen and generate program-level data).	Assessed Fall 2015 and Spring 2016; Data reports generated Spring 2016	SLO Coordinators, Department Chairs, Faculty Members	SLO Coordinator time	Program SLO Reports reviewed for dialogue, pollination of program review, establishment of plans and integration into resource allocation process.
Identify subpopulations of students for disaggregation of program SLO data and produce disaggregated data.	Spring 2016	SLO Coordinators, Outcomes Assessment Committee, Academic Senate	SLO Coordinator time	Disaggregated program SLO data disseminated and program leads trained for use.
Facilitate dialogue on the results of program SLO data and identify improvement plans.	Fall 2016	SLO Coordinators, Department Chairs, Faculty, Program Pathways Workgroups (CTE, GE, Foundational)	SLO Coordinator time, funds for retreats and meetings	Improvement plans contain meaningful dialogue on pedagogical and methodological improvements.
Implement program SLO improvement plans.	Spring 2017, Fall 2017, Spring 2018	SLO Coordinators, Department Chairs, Faculty, Program Pathways Workgroups (CTE, GE, Foundational)	SLO Coordinator time funds for conference travel, retreats, and meetings	SLO improvement plans incorporated into assessment feedback loop to improve teaching and learning.
Evaluate effectiveness of program SLO improvement plans by reassessing program SLOs.	Fall 2018 and Spring 2019	SLO Coordinators, Dept. Chairs, Faculty, Program Pathways Workgroups (CTE, GE, Foundational)	SLO Coordinator time, funds for retreats and meetings	Evaluation results and new improvement plans; Examination of curriculum and other improvements in addition to pedagogical and methodological innovations.
Continue cycle of implementation and evaluation.	Ongoing	SLO Coordinators, Department Chairs, Faculty, Program Pathways Workgroups (CTE, GE, Foundational)	SLO Coordinator time, funds for conference travel, retreats, and meetings	SLO process documentation; feedback loops strengthened; assessment plan cycles aligned with program review cycles.

Action Project #2: Focus the College’s use and maintenance of space/facilities to ensure an environment conducive to learning and fostering student success.

The College has embarked on transforming the physical campus environment with new and refurbished facilities funded through several bonds and technological initiatives. Based on multiple changes during the last six years related to construction, state mandates, changes in technology, and fiscal responsibility, the College needs to ensure an inviting educational environment that encourages students to persist and complete their educational goals.

The LAVC Bond Facilities Master Plan (FMP) and its subsequent updates established a framework for the College’s future. According to the FMP’s goals, the College provides a high-quality learning environment that stimulates co-curricular activities, cultural offerings, and athletic events. It also strives to provide a park-like quality, thanks, in part, to the College’s designation as an “urban forest” and recognition as a “Tree Campus USA.” For years, the College’s Bond Workgroup (BWG) oversaw the implementation of the bond. However, continued updating and implementation of the FMP and the impact of bond-funded construction has taken a back seat to a focus on bond building project completion, which has caused other campus needs to fade into the background.

The Facilities Planning Committee (FPC) described in III.B.2 was revived by the College in order to ensure a unified approach in managing and planning facility related needs across the campus. A preliminary review of needs and requests in facilities program review modules and survey results related to the accreditation Self-Evaluation study provides a guideline to how the FPC needs to proceed.

The accreditation self-evaluation process offered the College an opportunity to conduct both a qualitative and quantitative self-analysis of actions and decision-making, resulting in the identification of the following issues:

- Uncertainty about how effectively space is being utilized
- The absence of a plan to predict and fund replacements and upgrades for new technology purchased through the bond
- Uneven, sporadic wireless service
- Insufficient emergency response training for all faculty, staff, and students
- Uneven cleanliness of College facilities and what appears to be acceptance of a “dingy” physical environment

Use of Facility Space

Through the College’s accreditation self-evaluation process, LAVC discovered a need for a more integrated and uniform way to monitor how available space is used by the campus. Different divisions monitor areas directly related to their responsibilities, but sharing this information widely is needed to ascertain the actual utilization of the campus. For example, classroom use is monitored by the Academic Affairs Office to ensure it supports the schedule of classes. Other spaces are booked through Master Calendar. Training rooms in the Faculty/Staff Resource Center are monitored by the Office of Professional Development. However, this information should be widely shared with student clubs needing a meeting space, faculty and staff needing to conduct trainings, or external entities seeking to provide enrichment activities for students or

public interest events for the community. In addition, currently, the facilities can be reserved only by calling, emailing, or visiting the appropriate individual in person.

Another issue, which will be somewhat addressed when the new Student Union is completed, is the lack of common gathering areas in which students and faculty can interact. While workshops have been offered touting the benefits of faculty-student interaction outside of the classroom and promoting this interaction is one of the objectives in our Educational Master Plan, there have been few spaces in which to do this. The College has not had a faculty or staff lounge for informal or organized conversation since the demolition of our Cafeteria and Administration Buildings. It will be incumbent upon us to ensure that spaces in the new building are promoted and used for the intended purpose of strengthening this interaction.

To address these issues, the newly-reinstituted Facilities Planning Committee (FPC) will bring together all campus planning information related to scheduled space each semester. The FPC will recommend communication tools for the various offices and departments in order to create a public calendar of how all space is being utilized in a given semester. This information will also be forwarded to Maintenance and Operations to ensure that sufficient heating and air conditioning are provided and the proper set-up is accomplished. In addition, the College will need to ensure that opportunities are created to promote dialog and faculty-student interaction.

The College can also benefit from having a shared understanding of what constitutes effective utilization. The FPC will need to be trained on how to analyze the data to properly understand effective space utilization. Then it will need to provide the training necessary to other identified shared governance groups as well as divisions and departments so they understand and use the data as part of their requests made in the annual plan facilities modules as part of program review. The Research Advisory Council, referred to in Action Project #1, can assist in this endeavor by providing training on how to interpret the data on assignable square footage and efficiency percentages provided by Fusion, the College's annual space inventory report.

Replacement and Upgrade Plan

Both faculty and staff surveys show increasing dissatisfaction with the reliability, availability, and capacity for using wireless, which can be an indicator of how well space is used on campus. On the 2015 Technology Survey, 42 percent of faculty and 28 percent of students reported that they were not satisfied with wireless network coverage. This impacts the teaching and learning environment for students; if students, faculty, and staff are not able to use the wireless on campus on a consistent basis, they will experience challenges in completing their work and may not want to spend time on campus. The College plans to increase the Wireless Access Points (WAPs) across campus and the four wireless controllers. In addition, the Firewall will be upgraded from 1GB to 10GB to support additional features related to anti-spam, data loss prevention, and bandwidth management. The Technology Committee (TECH) will monitor the effect of these upgrades through a campus-wide survey before offering additional recommendations.

Ensuring that state-of-the-art technologies are intact and can be relied upon to function is a critical component of ensuring a learning environment for students that will enable them to complete their educational goals. The College uses its comprehensive Program Review and annual plan processes to identify facility, technological, and equipment needs. Through review

of validated modules, the College is able to verify expected needs for long-term planning of equipment repairs and replacements to assure an inventory of equipment needs for each building and division. In light of this new inventory, the College will also need to make sure its maintenance agreements are included in operational planning budgets.

The College's FPC will need training on the funding resources outlined in the 2015 LAVC Facilities Plan and how this funding is built into the operational budget for baseline replacement and upgrade items. Further training of participants will need to be provided on how to recognize long-term issues and grant-related items associated with new or expanding programs that are expected to be institutionalized for inclusion into annual revisions of the Facilities Master Plan. Plans to be created or reviewed include the Scheduled Maintenance Plan, Proposition 39 Energy Projects, Bond Construction, Capital Outlay Program, Grants, and Deferred Maintenance.

As a result of reviewing the facilities annual plan modules, the College noted that some may need more direction on how to determine short-term and long-term goals and use the processes that already exist on campus to create recommendations. FPC will conduct workshops for those groups that may need this additional training.

Emergency Response Training

The goals of the College's Security Master Plan are to provide physical safety and security for all students, faculty, staff, and visitors; ensure the security of physical properties (e.g., buildings, vehicles, furniture, equipment); and protect sensitive/confidential records and assets. The project will embark on purchasing an emergency mass notification system and installing internal locks on all classroom doors. Training users who are expected to interface with the various Physical Security systems (i.e., Lenel OnGuard, updating ACAMS components) will include operator training on how to maintain the system and training on how to use it for emergency situations.

With the rollout of new facilities and continued bond-funded construction, the College needs to ensure that a schedule for safety and emergency response training be created. The Administrative Services Division, in conjunction with the LAVC Sheriff's Office and with input from the Work Environment Committee (WEC), will administer an active shooter lockdown, evacuation training, fire drill, earthquake preparation, and earthquake drills over the next six years during regular semester sessions so as to capture as many participants as possible. Training for Emergency Operations Center personnel will be included as an integral part of every drill or exercise. The plan for drills and training will be reviewed and updated annually or as needed. The WEC will create and administer campus surveys to assess the impact of each drill and exercise. In addition, it will review the former Building Marshall Training Plan, determine what kept it from being successful, and suggest changes to the plan.

The WEC will continue to monitor the needs of the campus and discuss recommendations for classroom presentations, additional mock emergency scenarios for faculty and staff, and ensure that appropriate cards and signs with emergency numbers and procedures are widely available.

The College will install approximately 80 smart surveillance cameras to improve the response to active shooter and other similar emergency situations. The College also needs to move all analog and digital phones to VOIP with an assumption that the future emergency mass communication

system is compatible with the current NEC system. If incompatible, then the NEC VOIP system needs to be replaced. This will improve communication on campus and better interface with the College's existing emergency Mass Communication System. In addition, the College needs to provide training for staff on how to recover after a power outage or an emergency to bring services back to normal operation to further serve students.

Cleanliness

The District Facilities Planning and Development Committee uses an established guideline for assessing the cleanliness of the campus. According to this guideline, "There is a direct correlation between the available amount of resources and the appearance of the facilities." Based on their suggested formula for ensuring appropriate levels of cleanliness, with only 24 custodians, the College is currently considered "moderately dingy." Student survey results show a decrease in satisfaction. On the question of whether campus buildings are clean and well-maintained, 78.4 percent agreed in 2009 compared to 69.5 percent in 2014. On whether the restrooms are clean and well-maintained, 68.1 percent agreed in 2009; only 54.7 percent agreed in 2014.

Due to current budget challenges, there is only one shift of custodians, who begin their work in the early morning hours. Thus, they have only 3.5 hours out of their seven-hour shift to access and clean unoccupied classrooms and offices, which severely limits their ability to clean at a deeper level. This staffing challenge also translates into bathrooms being serviced only until 1:30 or 2:00 p.m. each day, even though classes are held on campus until 10:00 pm. The Budget Committee and the WEC will need to analyze the College's inability to reach a higher level of cleanliness without additional custodians and then provide recommendations to the IEC.

In conclusion, while LAVC's campus is being transformed in many ways through bond-funded projects, there is still much work to do in order to make the physical environment conducive to student success. Welcoming gathering spaces, appropriately equipped classrooms, clean bathrooms, clear emergency plans, and consistent access to a wireless network are important to students wanting to attend LAVC. This action project will help the campus create such an environment. As with Action Project #1, the College's Institutional Effectiveness Committee (IEC) is responsible for ensuring Action Project #2 is addressed through the shared governance process. Thus, the College's IEC will ensure that the Budget Committee, Technology Committee, Facilities Planning Committee, and Work Environment Committee provide regular reports and recommendations addressing the following:

1. The effective use of facility space for student, faculty and staff across the campus (instructional, non-instructional, and gathering areas)
2. A sustainable plan to fund replacements, repairs, and expected technological upgrades (including wireless) while still maintaining a reserve for unexpected emergencies
3. Comprehensive, campus-wide safety and emergency response trainings for earthquake, fire, active shooter, etc.
4. The cleanliness of the educational environment

Measurement of Progress, Responsible Parties, and Timeline

Action Project #2: Focus the College's use and maintenance of space and facilities to ensure an environment conducive to learning and fostering student success.

Activity	Timeline	Responsible Parties	Resources	Measurable Outcomes
Identify tools for creating a public calendar	Fall 2016	FPC	Funding for software, staffing, training	Increased awareness of campus events and improved attendance.
Evaluate effectiveness of space use; determine and implement the software to track scheduling of rooms.	Spring 2017	VP of Administrative Services, Facilities Manager, OIE, FPC	Offices of Admin Services, Academic Affairs, Student Services; FPC, WEC, funding for software, training	Baseline room efficiency rates for classrooms, laboratories and administrative departments.
Evaluate effectiveness of space use; ensure Academic Affairs has a current classroom inventory and schedules classes accordingly.	Fall 2016	VP of Administrative Services, Facilities Manager, OIE, FPC	Academic Affairs	Assessment and implementation plan for increased rates for classrooms, laboratories and administrative departments.
Activate the new FPC to ensure the committee members are trained and are able to carry out their duties as noted in the Facilities Plan.	Fall 2016	VP of Administrative Services, Facilities Manager, OIE, FPC	FPC, District Facilities Planning and Development	Progress on the facilities plan including the evaluation of progress and processes that is disseminated to the college.
Increase WAPs and upgrade Firewall; monitor impact	Fall 2016 - Ongoing	VP of Administrative Services, IT Manager, IT staff	WAP Block grant Firewall: IT Bond Funds	Increased satisfaction with the faster speed available to transmit data of a 10GB firewall.
Create inventory of equipment needs for each building and division and Replacement Plan	Fall 2016: Inventory; Spring 2017: Replacement Plan	VPs of Administrative Services, Academic Affairs, Student Services; Technology and Budget Committees	TBD	Inventory worksheets that will be available for look up, references, and through program review.
Training on funding resources for replacement and upgrades and supporting institutionalization	Ongoing	VP of Administrative Services, Facilities Manager, FPC, Tech Committee	Budget Office, Facilities Manager, IT Manager	Determination of replacement needs and identification of available funding.
Roll out drill plan and create follow-up surveys	Fall 2015-Spring 2021	VP of Administrative Services, WEC, College Sheriff's Office, OIE	TBD, OIE time	Monitor reports and surveys; incorporate plan into existing planning and decision-making processes.
Review Building Marshall Training Plan	Start of Spring 2016 Fall 2018	VP of Administrative Services, WEC, College Sheriff's Office	TBD	Improved participation, Attendance, drills. Increased efficiency.

Activity	Timeline	Responsible Parties	Resources	Measurable Outcomes
Conduct classroom presentations, mock emergency scenarios, and update emergency cards and signs	Safety marshal training Spring 2016, Fall 2018. Evacuation Fall 2016, Fall 2020. Earthquake Fall 2017 and Spring 2020.	VP of Administrative Services, College Sheriff, WEC	Attendance, surveys, drills	Increased student, faculty, and staff awareness of emergency procedures.
Install surveillance cameras and move VOIP	Spring 2017: Surveillance cameras Fall 2017: VoIP	VP of Administrative Services, IT Manager, Facilities Manager	Surveillance cameras: IT Bond funds VoIP: IT Bond Funds	Cameras: Sheriff's Office will be able to view the entire campus activities in real time. VoIP: Faculty/staff will be able to check their voice mail through email systems.
Train staff how to recover after outages	Ongoing	VP of Administrative Services, IT Manager	IT Manager and staff	Increased staff skill levels.
Analyze staffing level of custodians and scheduling limitations; determine length and gap of time available between scheduled cleaning.	Ongoing	VP of Administrative Services, Facilities Manager	Facilities Manager, Operations Manager, Supervisors	Improved cleanliness.

Action Project #3: Fully integrate professional development efforts across campus and increase participation and engagement

Professional development is a cornerstone to increasing institutional effectiveness and student success. While LAVC offers many professional development opportunities for faculty and staff, these efforts need to be expanded and integrated with College initiatives. The College needs to create a culture that embraces professional learning and development and continually seeks ways to improve student learning and institutional effectiveness.

Thanks to funding for the SSSP, the Equity Plan, and a new Title V grant focused on professional development, LAVC is poised to embark on several years of efforts to improve practices and move the needle on student achievement.

One issue the College faces is how to integrate all of our disparate activities and training so that everyone is working together on common goals. Since offerings exist in silos, many people are not aware of them or invited to participate. Integration of professional development efforts across the College is vital to creating a culture of innovation.

The chart below shows the various professional development opportunities currently available at the College:

LAVC Staff	LAVC Faculty	Equity FIG	LACCD	DAS	For All
Staff Enrichment Event	Workshops Tech Fest	CORA (Teaching Men of Color)	Faculty Teaching & Learning Academy	Summit Discipline Days	Department- sponsored workshops
Microsoft Office Specialist training	Roundtables Opening Day Department training Orientations Senate Faculty Luncheons Innovation Academy (Title V Grant) CCCCO Clearinghouse	Spring Flex Day Curriculum Development Bridge Program	Deans Academy Professional Development College		SSSP Leadership Development, At- Risk Training Culturally Responsive Training (CRT) EAP (Health & Wellness) Software systems training

While there will always be some differences among different employee groups in terms of what each group needs for professional development, the current offerings reflect a lack of parity in programming. Due to space limitations, only faculty are invited to Opening Day, a full day of activities that includes updates about the College, interactive activities, speakers, and workshops. A five-hour Enrichment Day is held for staff every summer, but workshops throughout the year focus primarily on improvement of teaching strategies. Spring 2015 Professional Development survey results showed that 80 percent of faculty and 58 percent of staff rated professional development on campus as excellent or good, indicating that the College should do more to address classified staff needs. Topics such as being culturally responsive and creating a positive learning environment to help faculty better serve students in the classroom are equally important for staff members, who serve students outside of the classroom. In terms of professional growth for administrators, a new, District-wide Deans Academy and off-campus opportunities are all that currently exist for them.

To accomplish this Action Project, the College will need to do the following:

- Evaluate the professional development needs of faculty, staff and administrators, keeping in mind the goal of increasing student achievement and success
- Explore models and best practices for robust professional development activities
- Develop professional development activities that are integrated with College initiatives
- Ensure consistent marketing and communication
- Create ways to change the culture to focus on professional growth
- Evaluate our efforts

To begin our efforts, a Professional Development Inquiry Group (PDIG) composed of the Professional Development Coordinator, the Academic Senate President, two Classified Staff representatives, and the Student Equity Plan Coordinator has been formed and has begun

meeting. Since the concerns that led to the project had already been identified during the self-evaluation process, the group began by creating a plan:

1. Complete a gap analysis
2. Create an alignment of Professional Development efforts
3. Use focus groups and surveys to identify needs of faculty, staff, and administrators
4. Find leadership for the current Classified Staff Development Committee and expand its membership to include other employee groups
5. Propose a new organizational and reporting structure for Professional Development on campus
6. Plan a spring 2016 Professional Development Summit

Most importantly, the College wants to bring about a culture shift that creates a desire to participate in professional growth. The goal is not only to integrate our efforts but also to encourage robust participation and engagement.

In November 2015, the Academic Senate held a luncheon to serve as a focus group on professional development at the College as well as an educational session on the College's Equity Plan Initiative. The 25 participants were asked their opinions about professional development, responses which will be considered as our efforts move forward.

Measurement of Progress, Responsible Parties, and Timeline

Action Project #3: Fully integrate professional development efforts across campus and increase participation and engagement.

Activity	Timeline	Responsible Parties	Resources	Measurable Outcomes
Evaluate the professional development needs of faculty, staff, and administrators, keeping in mind the goal of increasing student achievement and success.	Spring-Summer 2016	Professional Development Inquiry Group, Professional Development Advisory Committee, Classified Staff Development Committee, OIE	Focus groups, surveys, OIE time	Assessment Report on gaps and needs, creation of a crosswalk of professional development activities.
Find leadership for the Classified Staff Development Committee and expand its membership to include other employee groups.	Spring 2016	Classified Staff Development Committee		A re-invigorated and restructured Staff Development Committee.
Hold a Professional Development Summit.	Spring 2016	PD Inquiry Group, Academic Senate	Funding for lunch	A plan to integrate and expand PD.
Propose a new organizational and reporting structure for Professional Development.	Spring 2016	PD Inquiry Group, IEC	Shared governance committees	Incorporation of PD into the College's governance structure.
Explore models and best practices for robust professional development.	2016-17	PD Inquiry Group, PDAC, CSDC, Academic Senate	Funding to attend conferences	Adoption and implementation of best practices.
Develop professional development activities that are integrated with College initiatives for all employee groups.	2016-17	PD Inquiry Group	Funding to attend conferences	Increased understanding and participation in College initiatives, improved student success.
Encourage participation and a desire to participate in professional growth activities.	Ongoing	Campus leadership	Marketing materials	Improved participation, shift in attitudes.
Institute a professional development assessment system; evaluate our efforts.	Spring 2017	OIE	OIE time	A robust program.

Assessment of Action Projects

The College will annually assess the advancement towards the goals of the QFE, the progress on the Action Projects, and the effectiveness of the QFE processes, timeline, and cycles.

The assessment on the QFE begins with an analysis of the internal processes and systems to provide a foundation for embedding the plan into existing college-wide processes and systems and for advancing student learning and achievement. Through this process, the QFE becomes a critical component in college operations.

Specifically, LAVC will evaluate the specific actions that the College intends to take in order to achieve the goals identified in the QFE and make appropriate adjustments and improvements based on the findings of the yearly assessment. Moreover, the College will refine its key processes and structures under the QFE to improve student learning and achievement.

The College will generate a progress report each year to document progress on the objectives and recommend improvements to process. The report will include:

- An analysis of the data to identify strengths and areas for innovation and improvement comparing performance to trend data at the College.
- Identification of links to existing governance and planning processes
- Plans to address areas for improvement.

The report will cover:

1. Analysis of progress on Action Projects and steps based on the following:
 - a. Progress summaries from the responsible parties
 - b. Evaluation and modification of the measurable outcomes
 - c. Office of Institutional Effectiveness summary report of progress on goals
2. Integration of Action Projects with other institutional plans and interventions
3. Discussion and assessment of overall progress on the Actions Projects based on the analyses
4. Recommendations for modifications to the Action Projects
5. Recommendations for corrective or supportive actions or for other enhancements in College structures, processes, and operations designed to improve progress on the Action Projects
6. Assessment of the organization and layout of the action projects as a whole
7. Assessment of the process used in developing and maintaining the action projects, with recommendations for improvements as needed
8. Schedule for implementation of recommendations
9. Solicitation and incorporation of campus feedback on recommendations as appropriate

The Quality Focus Essay is an academic quality plan for improvement, built on a set of assumptions accepted by the College as key to creating a culture of innovation and improvement. The assessment will follow a set of well-defined procedures that focus on the College's systems and processes to investigate how well students are learning and based on the assessment of the progress on the plan, design and implement new ideas to improve academic quality.

The QFE is premised on principles of continuous quality improvement, and its various processes and requirements are designed to assist LAVC in achieving quality improvement. The QFE

promotes continual improvement of the College over time because the plan calls for the prioritization of a reasonable and manageable number of goals to guide the College as it improves student learning and achievement.

The assessment review begins at the outset of the academic year to afford sufficient time for meaningful discussion among colleagues and college leaders. The assessment process takes a broad look at the college-wide efforts over the entire academic year to provide a holistic assessment of the plan. The process is iterative in nature; the College will use the QFE to focus on efforts in a forward looking, proactive direction and as a guide to measure progress.

Timeline and Process for Assessing the Quality Focus Essay

July 2016, 2017, 2018

The Accreditation Liaison Officer will convene the Accreditation Steering Committee. The Steering Committee will develop a process for soliciting feedback on the components of the QFE from the key committees and individuals who are directly involved in implementing the plan and reviewing the processes.

August 2016, 2017, 2018

The College President will include the vision for and progress on the QFE action projects at Opening Day, Classified Staff Day, and other appropriate events throughout the year.

September through December 2016, 2017, 2018

The Steering Committee will solicit feedback and assess progress toward achieving its stated goals and make decisions regarding the improvement of academic quality, student learning and success in an ongoing and systematic cycle of evaluation based on analyses of both quantitative and qualitative data. Assessment is embedded in existing college processes, including program review, integrated planning, resource allocation and decision-making.

January through February 2017, 2018, 2019

The Office of Institutional Effectiveness will consolidate the feedback and generate a summary report for the Steering Committee and appropriate college committees. The Office of Institutional Effectiveness will distribute the report and the Steering Committee and appropriate committees will review the findings.

March through April 2017, 2018, 2019

The Steering Committee and appropriate college committees will recommend revisions to the activities, action projects, goals, cycles, plans, and processes, where appropriate.

May 2017, 2018, 2019

The Steering Committee will report the progress on the QFE goals and action projects to the college community. A report on the progress of the action projects will be made to the Chancellor and the Board of Trustees.

June 2017, 2018, 2019

The Steering Committee will present progress to the college-wide governance council, the Institutional Effectiveness Council (IEC), for review and approval at the end of each academic year. The IEC will ensure that the College is making progress on institutional effectiveness measures. The Steering Committee will hold a debriefing of the previous year's progress and begin planning the activities and efforts for the next academic year.

Changes and Plans Arising out the Self Evaluation Process

Standard	Changes Made
I.B	Improved the infrastructure for program review submissions and SLO assessments
I.B, II.A	Adopted eLumen and began training faculty and staff in its use
I.B	Began using eLumen in order to facilitate disaggregation of learning outcomes data by demographic groups
III.A	Recognized the need to integrate professional development across campus and established a Professional Development Inquiry Group
I.B, IV.A	Assigned the College President's Senior Secretary to take minutes at shared governance committee meetings and post minutes, motions, and documents

Action Plans	Timeline	Responsible Party	Anticipated Outcomes
Ensure that departments link to the Gainful Employment page and/or provide this information on their web pages	Spring 2016; ongoing	Counseling Department Liaisons, Department Chairs	Provide accurate and useful information for students
Ensure that the Net Cost Calculator is consistently updated	Spring 2016, ongoing	Counseling Department Liaisons, Department Chairs	Provide accurate and useful information for students
Develop templates with clear educational and career pathways to ensure information on degree and certificate requirements is consistently provided by all departments	Spring 2016	Counseling Department Liaisons, Department Chairs	Provide accurate and useful information for students
Revise the <u>Hiring Handbook for Selecting Faculty</u>	Spring 2016	VP of Academic Affairs, Academic Senate	Provide updated information on the hiring process
Explore ways further involve adjunct faculty in campus life	Ongoing	Academic Senate, IEC	Increase participation in campus events
Expand professional development offerings specifically for staff	Ongoing	Professional Development Director, PDAC	Enhanced performance, ability to advance
Expand online training opportunities	Ongoing	Professional Development Director, PDAC, Technology Committee	Improved teaching and effectiveness, increased participation by adjunct faculty

EVIDENCE LIST FOR ELIGIBILITY REQUIREMENTS
AND COMPLIANCE WITH COMMISSION POLICIES

[ER.1 Educational Programs, 2015-16 LAVC Catalog](#)

[ER.2 President's Bio](#)

[CP.1 Town Halls](#)

[CP.2 Email Soliciting Feedback](#)

[CP.3 Board IESS Agenda](#)

[CP.4 Board Rule 6200](#)

[CP.5 Sample Course Outline](#)

[CP.6 LAVC Catalog Transfer Requirements](#)

[CP.7 Associate Degree for Transfer Addendum](#)

[CP.8 Transfer Requirements page](#)

[CP.9 Transfer Information Spring 2016 Schedule](#)

[CP.10 Transfer Events Calendar](#)

[CP.11 DE Course Approval Guidelines](#)

[CP.12 Online Registration](#)

[CP.13 Virtual Valley Faculty Resources\)](#)

[CP.14 Virtual Valley Student Resources](#)

[CP.15 LAVC Accreditation webpage](#)

[CP.16 Student Loan Request Form](#)

[CP.17 Active Enrollment Roster message](#)

[CP.18 Authorization of Contract](#)

[CP.19 Cohort Loan Default Rates](#)

EVIDENCE LIST FOR STANDARD I.A

[I.A.1 LAVC Mission, Vision, and Core Values](#)

[I.A.2 Program Review Module Evaluation](#)

[I.A.3 EPC Review of Annual Goals Summary Report 2014](#)

[I.A.4 Tech Committee Annual Plan Report](#)

[I.A.5 Block Grant and Prop 20 Funding](#)

[I.A.6 LAVC Success and Retention Report 2009-2015](#)

[I.A.7 Viability Report Spring 2013](#)

[I.A.8 AtD Database](#)

[I.A.9 PASS Institutionalization Report](#)

[I.A.10 ACCJC Visiting Team Report 2013](#)

[I.A.11 Mission and History Modules](#)

[I.A.12 Facilities and Technology Modules](#)

[I.A.13 Sample Department Chair Scheduling Packet](#)

[I.A.14. LAVC 2014 College Effectiveness Report Presentation](#)

[I.A.15 IEC Motion Form](#)

[I.A.16 Senate motion/resolution form](#)

[I.A.17 Grant Approval p. 2](#)

[I.A.18 Agenda template](#)

[I.A.19 Process for the Review and Revision of the Mission Statement](#)

[I.A.20 Board Agenda and Minutes 2/6/13](#)

[I.A.21 EPC Minutes March and April 2015](#)

[I.A.22 EMP Mission Alignment Matrix](#)

[I.A.23 Posted Mission Statement](#)

EVIDENCE LIST FOR STANDARD I.B

[I.B.1 Math Dept. Meeting Minutes, 2/20/15](#)

[I.B.2 Sample SLO Assessment Reports](#)

[I.B.3 Sample SLO Technical Reviews](#)

[I.B.4 DAS Summit 2015](#)

[I.B.5 Foundational Skills Committee Minutes](#)

[I.B.6 2015 Annual Reflection Worksheet](#)

[I.B.7 CTE Advisory Committee Minutes](#)

[I.B.8 Team Transfer Committee Minutes 9/16/14](#)

[I.B.9 SSSP Advisory Committee Minutes](#)

[I.B.10 Student Equity Plan Minutes](#)

[I.B.11 Equity Plan Faculty Inquiry Group Minutes](#)

[I.B.12 Equity Plan Presentation](#)

[I.B.13 Curriculum Committee Minutes, 2/11/15](#)

[I.B.14 Faculty Lunches](#)

[I.B.15 Technology Committee Minutes re: priorities](#)

[I.B.16 EMP Forums February 18 21 2014](#)

[I.B.17 IEC Retreat Minutes June 2015](#)

[I.B.18 Accreditation Town Halls](#)

[I.B.19 2014 Accreditation Survey](#)

[I.B.20 Subject Program Alignment](#)

[I.B.21 Degree/Certificate/Transfer Mapping](#)

[I.B.22 Examples of Improvement Plan Results](#)

[I.B.23 Three-Year Assessment Cycle Motion](#)

[I.B.24 Institution-Set Standards](#)

[I.B.25 Standards Motion Approved](#)

[I.B.26 LAVC Completions 2005-15](#)

[I.B.27 Viability Standards](#)

[I.B.28 Viability Review of Educational Programs](#)

[I.B.29 Student Success Data module](#)

[I.B.30 Viability Report Spring 2013](#)

[I.B.31 Completed Viability Reports](#)

[I.B.32 Viability Self-Study Memos](#)

[I.B.33 PEPC Minutes April 2014](#)

[I.B.34 Examples of Data Analysis](#)

[I.B.35 Fall 2014 FTEF Analysis](#)

[I.B.36 Evaluation Survey Results](#)

[I.B.37 EPC Review of Annual Goals Summary Report 2013](#)

[I.B.38 Assessment and Goals module](#)

[I.B.39 Mission and History module](#)

[I.B.40 Equity Analysis](#)

[I.B.41 2015-2020 Student Equity Plan](#)

[I.B.42 BSI 2015-2016 Final Report](#)

[I.B.43 College Effectiveness Report 2015](#)

[I.B.44 Tech Committee minutes](#)

[I.B.45 Student Services Leadership Meetings](#)

[I.B.46 PEPC minutes April 2015](#)

[I.B.47 IEC June Retreat Minutes](#)

[I.B.48 Chart of District policies](#)

[I.B.49 Sample Consultation Items for Administrators](#)

[I.B.50 CTE Advisory Board Minutes](#)

[I.B.51 Instructions for Summarizing Modules](#)

[I.B.52 Sample Summary Review of Program Review Module](#)

[I.B.53 Program Review Handbook](#)

[I.B.54 Role of the Budget Committee regarding the FON](#)

[I.B.55 Chairs and Directors Notes June 2015](#)

[I.B.56 Faculty Hiring Guidelines 2015](#)

[I.B.57 Faculty Hiring Prioritization Process](#)

EVIDENCE LIST FOR STANDARD I.C

[I.C.1 2014 LACCD Student Survey](#)

[I.C.2 2015-16 LAVC Catalog](#)

[I.C.3 Success and Retention Report 2009-2015](#)

[I.C.4 Advisory Board Minutes](#)

[I.C.5 Educational Programs Listing](#)

[I.C.6 Board Rule 6705.20](#)

[I.C.7 LAVC Fees page](#)

[I.C.8 Academic Freedom Statement Catalog](#)

[I.C.9 Academic Freedom Statement Schedule](#)

[I.C.10 Article 4, Academic Freedom](#)

[I.C.11 Board Rule 15002](#)

[I.C.12 Board Rule 1201](#)

[I.C.13 Student Evaluation of Classroom Instructor](#)

[I.C.14 Student Code of Conduct and Academic Dishonesty -- Catalog](#)

[I.C.15 Student Code of Conduct and Academic Dishonesty -- Schedule](#)

[I.C.16 Board Rule 6705.20](#)

[I.C.17 Board Rule 9803.12](#)

[I.C.18 Board Rule 91101](#)

[I.C.19 Exam Book Cover](#)

[I.C.20 Managing Classroom Discipline](#)

[I.C.21 Professional Development Teaching Resources](#)

[I.C.22 Classroom Faculty Evaluation Checklist](#)

[I.C.23 LAVC Accreditation web page](#)

EVIDENCE FOR STANDARD II.A

[II.A.1 Vision and Mission Statements](#)

[II.A.2 Program Listing](#)

[II.A.3 VCCC Technical Review Subcommittee](#)

[II.A.4 New Course and Reinstatement Addendum - GEOL 002](#)

[II.A.5 VCCC Distance Education Subcommittee](#)

[II.A.6 DE Course Approval Guidelines](#)

[II.A.7 Retail Management Cert New Program Forms](#)

[II.A.8 Program Review Handbook-Cycle 3](#)

[II.A.9 Anthropology 102 Course Assessment Report](#)

[II.A.10 CD 1 Assessment Report Review Sheet](#)

[II.A.11 Program Award Summary](#)

[II.A.12 Transfers UC and CSU](#)

[II.A.13 E-64 New Program Procedures](#)

[II.A.14 E-65 Curriculum Development](#)

[II.A.15 Curriculum Update Tracking Sheet](#)

[II.A.16 Theater-Emergency Services-Business Advisory Board Minutes 2015](#)

[II.A.17 Classes Outside Regular Department Structure Subcommittee – CORDS](#)

[II.A.18 Contract Ed Evaluation Examples](#)

[II.A.19 Tech Fest Summer 2015](#)

[II.A.20 Virtual Valley Faculty Resources](#)

[II.A.21 Virtual Valley Student Resources](#)

[II.A.22 Faculty Evaluation Summary Form](#)

[II.A.23 Program Review and Executive Summaries](#)

[II.A.24 SLO Manual](#)

[II.A.25 IEC Motion to Archive Courses Not Assessed](#)

[II.A.26 Course Outlines and Student Learning Outcomes](#)

[II.A.27 Board Rule 6705.20-Syllabus](#)

[II.A.28 Discipline Assessment Plan Form](#)

[II.A.29 Institutional Assessment Plan 2013](#)

[II.A.30 Assessment 3 Year Cycle Motion](#)

[II.A.31 ILOs in 2015-16 Catalog](#)

[II.A.32 Alignment Grid CTE](#)

[II.A.33 Alignment Grid Foundational Skills](#)

[II.A.34 Alignment Grid GE-Transfer](#)

[II.A.35 Program Assessment Report-CTE](#)

[II.A.36 Program Assessment Report-Foundational Skills](#)

[II.A.37 Program Assessment Report-GE-Transfer](#)

[II.A.38 SLO Position Announcement](#)

[II.A.39 eLumen SLO Assessment Process](#)

[II.A.40 Basic Skills Courses](#)

[II.A.41 Noncredit Basic Skills Courses](#)

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