Los Angeles Valley College

2007

Institutional Self Study 2007 for the

Reaffirmation of Accreditation









Institutional Self Study 2007 for the Reaffirmation of Accreditation

Submitted by

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



January 2007

Submitted to

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

Los Angeles Community College District Board of Trustees

Michael D. Waxman, President
Sylvia Scott-Hayes, Vice President
Kelly G. Candaele
Mona Field
Warren T. Furutani
Georgia L. Mercer
Nancy Pearlman
Luis Gomez, Student Trustee

District Administration

Darroch F. Young, Chancellor
Adriana Barrera, Senior Vice Chancellor
Larry H. Eisenberg, Executive Director Facilities Planning and Development
Camille Goulet, General Counsel

Los Angeles Valley College Administration

Dr. Tyree Wieder, President
Carlotta Tronto, Vice President, Academic Affairs
Dr. Yasmin Delahoussaye, Vice President, Student Services
Thomas Jacobsmeyer, Vice President, Administrative Services

Academic Senate

Dr. Shannon Stack, President
Don Gauthier, Executive Vice President
Sheri Berger, Curriculum Vice President
Pat Calder, Treasurer
Rose Drummond, Secretary

Certification of the Institutional Self Study Report

Date: December 2006

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

From: Los Angeles Valley College
5800 Fulton Avenue, Valley Glen, CA 91401-4096

This Institutional Self Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self Study Report accurately reflects the nature and substance of this institution.

Signed:

Darroch "Rocky" Young, Chancellor, Los Angeles Community College District

**Michael D. Waxman, President, Board of Trustees,
Los Angeles Community College District**

Dr. Tyree Wieder, President, Los Angeles Valley College

Dr. Shannon Stack, President, Academic Senate, Los Angeles Valley College

Selma Cohen, Classified Staff, College Council, Los Angeles Valley College

Narine Jugharyan, ASU President

Carlotta R. Tronto, Accreditation Liaison Officer, Los Angeles Valley College

Deborah Kaye, Accreditation Chair, Los Angeles Valley College

TABLE OF CONTENTS

Introduction
Our History 1
LAVC and Community Demographic Profile and Charts 3
Our SLO Story 12
Responses to Recommendations 15

Abstract of the Self Study
Thematic Overview 23
Abstract of the Standards 26

Self Study Organization
Organization of the Self Study 33
Self Study Committees 36
Self Study Timeline 41

Organizational Structure
College org charts 43
District org chart 47

Certification of Eligibility Requirements
Eligibility Requirements 49

Standard I Institutional Mission and Effectiveness
A. Mission 55
B. Improving Institutional Effectiveness 64

Standard II Student Learning Programs and Services
A. Instructional Programs 83
B. Student Support Services 113
C. Library and Learning Support Services 141

Standard III Resources
A. Human Resources 157
B. Physical Resources 180
C. Technology Resources 192
D. Financial Resources 208

Standard IV Leadership and Governance
A. Decision-Making Roles and Processes 225
B. Board and Administrative Organization 239

Planning Agenda Summary 265





INTRODUCTION

Our History

Los Angeles Valley College was created to meet the tremendous growth of the San Fernando Valley during the 1940's and early 1950's. The college was officially chartered by the Los Angeles Board of Education in June of 1949 and opened its doors on September 12 of that year on the campus of Van Nuys High School. There were 439 students enrolled, taught by 23 faculty members in five bungalows that served as the campus. The library had 150 volumes.

The college's evening division opened in 1950 with 12 classes. LAVC moved to its permanent 105-acre site in Van Nuys in 1951, with classes held in 33 temporary bungalows, increasing to 45 over the next five years. By 1952, the fall enrollment exceeded 2,300 students. Within the next two years the college had created a fully functioning counseling program and a community services program. In 1954, faculty members founded the Athenaeum, offering community programs that brought the Los Angeles Philharmonic to campus. Guest speakers on campus included Eleanor Roosevelt, Margaret Mead, and Louis Leakey.

The college grew with the San Fernando Valley. It soon had an excellent transfer program as well as a number of vocational programs. In 1959, Phase I of the Master Building Plan was completed, adding the Engineering, Chemistry, Physics, Foreign Language, Administration, and Library buildings. By 1961, the Music, Theater Arts, Life Science, and Cafeteria buildings were added and in 1963, buildings for Business-Journalism, Math-Science, Art, and the Planetarium. In the 1970's the college added the Gymnasiums, Behavioral Science, Humanities, and Campus Center buildings.

In 1969, the colleges separated from the Los Angeles Unified School District and the Los Angeles Community College District was formed, with the first independent Board of Trustees elected that year. Several years ago, the Los Angeles Community College District began its move toward decentralization of functions. It continues to define the delineation of duties, with increased local control giving LAVC the independence to create its own destiny.

With the passage of two district-wide bond measures, Proposition A in 2001 and Proposition AA in 2003, Los Angeles Valley College has received funding to allow us to embark on ambitious plans to renovate existing buildings, upgrade infrastructure, and construct new buildings. Our first completed structure houses Maintenance & Operations and the Sheriff's Station; we have a new stadium and track; several buildings have been or are currently being renovated; and we have broken ground for an Allied Health and Sciences Building.

Under the stable leadership of our college president, Dr. Tyree Wieder, who was appointed in 1995, we have made a number of advances to increase our institutional effectiveness. We created several new certificate programs, revitalized our total college offerings, implemented a program review process, added new courses in many departments, increased the number of evening and accelerated courses to meet the needs of working students, and added tutoring and computer labs and expanded their hours. Dr. Wieder established a research office to provide the college with comprehensive information for planning and a full-time compliance officer to handle issues of equity and diversity. Under her guidance, the STARS initiative has engaged students and faculty in dialogue about teaching and learning.

In 2001, the college was granted a full six-year renewal of its accreditation and given high praise for its educational programs. LAVC has received stellar evaluations from outside agencies for many of its programs and has been the recipient of numerous grants, which have allowed us to offer extra services to specialized populations.

LAVC offers recreational opportunities (athletics, community education classes), leadership activities (through the ASU), and cultural events (art exhibits and performances in dance, music, and theater) to enrich the lives of our students and the community. The college frequently hosts civic events, such as the first mayoral debate in 2005 and a mayoral Town Hall in 2006 on proposed changes in the Los Angeles Unified School District.

Our Job Training Program meets the needs of local businesses for employee training and our Professional Media Resource Center serves as a training and teleconferencing facility for the college and area businesses.

We have made huge strides in our technological capabilities, increasing access to research from on and off-campus through our library website and information for faculty, staff, students, and the community on our college and district websites. Students can access a variety of student support services online. Virtual tutoring help is available through our Writing Center. We have added a number of "smart classrooms" in our renovated buildings and by the time our projects are completed, all our classrooms will be technologically wired. Ten locations on campus now have wireless Internet access.

We are proud of the accomplishments of what has been called "the gem in Valley Glen," a comprehensive two-year institution of higher education that serves our students and our community and contributes to the economic development of our region.

LAVC and Community Demographic Profile

Los Angeles Valley College students commute from local and distant communities of the San Fernando Valley, Los Angeles, the San Gabriel Valley, Santa Clarita, and other areas. About half of our student population resides in the nearby communities of North Hollywood, Van Nuys, and Burbank. Since 2000, the San Fernando Valley's annual population has declined each year through 2004.

Many LAVC students are financially challenged, as the average adjusted gross income for each major feeder area (North Hollywood, Van Nuys, and Burbank) is lower than the overall average adjusted gross income of the entire San Fernando Valley. About 25-30% of LAVC students work full-time.

In terms of educational attainment, the San Fernando Valley's population is more educated than that of Los Angeles County (58% of residents have attended or graduated from college vs. 50% of county residents). At LAVC, 45% of our students are the first people in their families to attend college.

Since our enrollment peak in 2002, LAVC, along with the District and the state, have experienced enrollment declines during California's period of economic recovery and during a time of low unemployment rates. These enrollment declines have affected our base funding allocation and contributed to our recent budget deficit.

The majority of students attending LAVC are female (60%) compared to the San Fernando Valley, Los Angeles County, California, and the U.S., where females comprise about 50% of those populations. This trend of higher female ratios is commonly found at most colleges and universities across the country.

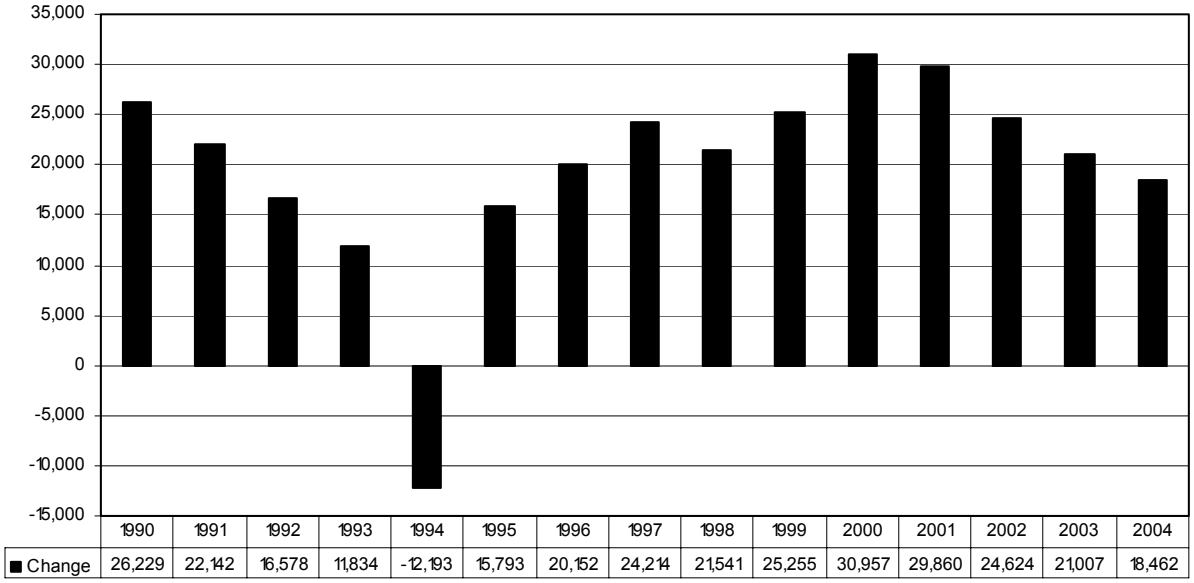
LAVC has a very diverse student population, where all age groups are represented. The median age is 23. Our Hispanic student population has steadily grown over the years and is currently at 40%, and our Armenian speaking population has slowly increased as well. Most students who attend LAVC are part-time students.

While the majority of students indicate that their goals are vocational/job-related and/or transfer/degree related, many students attend LAVC for personal development reasons. LAVC grants approximately 1,400 awards (degrees and certificates) annually and transfers over 1,000 students each year to four-year universities. Our top areas of study are Liberal Arts, Child Development, Nursing, and Economics.

Top 20 Communities of LAVC Students
Fall 2005

City	Count	%
North Hollywood	3,617	26%
Van Nuys	2,549	18%
Burbank	974	7%
Sherman Oaks	867	6%
Los Angeles	826	6%
Panorama City	796	6%
Arleta	652	5%
Sun Valley	641	5%
North Hills	427	3%
Glendale	381	3%
Northridge	363	3%
Studio City	347	2%
Granada Hills	313	2%
Reseda	274	2%
Pacoima	237	2%
Encino	212	1%
Sylmar	189	1%
Valley Village	170	1%
Mission Hills	168	1%
Valley Glen	156	1%
All Other Zip Codes	910	6%

San Fernando Valley Annual Population Change
1990 - 2004



	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Change	26,229	22,142	16,578	11,834	-12,193	15,793	20,152	24,214	21,541	25,255	30,957	29,860	24,624	21,007	18,462

Source: San Fernando Valley and LA County data from the *San Fernando Valley Economic Report 2005-2006* by the San Fernando Valley Economic Research Center at California State University, Northridge. http://www.csun.edu/sfverc/

Note: 1994 was the year of the Northridge earthquake. Data reprinted with permission.

Gender Comparisons

	Female	Male
LAVC students[1]	60%	40%
San Fernando Valley[2]	51%	49%
Los Angeles County[2]	51%	49%
California[3]	50%	50%
United States[3]	51%	49%

Age Comparisons

	Under 20	20 - 24	25 - 34	35 - 54	55 and Over
LAVC students[1]	22%	34%	23%	18%	3%
San Fernando Valley[2]	29%	7%	14%	29%	21%
Los Angeles County[2]	31%	7%	15%	28%	20%
California[3]	30%	7%	15%	29%	20%
United States[3]	28%	7%	14%	30%	21%

Ethnicity Comparisons

	Hispanic	White	African-American	Asian	Other Non-White
LAVC students[1]	41%	34%	7%	13%	5%
San Fernando Valley[2]	42%	43%	4%	11%	0%
Los Angeles County[2]	47%	30%	10%	14%	0%
California[3]	35%	44%	6%	12%	3%
United States[3]	14%	67%	12%	4%	2%

Source: [1] LACCD Fall 2004 Census files (CEN_RDB).
[2] *San Fernando Valley Economic Report 2005 - 2006* by the San Fernando Valley Economic Research Center at California State University, Northridge. *http://www.csun.edu/sfverc/*
[3] *U.S. Census Bureau 2004 data. U.S. http://factfinder.census.gov.*

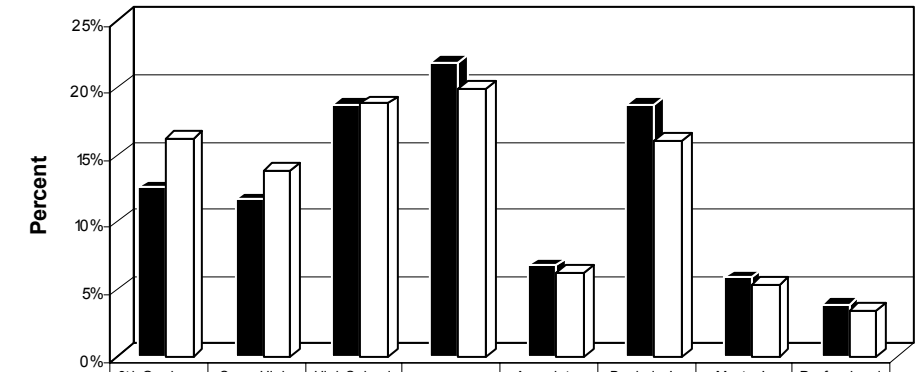
Income Data by San Fernando Valley Community

Community	Number of Returns	Adjusted Gross Income (in thousands of dollars)	Average Adjusted Gross Income
North Hollywood	75,771	$2,736,863	$36,120
Van Nuys	64,629	$2,255,620	$34,901
Burbank	49,684	$2,399,140	$48,288
Sherman Oaks	28,812	$2,393,288	$83,066
Panorama City	22,298	$611,620	$27,429
Pacoima	35,278	$928,711	$26,326
Sun Valley	17,418	$590,242	$33,887
North Hills	20,694	$779,776	$37,681
Glendale	86,739	$4,220,473	$48,657
San Fernando Valley	**729,423**	**$37,559,313**	**$51,492**

Source: 2002 data from the *San Fernando Valley Economic Report 2005 - 2006* by the San Fernando Valley Economic Research Center at California State University, Northridge. http://www.csun.edu/sfverc/

Notes: Data used with permission. Data is based on the average per return and may not be comparable to the average per household or family.

Educational Attainment (Persons Age 25 and Over)

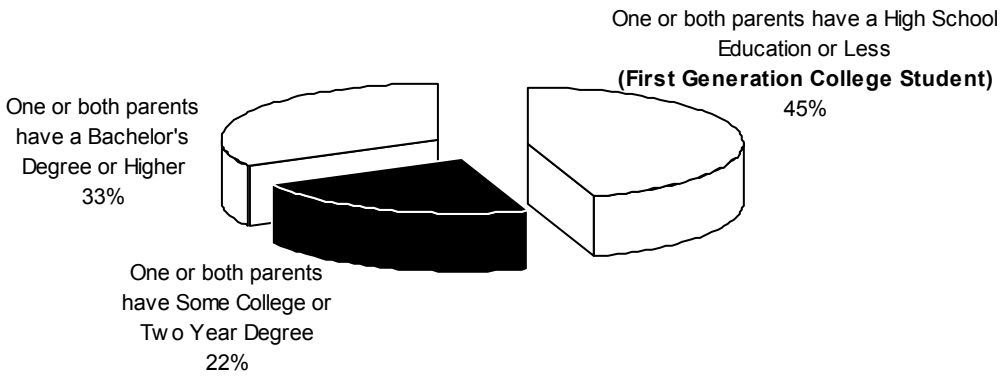


	8th Grade or less	Some High School	High School Graduate	Some College	Associate Degree	Bachelor's Degree	Master's Degree	Professional or Doctorate
S.F. Valley	13%	12%	19%	22%	7%	19%	6%	4%
L.A. County	16%	14%	19%	20%	6%	16%	5%	3%

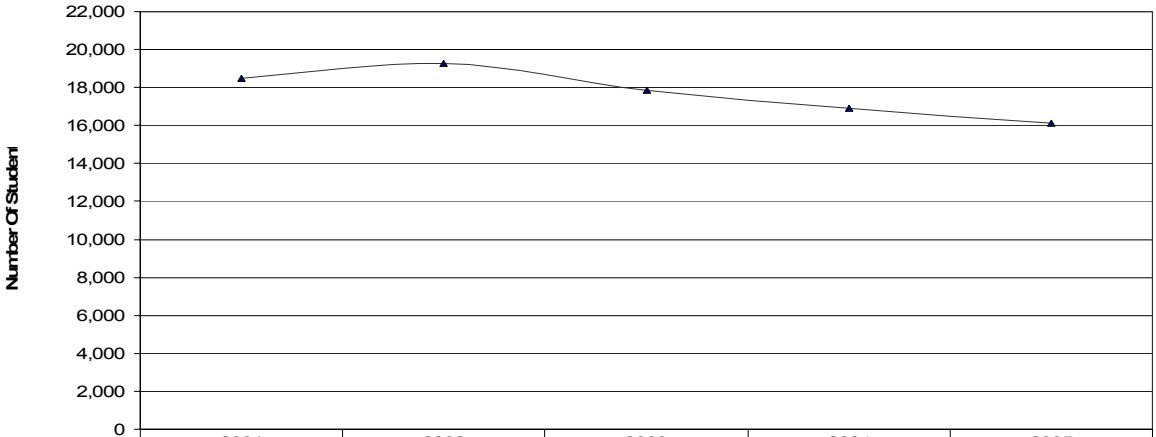
Source: *San Fernando Valley Economic Report 2005 - 2006* by the San Fernando Valley Economic Research Center at California State University, Northridge. *http://www.csun.edu/sfverc/*

Note: Chart and table reprinted with permission.

Parental Education Level of LAVC Students

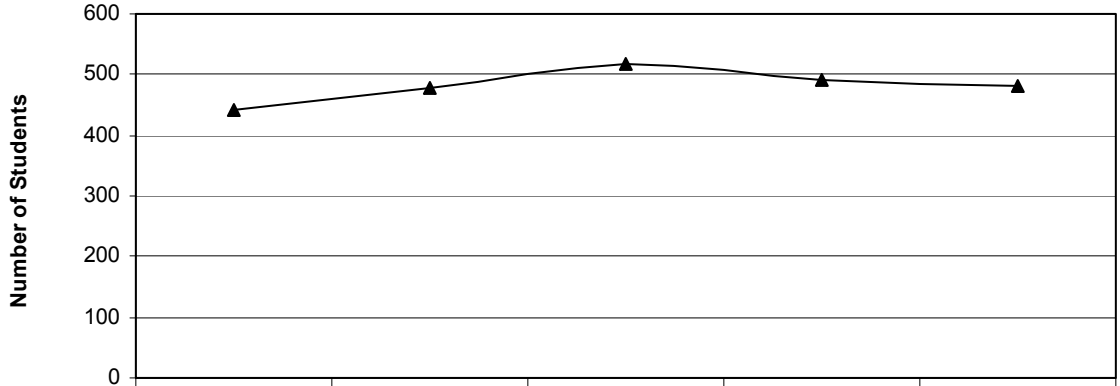


LAVC Credit Headcount
Fall 2001- Fall 2005



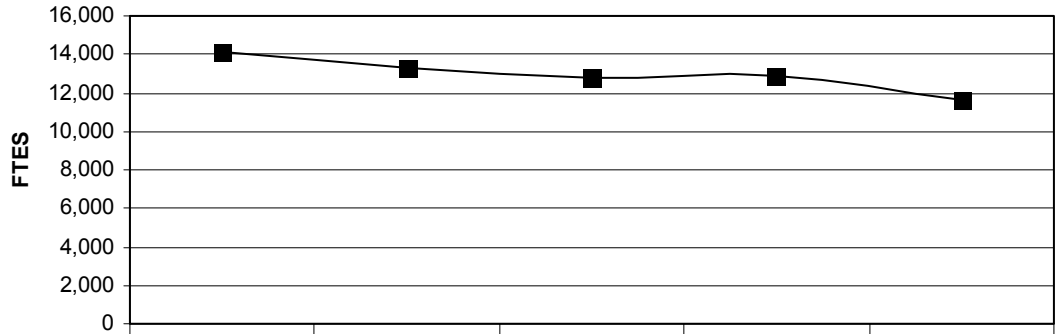
	2001	2002	2003	2004	2005
LAVC	18487	19275	17861	16920	16111

LAVC Non-Credit Headcount
Fall 2001 - Fall 2005



	2001	2002	2003	2004	2005
LAVC	442	477	517	491	480

Full-Time Equivalent Student (FTES) by Academic Year
2001-2002 through 2005-2006



	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
FTES	14153.64	13276.35	12741.44	12911.07	11670.41

Gender Trends

	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	Count	%	Count	%	Count	%	Count	%	Count	%
Male	7,550	41%	7,669	40%	7,144	40%	6,768	40%	6,444	40%
Female	10,937	59%	11,606	60%	10,717	60%	10,152	60%	9,667	60%
Total	**18,487**	**100%**	**19,275**	**100%**	**17,861**	**100%**	**16,920**	**100%**	**16,111**	**100%**

Age Trends

	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	Count	%	Count	%	Count	%	Count	%	Count	%
Under 20	3,882	21%	4,048	21%	3,801	21%	3,742	22%	3,871	24%
20-24	5,731	31%	6,168	32%	5,931	33%	5,631	33%	5,283	33%
25-34	4,437	24%	4,626	24%	4,243	24%	3,931	23%	3,567	22%
35-54	3,697	20%	3,662	19%	3,249	18%	3,047	18%	2,845	18%
55 and over	740	4%	771	4%	637	4%	569	3%	545	3%
Total	**18,487**	**100%**	**19,275**	**100%**	**17,861**	**100%**	**16,920**	**100%**	**16,111**	**100%**

Ethnicity Trends

	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	Count	%	Count	%	Count	%	Count	%	Count	%
Asian	2,419	13%	2,561	13%	2,501	14%	2,200	13%	2,094	13%
African-American	1,355	7%	1,329	7%	1,250	7%	1,184	7%	1,128	7%
Hispanic	7,398	40%	7,829	41%	7,144	40%	6,937	41%	6,444	40%
Other Non-White	789	4%	901	5%	893	5%	846	5%	806	5%
White	6,526	35%	6,655	35%	6,073	34%	5,753	34%	5,639	35%
Total	**18,487**	**100%**	**19,275**	**100%**	**17,861**	**100%**	**16,920**	**100%**	**16,111**	**100%**

Primary Language Trends

	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	Count	%	Count	%	Count	%	Count	%	Count	%
English	11,770	64%	11,958	62%	10,860	61%	10,306	61%	9,932	62%
Armenian	1,424	8%	1,687	9%	1,747	10%	1,764	10%	1,763	11%
Chinese Languages	48	0%	47	0%	42	0%	35	0%	47	0%
Farsi	246	1%	277	1%	244	1%	212	1%	196	1%
Japanese	66	0%	48	0%	42	0%	51	0%	46	0%
Korean	155	1%	144	1%	125	1%	109	1%	90	1%
Russian	582	3%	605	3%	617	3%	516	3%	490	3%
Spanish	3,039	16%	3,298	17%	3,061	17%	2,841	17%	2,533	16%
Tagalog (Filipino)	306	2%	348	2%	321	2%	316	2%	294	2%
Vietnamese	129	1%	127	1%	86	0%	80	0%	70	0%
Other	722	4%	736	4%	716	4%	690	4%	650	4%
Total	**18,487**	**100%**	**19,275**	**100%**	**17,861**	**100%**	**16,920**	**100%**	**16,111**	**100%**

Incoming Status Trends

	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	Count	%	Count	%	Count	%	Count	%	Count	%
New Students	5,908	32%	5,902	31%	4,972	28%	4,688	28%	4,820	30%
Continuing Students	10,398	56%	10,914	57%	10,644	60%	10,039	59%	9,281	58%
Returning Students	2,181	12%	2,459	13%	2,245	13%	2,193	13%	2,010	12%
Total	**18,487**	**100%**	**19,275**	**100%**	**17,861**	**100%**	**16,920**	**100%**	**16,111**	**100%**

Prior Education Trends

	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	Count	%	Count	%	Count	%	Count	%	Count	%
US High School Graduate	10,547	57%	11,361	59%	11,001	62%	10,591	63%	10,040	62%
Foreign High School Graduate	2,151	12%	2,278	12%	2,160	12%	2,020	12%	1,910	12%
High School Equivalency, Proficiency Cert., etc.	991	5%	1,101	6%	995	6%	903	5%	867	5%
Concurrent High School Student	580	3%	587	3%	461	3%	517	3%	741	5%
Non-High School Graduate	816	4%	823	4%	675	4%	653	4%	585	4%
Associate Degree	1,577	9%	1,454	8%	1,154	6%	957	6%	711	4%
Bachelor's Degree or Higher	1,825	10%	1,670	9%	1,415	8%	1,278	8%	1,257	8%
Total	**18,487**	**100%**	**19,275**	**100%**	**17,861**	**100%**	**16,920**	**100%**	**16,111**	**100%**

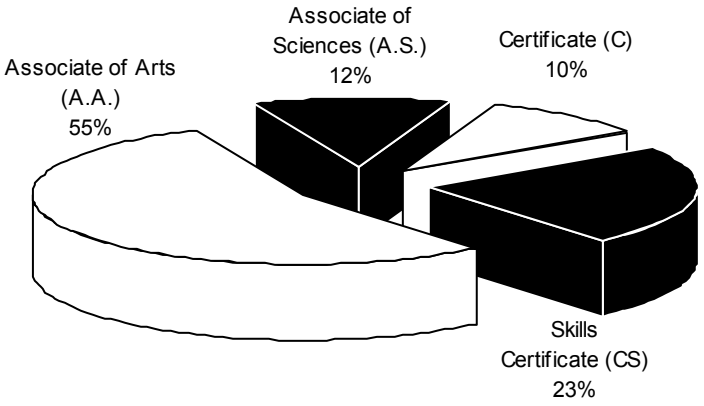
Educational Goal Trends

	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	Count	%	Count	%	Count	%	Count	%	Count	%
Vocational/Job-related	6,458	36%	6,653	35%	5,894	33%	5,245	31%	4,661	29%
Transfer	5,121	28%	5,605	29%	5,894	33%	6,091	36%	6,157	38%
Undecided/Unknown	3,436	17%	3,438	18%	3,036	17%	2,876	17%	2,633	16%
Personal Development	2,702	15%	2,683	14%	2,143	12%	1,692	10%	1,569	10%
Associate Degree	770	4%	896	5%	894	5%	1,015	6%	1,091	7%
Total	**18,487**	**100%**	**19,275**	**100%**	**17,861**	**100%**	**16,920**	**100%**	**16,111**	**100%**

Unit Load Trends

	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	Count	%	Count	%	Count	%	Count	%	Count	%
Less than 6 units	7,512	41%	7,883	41%	6,751	38%	6,430	38%	6,283	39%
6 - 11.5 units	6,543	35%	6,920	36%	6,769	38%	6,768	40%	6,283	39%
12 or more units	4,432	24%	4,472	23%	4,341	24%	3,722	22%	3,544	22%
Total	**18,487**	**100%**	**19,275**	**100%**	**17,861**	**100%**	**16,920**	**100%**	**16,111**	**100%**

Degrees and Certificates Awarded
2004-2005



Number of Degrees and Certificates Awarded
2001-2002 through 2005-2006

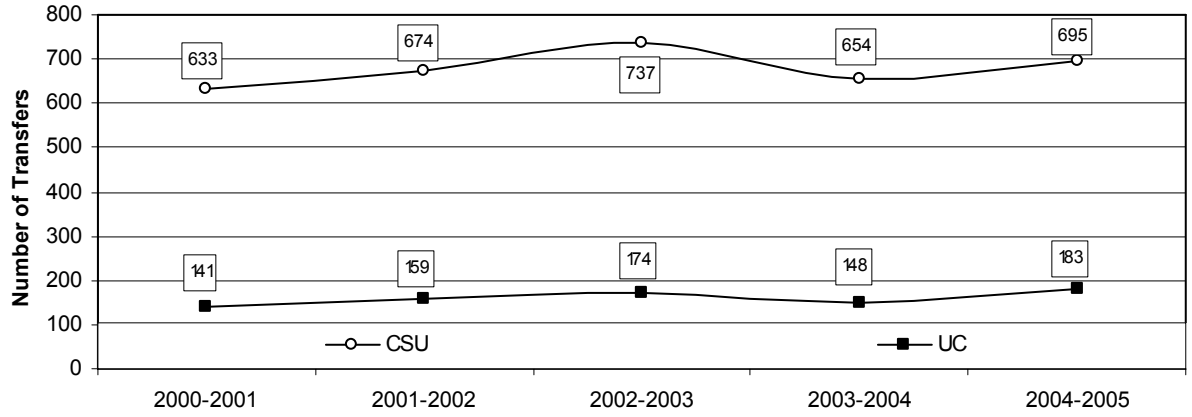
	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Associate of Arts (A.A.)	653	765	707	738	729
Associate of Sciences (A.S.)	138	109	89	135	94
Certificate (C)	273	354	303	313	251
Skills Certificate (CS)	273	354	303	313	251
Total Awards Granted	**1,337**	**1,582**	**1,402**	**1,499**	**1,325**

Top Degrees and Certificates Granted by Major
2004-2005

Major	Total
Liberal Arts and Sciences	435
Child Development	390
Nursing	120
Economics	82
Computer Applications and Office Technologies (CAOT)	45
Administration of Justice	40
Accounting	26

Note: Total includes the combination of degrees and certificates for major.

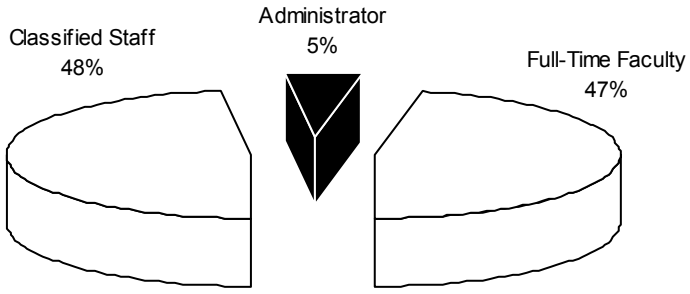
LAVC Transfers to UC and CSU
2000-2001 – 2004-2005



Success and Retention Rates
Fall 2001 - Fall 2005

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
Retention	86%	86%	86%	86%	85%
Success	67%	67%	68%	68%	65%

Permanent Employees by Classification



Note: Data provided by the LAVC Office of Research and Planning. For additional information please refer to the *Fact Book and Effectiveness Manual.*

Our Student Learning Outcomes Story:
Where We've Been, Where We Are, and Where We're Going

Bringing about change is not easy or rapid, especially when "the way we've always done it" has suited us in the past. There will always be those who are resistant to new approaches. Nevertheless, a great deal of progress has been made at LAVC to create a culture shift on campus. These are the highlights:

Changing Attitudes:

- In Spring of 2004, the SLO Committee, a subcommittee of the Academic Senate's Curriculum Committee, was formed to spearhead the way SLOs were to be developed on campus.
- In the last two years, along with the Strategic Team for the Advancement and Retention of Students (STARS), the committee has sponsored course level workshops and roundtables to facilitate dialogue about teaching, learning, SLOs, and the role each of us plays in the process.
- On Opening Day in Fall 2004, a breakout session on SLOs allowed faculty to provide input on what should be included in the college-wide SLOs and how they saw their programs supporting them.
- On Opening Day in Fall 2005, Julie Slark, the keynote speaker, presented the basic concepts behind student learning outcomes. Following the session, faculty attended breakouts to discuss basic concepts and examples of SLOs that would be appropriate for their disciplines.
- On Opening Day in Fall 2006, a clever PowerPoint presentation at the general session highlighted the top 10 reasons to embrace SLOs.

Changing Policies and Procedures:

- In 2006, program review guidelines for instructional programs were revised to incorporate SLOs and include a mechanism for departments to report their program and course level SLOs and how they are assessing them.
- Beginning in 2006, Student Services Division program reviews are not accepted without SLOs that are tied to the college's mission. All end-of-the-year reports must include evidence of dialogue showing how program SLOs were derived and how they will be assessed.
- The President's Office and Administrative Services (along with all of their operations) plus the Office of Academic Affairs and the Office of Student Services have begun conducting program review, which will

include Service Outcomes linked to student achievement of our college–level SLOs.
- A new Education Master Plan is being created with goals and strategies to align with our revised mission and vision statements, college-wide student learning outcomes, program review, and other planning documents.

Changing Practices:

- Three courses, Spanish 1, Sociology 1, and Math 115, were targeted to begin developing SLOs at Opening Day in Fall 2005. Students from these courses attended a student-faculty retreat and discussed SLOs and assessment with their instructors.
- After participating in a training session with Julie Slark in January 2006, the Student Services Division developed program SLOs for each department and has a timeline for completion of assessment mechanisms.
- On Opening Day in Fall 2006, faculty got together by department to work collaboratively on writing course-level and/or program-level SLOs in their disciplines.
- With a great deal of input from the college community, the SLO Committee developed seven college-wide student learning outcomes.
- The SLO Committee revised the college's mission and vision statements with an emphasis on student learning and added learning goals (a summarized version of the SLOs).
- Several departments have made good progress in developing SLOs in their disciplines: The math department is using embedded questions on final exams in all elementary algebra classes, the English department is using holistic scoring of common essay exams to focus on specific skills, women's PE has common department outcomes and a physical activity awareness survey, and foreign languages has adopted SLOs for Spanish 1 that align with college-wide SLOs.
- Two of our learning support labs, Supplemental Instruction (SI) and the Writing Center, have implemented SLOs and continue to revise and evaluate them.
- In November 2006, a training session led by Gabrielle Siemion was held for faculty on the assessment of SLOs.

Future Directions:

- The SLO Committee will continue to work closely with departments to help them develop SLOs and assessments over the next several years. It will be up to individual departments to determine how to best achieve this.

- A first year goal is for all departments and disciplines to develop one program level SLO and SLOs for one course with ways to assess them. Each department will establish a plan for developing and assessing course level SLOs for all courses over the next five years. Additionally, each program will have two to four program-level SLOs established with a plan for assessing these over the next five years.
- The college is communicating the revised mission and vision statements and college-wide SLOs and continuing to engage the college community in understanding how these goals direct decision-making.

Our Planning Agenda:

Establish SLO assessment cycles throughout the college:

- Incorporate SLOs through program review, with each department/area identifying program level SLOs that link to college-wide SLOs, as well as course level SLOs [*department chairs/program directors and appropriate committees*]
- Use program reviews to support the updated Education Master Plan, the document through which SLO assessment cycles will be implemented *[IPC]*
- Include five-year assessment cycles with progress on meeting goals to be updated annually [*department chairs/program directors and appropriate committees*]
- Communicate SLOs to the college through the Education Master Plan, website, catalog, schedule, annual reports, course syllabi, student orientation and handbook, staff development, graduation, etc. *[SLO Committee]*

We have laid the groundwork and are moving ahead with confidence to meet the goals we have set for ourselves over the next few years.

Responses to Recommendations

Our Accreditation Midterm Report, March 2004, chronicled the progress made to address the seven recommendations made by the ACCJC team members after their visit to our campus in March 2001. Our 2007 self study reflects the progress made since the visit. The report below highlights specific progress made since the completion of the midterm report.

In addition, the college came up with 20 self-identified action items in the 2001 self study. The Midterm Report and our current self study explain our progress on fulfilling those plans. Of the 20 items, 18 have been successfully completed and we have made progress on the other two. Those two items -- #18 on increasing participation in shared governance and #19 on providing orientation and training for effective committee work -- have been reiterated in our current Planning Agenda.

3.1 The college should develop a system that links research, planning, outcomes, and the budget. Further, the college needs to continue to develop and implement a broad-based integrated system of research, evaluation, and planning systems to assess institutional effectiveness and use the results for institutional improvement.

Response to Recommendation 3.1

Since the midterm report, the college has made progress in developing systems to link research, planning, outcomes, and the budget. The budget and planning process has been revised twice. New request forms improve the way department chairs/area directors plan their budgets rather than simply asking for the same budget each year. The new request form has a section in which to list future needs. Similar to the block grant request process, program review goals serve as a basis for prioritization of requests. To help the Budget Committee make hiring recommendations, the budget and planning calendar was revised to include reports from the Instructional Programs Committee (IPC) and the Classified/Administrative Staffing Committee.

Planning has been implemented in each department through departmental annual goals. Each department chair and program director meets with his/her dean and reviews annual goals, which are linked to program review, the budget, and hiring. In 2004, the Vice President of Academic Affairs, in collaboration with the AFT and the Academic Senate, held a Department Chair Academy training series, which included instruction in goal setting.

Research data is integrated into the planning process. As the college culture has changed, decisions are being based on evidence and data versus speculation. The Office of Research and Planning has conducted numerous research studies used for planning and for obtaining grants to provide more student services. Results are disseminated to the college community and the public. The Office publishes an annual Fact Book and Effectiveness Manual, providing data on enrollment, demographics, and outcomes, such as degrees and certificates, success and retention, and transfer.

Research at the program level includes program review surveys, demographic and enrollment data, and outcomes data by discipline. Reports compare students in specific programs to those not in those programs. Data is used for program review and other departmental planning purposes. Research is also conducted on an ad hoc basis as requested during planning meetings. For example, the Enrollment Management Task Force has utilized demand and enrollment reports compiled by the Office of Research and Planning and the Office of Academic Affairs to develop marketing and scheduling surveys.

The Master Plan was completed in 2002, but the passage of facilities construction bonds necessitated an updated Facilities Master Plan, which was finalized in 2005. Currently, the educational component is being revised with strategic goals which will link the revised college mission and vision statements, college-wide SLOs, program review, and other planning documents so that all planning is integrated. A detailed flow chart will identify how committees are involved in the planning process.

At the 2006 annual retreat, participants decided that the College Council should be given a larger role in strategic planning to link shared governance and committee processes. The Shared Governance Handbook is being revised to more clearly define the structure of College Council, its procedures, and those of its committees.

3.2 The college should develop and refine the current program review process for all academic and student services programs in a predetermined cycle. The team recommends that the college implement criteria to measure institutional effectiveness which overarch and extend beyond the current program review process. Further, the college needs to develop comprehensive student learning outcomes assessment programs and make a greater effort to improve quality and achievement of institutional purpose through its evaluation and planning activities.

Response to Recommendation 3.2

Our program review process has been revitalized and expanded. In 2006, the college revised its program review process with updated guidelines that include the incorporation of SLOs. Criteria have been developed to measure effectiveness – the Fact Book and departmental data profiles provide information on outcomes/effectiveness and departments set goals and plan their programs based on this data. The new handbook is a "how to" guide, delineating the process step by step and clarifying the process of planning goals and programs based on data about outcomes/effectiveness. The guidelines provide a better defined linkage between research data and program review, the Education Master Plan, curriculum review, and budget requests.

Currently, all of the college's academic departments have completed their first cycle of program review and began their second cycle in Fall 2006. All Student Services departments are currently in their second cycle. Beginning in 2006, Student Services Division program reviews are not being accepted without SLOs that are tied to the college's mission, and all end-of-the-year reports are to include evidence of dialogue showing how program SLOs were derived and how they will be assessed. The division has developed program SLOs and is working on assessments.

4.1 The college should develop comprehensive student learning outcomes assessment programs and make a greater effort to improve quality and achievement of institutional purpose through its evaluation and planning activities. The college needs to set as a primary educational goal a new focus on identifying learning outcomes at the class, program, and discipline level, train its faculty in these areas, and hold itself accountable for progressive movement in desired student outcomes.

Response to Recommendation 4.1

In Spring of 2004, the SLO Committee, a subcommittee of the Curriculum Committee, was formed to spearhead faculty training on SLOs. In the last two years, along with the Strategic Team for the Advancement and Retention of Students (STARS), the committee sponsored course level workshops to facilitate dialogue about SLOs. At the Fall 2005 Opening Day, faculty heard a keynote speaker on SLOs and attended breakout sessions to discuss them. On Opening Day 2006, faculty participated in a workshop designed for faculty, within their respective disciplines, to work collaboratively on writing program-level and/or course-level SLOs. Departments will continue to work

closely with the SLO Committee to develop SLOs and assessments over the next several years.

To incorporate SLOs into program review, the program review guidelines were revised in 2006 to include a mechanism for departments to report their program and course level SLOs and how they are assessing them. A first-year goal is for all departments and disciplines to develop one program level SLO and SLOs for one course with ways to assess them. They will prepare a plan to write at least one SLO per course over the next five years, with plans for measuring them. It will be up to individual departments to determine the best way to achieve these goals.

With input from the college community, the SLO Committee developed seven college-wide student learning outcomes. The SLO Committee revised the college's mission and vision statements to better reflect these SLOs. The college is communicating the revised mission and vision statements and learning goals (a summarized version of the SLOs) and continuing to engage the college community in understanding how these statements direct decision-making.

After participating in training sessions on SLOs, the Student Services Division has created department SLOs and is in the process of working on assessment mechanisms.

4.2 The college should provide sufficient and consistent financial support for the acquisition, maintenance, and technical resources to facilitate the educational goals and objectives of the institution. Planning should address a process for funding and implementing a facilities improvement plan which includes established criteria for prioritizing space utilization and equipment acquisition and replacement, and expanded technological infrastructure for instruction, student support services, and faculty and staff.

Response to Recommendation 4.2

It remains a challenge to find the funding to support all of our goals. Nevertheless, the college has made a number of significant improvements over the past few years. We have upgraded our technology, increased the number of IT support staff positions, and exceeded the State Chancellor's Office Tech II baseline standards on access to services and hardware. The addition of more technical support staff has allowed us to expand the hours of our learning labs. Our automated Work and Service order system has improved tech support and the tracking of orders. Through increased funding, largely from block grants, other grants, Program 100, specially

funded programs, and local bond measures, we have upgraded our telephone and voice mail systems, infrastructure, software, and computers. The college has over 2,000 PCs and over 300 laptops. Wireless Internet access is available in 10 locations on campus. A financial aid PC lab allows students to fill out their financial aid applications online. Counselors have remote access to transcripts. Faculty, staff, and students have online access to resources on our college and district websites. Every full-time faculty member has his/her own computer if requested.

The Prop A/AA bonds and state funding have provided over $286 million for facilities improvement, including construction of new buildings and the renovation of existing structures. The projects are guided by our Facilities Master Plan, with decisions and criteria determined by representatives of all college constituencies on the Facilities Master Plan Committee, the Design Review Committee, and Building User Groups. Since 2004, as part of renovations, three of our buildings consist entirely of "smart classrooms," and by the time the projects are finished, every classroom will be technologically wired.

Technology assessment is now incorporated into program review. The integration of technology needs into institutional planning occurs on an ongoing basis through shared governance and planning processes**.** A major step in planning the expansion of our technological infrastructure was the development and adoption in Fall 2005 of a comprehensive Technology Master Plan, which is charting the college's course in the use of technology to improve institutional effectiveness and student learning. The surveys and interviews conducted in its preparation produced a clear picture of the present state of technology and the needs of our campus community. The plan sets forth criteria for equipment acquisition and replacement.

6.1 The college needs to assess information resources in view of the changes in information technology and provide the budget to build a library collection that will support faculty and students with the resources and skills to operate in the information age.

Response to Recommendation 6.1

Considerable progress has been made in bringing the library and learning resource centers into the electronic information age. The library now provides access to over 20 online resources, including indexes and full text for over 10,000 periodicals, journals, and newspapers, online encyclopedias in the sciences and technology, and 8,450 electronic books. These resources are available to students and college employees 24 hours a day from any

computer on or off campus. The library's online catalog allows users to locate resources in the LAVC library, renew materials, place holds on items that are checked out, and search the holdings of all district libraries, of over 500,000 unique titles and over 875,000 combined items. Through the Intra–Library Loan Program, users can request items from any of our 10 district colleges' libraries and have them delivered to our campus.

Modest financial resources have been available to build a library collection. Since 2000, about 9% of the collection has been added, funded primarily through block grants. To solicit recommendations for items to be added to the collection, the assessment of the level of library resources is part of the program review process. Faculty and staff are informed on a regular basis about newly added library holdings.

The Writing Center, one of the college's main learning resource centers, provides online tutoring as part of its comprehensive website, which includes links to related sites. The college makes an effort to keep software current in its labs.

Designs and construction plans have been completed for a building to house a new state-of-the-art library and academic resource center, which will provide an improved learning environment and easier access to electronic resources.

7.1 That appropriate shared governance bodies develop long-range staffing plans which are linked to the college mission/program goals and diversity needs. This is a recommendation dating back to the 1989 Accreditation Report and therefore is reiterated here with the additional stipulation that such staffing plans be developed for faculty and staff, with particular emphasis on classified personnel, and that they be tied to specific time lines and objectives.

Response to Recommendation 7.1

The college has accomplished several tasks in developing long-range staffing plans. The Classified/Administrative Staffing Committee has created an organizational staffing plan showing numbers of positions needed and numbers of positions actually filled. The committee examines the plan when making hiring recommendations. Our four administrative areas -- Academic Affairs, Student Services, Administrative Services, and the President's Office -- are using an organizational chart as a visual guide to long range staffing in their divisions.

The Instructional Programs Committee (IPC) begins the faculty hiring prioritization process earlier in the year to facilitate hiring the following semester. In Fall 2005, the percentage of classes taught by full-time faculty was 78%, the highest in the district. The full-time/part-time ratio of a department is used as one of the criteria for determining hiring prioritization.

The college's budget and planning calendar has been revised to include reports from IPC and the Classified/Administrative Staffing Committee to the Budget Committee. These reports help the committee make hiring recommendations. The budget and planning request form has been revised so that each department or area can prioritize its staffing requests based on program review goals for long term as well as short term needs. Long range staffing plans are accomplished through needs identified in program review. The President's Office and Administrative Services (along with all of their operations) plus the Office of Academic Affairs and the Office of Student Services have begun conducting program review, so staffing plans are being developed for those areas.

9.1 The college should move swiftly and deliberately to complete the planning process begun years ago, develop relative strategic and tactical plans, and identify financial, enrollment and efficiency standards and criteria that will guide the college through a clearly defined budget development process.

Response to Recommendation 9.1

The college has undertaken a number of initiatives to create a clearly defined budget development process. The college has become more exact about tying enrollment management to financial planning.

- Every semester, the LACCD's Associate Vice Chancellor of Instructional and Student Support Services holds a session for deans, VPs, faculty leaders, and the Budget Committee Chair, among others, to discuss and plan our FTES targets and the challenges we face in meeting them. Through these sessions, more people have become included and involved in the process and made aware of enrollment issues.

- The Enrollment Management Task Force changed its role in 2005 to focus more on managing enrollments, reviewing FTES targets, discussing student demand for courses, and reviewing the connection to the budget allocation model to plan a more effective schedule. The task force discussed ways to be more efficient in light of budget

constraints and our goals for growth (i.e., how to plan enough classes to grow but not add too much more to our deficit).

- Over the last two years, the Office of Academic Affairs, IPC, the Enrollment Management Task Force, and the Office of Research and Planning have worked together to plan the schedule, given the available allocation and targets, and make recommendations on efficiency standards.

The Budget Committee continues to use the criteria it developed in 2003 for prioritizing budget requests. The revised annual budget and planning calendar does a better job of linking budget with planning, based on program review or operational plans. The revised budget and planning request forms include a section to list long-term needs. These improvements have clarified the process by showing the integration of planning with budget development. To orient new members of the Budget Committee and serve as a refresher course for current members, the college president conducted training sessions on the budget process in 2004 and 2006.

In 2005, the college approved a comprehensive Technology Plan and an updated Facilities Master Plan. The priorities set by these plans enable the college to make more efficient financial decisions. A subcommittee of the Academic Senate is currently revising the educational component of our Master Plan with strategic goals to integrate all of our planning documents.





ABSTRACT

Thematic Overview

The Commission cites six themes, which our accreditation committees considered while discussing and preparing our self study. These themes are threaded throughout our report and are specifically addressed, where appropriate.

Institutional Commitments

We feel strongly that our college makes a commitment to provide a high quality educational experience. This is particularly evident in Standard I, in which we examine our mission statement and our goals and their role in guiding our decisions. The college recently revised its mission and vision statement to focus on student success and incorporate learning goals, an abbreviated version of the college-wide SLOs. The college is committed to increasing the visibility of the mission statement to guide our actions.

Evaluation, Planning, and Improvement

Evidence of evaluation and planning appear in all the standards, particularly in Standard I.B, which describes how we evaluate our programs and make plans to improve. The Office of Research and Planning is an integral part of the evaluation and planning process. Program review, the key structure for evaluating and improving, is taken seriously, with one cycle completed in academic programs, a second cycle in progress for Student Services, and a cycle being instituted for the first time for the President's Office and Administrative Services and all of their functions as well as the Office of Academic Affairs and the Office of Student Services. Program review is tied to the creation of annual goals and plans, the basis for requests for resource allocation.

The number of times the word 'revised' has been used in the self study report is an indication of the college's efforts to constantly improve its processes – the budget and planning calendar, budget forms, program review guidelines, the shared governance handbook, and our Education Master Plan have all been (or are currently being) revised recently to improve effectiveness.

Student Learning Outcomes

We have made progress over the last couple of years in changing the culture on campus by educating faculty and bringing them on board to begin working in earnest on student learning outcomes. The SLO Committee has taken the lead in this effort, working on the revision of the mission statement to

incorporate student success and crafting seven college-wide SLOs with a great deal of input from the college community. In numerous workshops, faculty have created course and program level SLOs and are beginning to work on assessments.

Our revised program review handbook institutes a process for creating and assessing SLOs. Student Services has taken the lead by completing SLOs for all divisions and starting on assessment measures. Program review in those departments will no longer be accepted without SLOs that are tied to the college mission.

Dialogue

The college has facilitated dialogue on student centered learning and teaching strategies through the STARS initiative. We engage in ongoing dialogue through our governance processes, and in Standard I.B and IV.A we have identified ways to improve communication and bring more constituents into the decision-making process.

With the infusion of capital construction funds, our college has engaged in spirited dialogue on the best ways to use that money to create an environment that supports our programs. Town halls on the budget and the district's strategic plan have created more opportunities for open discussion and sharing of ideas. Our accreditation self study process has promoted inclusive, ongoing dialogue for the past two years.

Institutional Integrity

The college believes strongly in the importance of representing itself in an honest and truthful manner and has demonstrated its commitment to integrity in its past reporting to the Accrediting Commission and to all government agencies and organizations with which it interacts, including those dealing with financial matters. The college has had no negative responses to its audits or accreditations from external agencies. LAVC is honest in its depictions of itself to the public and the community it serves. The Office of Academic Affairs scrutinizes the college catalog and schedule of classes for accuracy.

Processes that demonstrate our attention to matters of integrity in the treatment of our employees are described in Standard III.A, Human Resources. The hiring and evaluation processes are fair, and attention is paid to issues of equity and diversity. Our Compliance Officer conducts training on the avoidance of sexual harassment and discrimination and is diligent in

addressing any complaints that students, faculty, or staff may have regarding their treatment.

As delineated in Standard II.A, the college has policies and practices in place to ensure open inquiry in classes, fair assessments of student performance, and the expectation of academic honesty. As evidenced by a survey conducted by one of our faculty members, students feel that academic freedom is a core value in our college.

Organization

Our Office of Research and Planning has been instrumental in providing the college with the tools to evaluate its effectiveness. A reliance on data has been a key element in the college's planning processes since 2000. Besides institutional research, the library and learning support labs have a number of methods for assessing their effectiveness in supporting student learning, as indicated in Standard II.C.

The college employs a sufficient number of employees to run efficiently. Our full-time faculty teach 78% of the courses offered, well above the state average. Processes for decision-making are in place through shared governance and consultation. Evidence of the effectiveness of the college's organizational structure is highlighted in Standards I.B and IV.A.

Abstract of the Standards

Standard I Institutional Mission and Effectiveness

A. Mission

Our mission statement clearly spells out the overarching goals of the college: to provide transfer, degree, vocational, transitional, and continuing education programs in an attractive and accessible environment that fosters student success, critical thinking, and lifelong learning. With a great deal of input from the college community, the statement was recently reviewed and revised to place emphasis on student success and incorporate our seven college-wide student learning outcomes. The statement was approved by the Board of Trustees in 2006 and is published in our catalog, schedule of classes, Student Handbook, and on College Council agendas.

The college's mission is integrated throughout all aspects of the decision-making process, including curriculum review and approval, departmental planning, shared governance, and grant acquisition. Our new Education Master Plan is being revised to tie the mission into all our planning processes. Our challenge now is to increase the visibility of the revised mission statement as we continue to engage the college community in understanding how the mission is used to direct our everyday performance of duties and decision-making.

B. Improving Institutional Effectiveness

In the last several years, the college community has engaged in dynamic, ongoing dialogue to improve student learning, providing faculty and students with strategies for creating classroom environments that are more student-centered. Our Office of Research and Planning provides detailed data and analysis that allow us to evaluate our progress and refine our practices to foster student success. Research has been an essential element in our planning and decision-making processes, particularly program review. Setting measurable targets will enable us to assess our achievements in a more quantifiable way.

Many of our institutional processes have recently been reviewed and modified to increase their effectiveness. Our budget and planning process has been revised twice since 2004 to better prioritize budget requests and link them to goals. The program review process was revised in 2006 to incorporate student learning outcomes. All academic departments have completed one cycle and are starting their second. Completion of program review is required for hiring priority and funding. All operations of Administrative Services and

the President's Office, as well as the offices of Academic Affairs and Student Services, have begun conducting program review.

A new Education Master Plan is being created so that for the first time there will be a linkage with our college-wide SLOs, revised mission and vision statements, program review, departmental annual goals, and other college planning documents. While all segments of the college community have an opportunity to actively engage in college planning, we need to involve a broader range of participants as members and chairs of committees. The college needs to regularly evaluate shared governance to ensure that College Council and its committees follow the recently revised processes linking ongoing planning, budget, and evaluation.

Standard II Student Learning Programs and Services

A. Instructional Programs

Our college provides a wide range of courses and programs to meet the needs of students with varied educational objectives – degrees, certificates, employment, transfer, skill development, and personal enrichment. We offer 47 AA and AS degrees, 55 occupational certificates, and one non-occupational competency certificate. Responding to student demand, we recently added an AA degree and five skills certificates. Numerous programs provide vocational training and promote lifelong learning. We maintain articulation agreements with many four-year institutions and facilitate student transfer. To adapt to changing student needs, we have provided more courses in basic skills and more evening and weekend classes. Our distance education trainer is recruiting and training faculty so we can offer more online courses.

Over the past few years, we have laid the groundwork for incorporating student learning outcomes into the college culture by engaging faculty and students in dialogue. With our SLO Committee taking the lead, the college crafted and adopted seven college-wide SLOs. In Fall 2006 we stepped up our efforts by launching a college-wide effort to create and assess SLOs on the program and course level. We are now beginning to fully establish SLOs throughout all areas of the college and create assessment mechanisms and a timeline for implementing them.

Through a scrupulous curriculum review and approval process, our Curriculum Committee ensures high quality courses and programs, all of which are held to the same high standards. We assess our progress through the program review process, which has been revised to incorporate SLOs. Faculty are involved at every stage in creating, evaluating, and improving courses and programs.

Our vocational fields keep current on the needs of the workplace with input from advisory boards. We prepare students for external licensing and certification in a number of fields. Accurate information is provided to prospective and current students through our catalog, schedule of classes, website, and handouts. Our policies on academic freedom and expectations of academic honesty are clearly stated.

B. Student Support Services

Our college offers a wide range of support services to a diverse student body. We have increased access by adding an online component that allows students to make counseling appointments, register for classes, take an orientation session, and obtain financial aid and transfer information. We have outreach programs to help high school students make the transition to college. Through research data, we have identified student needs and provided appropriate services, such as tutoring, counseling to specific populations, assistance to economically disadvantaged students, career and transfer services, work experience, assistance to the disabled, financial aid, and health services. Numerous grants allow us to offer specialized programs. Our counseling program uses various interventions to address the barriers confronting students. We need to develop more strategies to help students who are under-prepared for college, students on academic or progress probation, and students who are unsure of their educational goals.

We offer numerous activities to encourage students to take on civic and personal responsibility, develop themselves through the arts, and understand and appreciate diversity.

All Student Services departments have undergone a full cycle of program review and are currently in their second cycle. The division has created student learning outcomes and is developing assessments. Its program reviews are required to include SLOs tied to the college's mission. To assure high quality, Student Services systematically evaluates its programs through methods such as annual reports, surveys, and individual program evaluations. When students have expressed less than stellar ratings, departments have come up with remedies to improve.

C. Library and Learning Support Services

Our college has a well-maintained library with adequate resources. We have improved research capabilities by expanding access to electronic resources 24/7 from on or off campus. Our online catalog allows users to browse the holdings of the 10 college district libraries. Through the intra-library loan program, materials can be sent to our campus from any of those libraries.

We need to more vigorously promote library services and do a better job of soliciting help from faculty to weed out outdated materials and develop our collection.

Our campus has 30 learning support labs – dedicated computer labs, tutoring services, and departmental labs. We have expanded their hours of operation and hired more student tutors. We need to maintain appropriate staffing levels for continued and increased access and tech support. We are beginning to create and develop assessment mechanisms for SLOs in our learning labs.

We have made information competency one of our college-wide SLOs and offer many opportunities -- through courses, workshops, individual and group instruction, and professional development -- for students and employees to increase their skills in this area. We plan to do even more to increase student, faculty, and staff competency.

Standard III Resources

A. Human Resources

Our college is proud of having a congenial work environment that offers many opportunities for interaction. We have clear criteria for the selection of faculty, staff, and administrators and expect them to maintain high standards, which are measured through evaluation procedures. Training in evaluation needs to be ongoing to ensure that the process is done with diligence and effectiveness. We maintain the highest percentage of courses taught by full-time faculty in the district and are aware of the need to maintain a sufficient number of faculty, staff, and administrators, despite budget realities.

Over the past few years, we have added numerous activities that promote an awareness and appreciation of diversity. Through outreach in the hiring process, we continue to strive to increase diversity in our employee ranks. Our Compliance Officer conducts regular workshops on the prevention of sexual harassment and the policies prohibiting discrimination. Policies are administered equitably, with recourse available for resolving issues. Funding to attend conferences and pursue higher education has encouraged continued learning. Professional development workshops and self-instruction in the Professional Media Resource Center have been provided throughout the year to train faculty and staff. Using the expertise of our own faculty and staff, we need to find creative ways to expand our staff development program.

Long term human resource planning is problematic with an annual budget process. Nevertheless, the Classified/Administrative Staffing Committee, which has focused on short term planning, has taken steps to develop long term strategic planning as well.

B. Physical Resources

Our college has an excellent Maintenance & Operations (M & O) staff, who maintain our physical resources and ensure that they support our programs and services. Since 2001, we have also developed an efficient energy management system and automated our Work and Service Order system for increased efficiency. To ensure accountability for M & O, Administrative Services is conducting its own program review. We have developed a comprehensive Emergency Response Plan and are continuing efforts to educate personnel on their role in an emergency in order to fully implement the plan if the need arises.

The college is in a state of transition as we engage in the first major construction, upgrading, and renovation since our founding in 1949, made possible by the passage of two district-wide bond measures. Planning for these ambitious projects is being accomplished with input from the users of the new buildings, guided by a comprehensive Facilities Master Plan, with oversight by college committees and the community, which have been kept apprised of decisions and progress at every stage.

C. Technology Resources

Our college has upgraded its technology and increased tech support over the past several years. We have exceeded state standards in regard to access to services and hardware. We have made significant improvements in our infrastructure. Wireless Internet access is available in several campus locations as are a number of "smart classrooms." To keep up with demand and rapid change, we need to provide more information technology training for all college personnel.

Technology assessment is now incorporated into our program review process, and our block grant funding system has been revised to increase flexibility in the distribution of resources to support technology needs. We have a comprehensive Technology Master Plan that is serving as a guide to improve the usage and management of technology resources. Our challenge now is to implement the plan by prioritizing its recommendations, setting goals and timelines for accomplishing them, and ensuring that they are integrated into our budget/planning process.

D. Financial Resources

The college has sufficient revenues to support student learning programs and services. Budget requests are tied to program review, annual departmental goals, and our college mission and goals to focus on programs and services that support student learning. All college constituencies have a chance to participate in developing plans and budgets. We have improved our process by revising our annual budget and planning calendar and budget request forms. The Budget Committee has redefined its role and goals and is looking into ways to become more involved in overall college financial planning.

Every effort is made to inform the college community about financial decisions and processes. To improve understanding, we propose to create a handbook to describe the budget process more thoroughly, train department chairs and program directors to use the information in developing their budgets, and post the description on our college website. Problems with incorrect information provided by the district's new financial management system, SAP, have challenged the college. Despite a budget deficit this past year, district reserves ensure the college's financial stability. We handle our finances with appropriate oversight and integrity, and audits have shown no irregularities. Through program review and shared governance, the college continually evaluates the effective use of financial resources.

Standard IV Leadership and Governance

A. Decision-Making Roles and Processes

Our college has an established process that involves participation by representatives of all college constituencies. Consultation and shared governance committees are vehicles for expressing recommendations to the college president, who considers their suggestions before making decisions. Through frequent revisions to our shared governance handbook, our processes have been clearly delineated and improved. We have established avenues through which to bring items of concern to campus leaders. The working relationship among constituencies is collegial, and all viewpoints may be expressed openly.

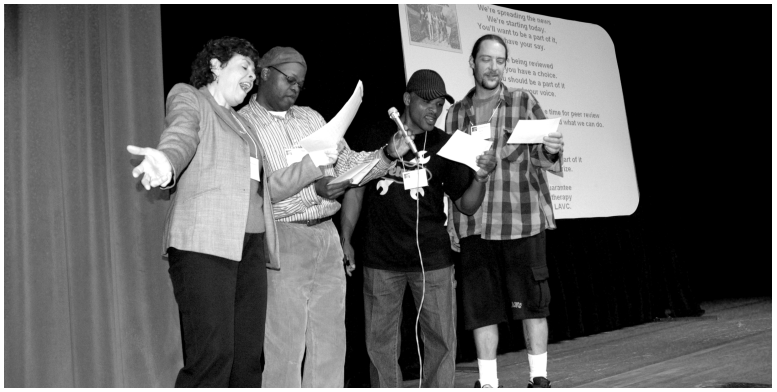
There is general satisfaction with the effectiveness of campus leaders and administrators. The governance process would be strengthened with broader participation (especially by students and classified staff), re-organization of our numerous committees, better communication, and more training on the roles and responsibilities of committee members and chairs as well as training to make meetings more productive.

B. Board and Administrative Organization

The Board of Trustees establishes policies that promote the colleges and ensure the quality of their programs. With the best interests of the colleges in mind, they listen to the views of the college community. Their work to pass construction bond measures resulted in the infusion of billions of dollars for long-overdue capital improvements. Our chancellor is the driving force behind an ambitious strategic planning initiative and an innovative marketing campaign. The district has a collegial working relationship with the academic senates and employee unions, resulting in effective problem solving.

Our college president has provided steady and effective leadership for the college since 1995. She has created a well-functioning administrative structure, guidance to improve the teaching and learning environment, and a collegial environment for shared governance. She has been an excellent representative of the college to the broader community.

Decentralization has changed our roles over the past several years to give the colleges more control. The district has delineated college/district duties and continues to refine those roles with input from the colleges. The district administration needs to follow through on its recent study of district office functions and make improvements to increase efficiency. The district administration needs to move swiftly to fix the problems in its reporting systems (financial, payroll, HR, etc.) to ensure accurate information is provided. The district also needs to improve communication with the colleges.





SELF STUDY ORGANIZATION

Organization of the Self Study

A journey of self-discovery…

Over the past two years, our college has been engaged in dialogue and research to examine our institution and assess how we are doing. To make the process a little more interesting (and because the accreditation chair is an English professor), we used a few metaphors along the way. We started with a psychology theme, likening the process of self analysis to group therapy, with participants honestly assessing their strengths and their faults, starting out in denial and gradually coming to acceptance, leading to closure and self-discovery. As we developed our self study drafts, we felt as though we were giving birth. Our "babies" were born last summer, and we watched them grow into children and then teenagers in 2005, sending them off into the world in 2006.

There were benefits….

The process was collegial and cooperative. All constituencies were represented. Many of us got to know a wide cross section of our college community, colleagues we might not normally have had a chance to meet. We called our committees "teams," and we felt part of a team, working together to create a product.

It was an educational journey. We conducted research and learned about aspects of the college that we hadn't known about before. When we discovered issues that concerned us, we came up with constructive ideas to address them. We had lively discussions, icebreakers to get to know each other, and activities like sharing our "fantasies" for the college.

There were challenges…

It was not so easy to inspire people to come to yet another meeting, complete assigned tasks, and do something that many dread – write. It was not so easy to ask people to take on extra work with no remuneration (except for lunch or sometimes only cookies) or come to meetings when work was waiting for them in their offices.

It was a challenge to draw out evaluative responses and empower participants to judge college processes and suggest changes. Some saw the self study as a vehicle to vent about individual concerns. On occasion, there were differing perceptions.

Here's what we did…

Spring 2005 – The college selected a faculty accreditation chair, who along with a core steering committee, attended the ACCJC workshop at Los Angeles Mission College in February. The chair, the ALO, and the Associate Dean of Research and Planning recruited volunteers, selected co-chairs, and formed teams to work on the standards. In April, we held a co-chair orientation to explain responsibilities and in May kicked off our efforts with an orientation for all team members.

Summer 2005 – The teams began meeting to discuss the standards, conduct research, and write descriptions. In August, we held another meeting for co-chairs.

Fall 2005 – Our Opening Day for faculty featured a keynote speaker on student learning outcomes, followed by workshop sessions. Teams met throughout the semester to work on descriptions, arrive at consensus on evaluations, and collect evidence. We assessed our progress at a co-chair meeting in October. The first drafts were turned in at the end of November.

Spring 2006 –Teams continued working on evaluations at a two-day mega-meeting in February. In April, the teams held another all-team meeting to brainstorm ideas for the introductory summaries and propose Planning Agenda items. In May, the steering committee met to eliminate duplications, refine the wording, and select the final action items.

Summer 2006 – The drafts were posted on the website for all college employees, and sections were sent to team members and selected readers with expertise in the area. In August, the steering committee met to review the drafts and fill in gaps.

Fall 2006 – The Opening Day general session featured a skit to inform faculty about our progress on the self study. A PowerPoint presentation on SLOs was followed by a morning workshop in which faculty met with colleagues in their departments to develop SLOs. In September, the teams met by standard to review their key findings. Key campus groups – College Council, Academic Senate, AFT, ASU -- reviewed the study and approved the process and findings. An Open Forum was held October 31 to explain the results and action items. The study was presented to the Board of Trustees' Committee on Planning and Student Success in December and then to the board as a whole for approval in January 2007.

How we worked together….

The process was truly a team effort. The faculty accreditation chair, Accreditation Liaison Officer, and the Associate Dean of Research and Planning worked well together to lead the college through the process. About 125 faculty, staff, students, and administrators participated in the dialogue and writing. To enable faculty to attend all-day accreditation sessions, the college president offered substitutes to cover their classes. The faculty accreditation chairs of the three San Fernando Valley colleges in the district met once a month with the Chancellor's Liaison for Institutional Effectiveness to share information and exchange ideas. The accreditation steering committees of the three colleges held a morning meeting on our campus in May 2006 to discuss progress and compare notes.

The process was open and inclusive. Information was provided on the Accreditation 2007 web page. Accreditation newsletters kept the college community apprised of our activities and invited participation, as did presentations at Opening Day for faculty and at Wizards of LAVC for classified staff. The Board of Trustees was kept in the loop with updates on progress to its Committee on Planning and Student Success.

What we learned…

Although some people complain that change does not occur quickly enough, it was clear to see what changes had occurred at the college by comparing the first drafts of Fall 2005 with the final drafts of Fall 2006. Several of our Planning Agenda items had to be deleted because in the intervening year, we had already begun work on these suggestions. This created more work for the editor but was a positive sign of change and progress for the college.

The accreditation self study process was truly a group effort. What has evolved is a document that is an accurate appraisal of our college, a chronicle of where we have been, and a guide for where we are headed.

Executive Steering Committee

Deborah Kaye, Adjunct Faculty, Accreditation Chair, Self Study Editor
Carlotta R. Tronto, Accreditation Liaison Officer, VP Academic Affairs
Dr. Cherine Trombley, Associate Dean of Research and Planning
Dr. Tyree Wieder, College President
Tom Jacobsmeyer, VP Administrative Services
Dr. Yasmin Delahoussaye, VP Student Services
Dr. Shannon Stack, Faculty, LAVC Academic Senate President
Joanne Waddell, Faculty, LA College Faculty Guild Chapter President

Steering Committee/Team Co-Chairs

Lou Albert, Faculty, Staff Development Director (retired)
Yasmin Aviles, Classified, Personnel
Sheri Berger, Faculty, Mathematics, Academic Senate VP
Dr. Deborah diCesare, Administrator, Dean, Academic Affairs and Economic Development
Earle "Brick" Durley, Administrator, VP, Administrative Services
Harry Fink, Faculty, Psychology
Raul Gonzalez, Administrator, Associate VP, Administrative Services
Dr. Becky Green-Marroquin, Faculty, Biology
Deborah Harrington, Faculty, English, Writing Center Director (on leave)
Tom Lopez, Classified Administrator, Director of College Facilities
Florentino Manzano, Administrator, Dean, Enrollment Management
Jim Marteney, Faculty, Speech
David May, Faculty, Library
Dr. Laurie Nalepa, Administrator, Dean, Academic Affairs
Richard Pfefferman, Administrator, Dean, Academic Affairs (retired)
Annie G. Reed, Administrator, Associate Dean, Extension & Outreach
Dennis Reed, Administrator, Dean, Academic Affairs
Dr. Sherri Rodriguez, Administrator, Associate Dean, Student Services
Sylvia Rodriguez, Faculty, Director Woodbury/LAVC Connections
Dr. Bruce Thomas, Faculty, Counseling
Phyllis Yasuda, Faculty, General Tutoring & Resources Director

Standard I – Institutional Mission and Effectiveness

Mission

Co-Chair: Dr. Becky Green-Marroquin, Faculty, Biology
Co-Chair: Dr. Sherri Rodriguez, Administrator, Associate Dean of Student Services

Rick Brossman, Faculty, Counseling, Service Learning
Claudette Burns, Classified, Bookstore
Pamela Byrd-Williams, Faculty, Biology
Victoria Davis, Classified, Office of Academic Affairs
Bernie Perez-Gilbert, Classified, Job Training Program
Ron Reis, Faculty, Electronics
Joyce Romero, Faculty, Counseling
Eugenia Sumnik-Levins, Faculty, Art

Improving Institutional Effectiveness

Co-Chair: Dr. Deborah diCesare, Administrator, Dean, Academic Affairs and Economic Development
Co-Chair: Sylvia Rodriguez, Faculty, Director Woodbury/LAVC Connections

Lennie Ciufo, Faculty, Job Training Program Director
Jerzy Gorecki, Classified, Electronics
Kim Hollingshead, Faculty, Health Science
Rod Moore, Faculty, English
Donna Olvera, Faculty, Counseling, Woodbury/LAVC Connections and Puente
Doris Richardson, Faculty, EOP&S Director (retired)
Jeanne Rubin, Classified, Executive Assistant to the President
Dr. Luz Shin, Faculty, Mathematics
Deidre Stark, Faculty, Women's PE
Dr. Cherine Trombley, Administrator, Associate Dean of Research & Planning

Standard II –Student Learning Programs and Services

Instructional Programs

Co-Chair: Sheri Berger, Faculty, Mathematics, Academic Senate VP
Co-Chair: Deborah Harrington, Faculty, English, Writing Center Director (on leave)
Co-Chair: Richard Pfefferman, Administrator, Dean of Academic Affairs (retired)

Gayane (Diana) Avakian, Student
Lynn Brower, Faculty, GAIN/CalWORKs-Citizenship
Steve Castillo, Faculty, Mathematics
Gayle Fornataro, Faculty, English
Michelle Bart-Fowles, Adjunct Faculty, Sociology
Michael Gold, Faculty, Counseling
Lynn Kessler, Student
John Maddox, Faculty, HHLPS

Anita Martinez, Faculty, Articulation Officer, Counseling
Neil Roberts, Faculty, PACE Counselor
Anna Palacios Robinson, Classified, PACE
Rebecca Stein, Faculty, Anthropology
Cheryl Stoneham, Faculty, English
Teresa Sutcliff, Faculty, Mathematics

Student Support Services

Co-Chair: Annie G. Reed, Administrator, Associate Dean, Extension & Outreach
Co-Chair: Dr. Bruce Thomas, Faculty, Counseling

Dr. Yasmin Delahoussaye, Administrator, VP, Student Services
Ashley Dunn, Classified, Foreign Students Office
Dr. Mike Gardner, Faculty, Psychology
Barbara Goldberg, Faculty, Counseling
Syed Hussain, Classified, Student Services Specialist
Igor Kagan, Student
Dr. Ronald Mossler, Faculty, Psychology
Alma Oliveras-Luera, Student
Barbara Ralston, Administrator, Associate Dean, Financial Aid
Raquel Sanchez, Classified, Computer Assessment Center
Rosemary Smith, Classified, Student Services
Terry Teplin, Faculty, Child Development Center
Nancy Wedeen, Adjunct Faculty, Psychology
Resource: Kay Divine, Classified Administrator, Compliance Officer

Library and Learning Support Services

Co-Chair: David May, Faculty, Library
Co-Chair: Dennis Reed, Administrator, Dean, Academic Affairs

Bret Carthew, Faculty, Mathematics
Rhonda Eisner, Classified, Foreign Language Lab
Don Gauthier, Faculty, Earth Science
Kristie Humphries, Classified, Instructional Assistant, Language Arts
Xiaoyang Liu, Faculty, Library
Gayane Markosyan, Student, VP Associated Student Union
Jorge Mata, Classified Administrator, Information Technology
Jessica Mintz, Faculty, Supplemental Instruction
David Quinteros, Classified, Academic Affairs
Judy Rawl, Classified, Library
Dr. Michael Vivian, Faculty, Sociology

Scott Weigand, Community Services Instructor, Writing Center

Standard III – Resources

Human Resources

Co-Chair: Yasmin Aviles, Classified, Personnel
Co-Chair: Earle "Brick" Durley, Administrator, VP, Administrative Services

Kay Divine, Classified Administrator, Compliance Officer
Sona Dombourian, Adjunct Faculty, English
Jackie Hams, Faculty, Earth Science
Deborah Kaye, Adjunct Faculty, English
Magdalena Lopez, Classified, Academic Affairs
Dr. Sally Raskoff, Faculty, Sociology
Dr. LaVergne Rosow, Faculty, English
Arlene Stein, Classified, GAIN/CalWORKs-Citizenship
Joanne Waddell, Faculty, Women's PE, Faculty Guild Chapter President
Bill Wallis, Faculty, English
Carole Weston, Classified, Personnel

Physical Resources

Co-Chair: Harry Fink, Faculty, Psychology
Co-Chair: Tom Lopez, Classified Administrator, Director of College Facilities

Dr. Alan Cowen, Faculty, Emergency Services
Don Gauthier, Faculty, Earth Science
Dana Lubow, Faculty, Library
Duane Martin, Classified, Administrative Analyst
Matt Needham, Classified, HVAC Tech
Dr. Kathleen Sullivan, Faculty, DSPS
Lalo Vasquez, Student

Technology Resources

Co-Chair: Lou Albert, Faculty, Staff Development Director (retired)
Co-Chair: Dr. Laurie Nalepa, Administrator, Dean, Academic Affairs

Jackie Harless-Chang, Faculty, Computer Applications & Office Technologies
Richard Holdredge, Faculty, Media Arts Chair, Project Director IDEAS Grant
Brenda Ingram-Cotton, Faculty, Computer Applications & Office Technologies
Annette Jennings, Faculty, Computer Applications & Office Technologies Chair
Jeff Kent, Faculty, CSIT, Technology Committee Chair

Jorge Mata, Classified Administrator, Information Technology
Jack Sterk, Faculty, Speech
Resource: Marion Heyn, Faculty, English, former Distance Education Director

Financial Resources

Co-Chair: Raul Gonzalez, Administrator, Associate VP, Administrative Services
Co-Chair: Phyllis Yasuda, Faculty, General Tutoring & Resources Director

Dr. Ercument Aksoy, Faculty, Economics
Raul Castillo, Administrator, Foundation/Community Relations Director
Fay Dea, Faculty, Counseling
Paolo De Los Santos, Student
Ramona Divinagracia, Classified, Regional Procurement Office
Kristie Humphries, Instructional Assistant, Language Arts
Lily Inatomi, Classified, Administrative Services
Glenn Milner, Faculty, Economics

Standard IV –Leadership and Governance

Decision-Making Roles and Processes
Board and Administrative Organization

Co-Chair: Florentino Manzano, Administrator, Dean, Enrollment Management
Co-Chair: Jim Marteney, Faculty, Speech

Dorothy Bates, Classified, Child Development Center
Selma Cohen, Classified, Counseling, AFT Staff Guild Chapter Chair
Rachel Davis, Student
Gary Honjio, Faculty, Men's PE
Leon Marzillier, Faculty, Mathematics, District Academic Senate President
Larry Nakamura, Faculty, Biology
Olivia Njuki, Student
Dr. Shannon Stack, Faculty, HHLPS, LAVC Academic Senate President
Katie Tejeda-May, Faculty, DSPS
Joanne Waddell, Faculty, Women's PE, Faculty Guild Chapter President
Marvin Zuckerman, Administrator, Dean of Academic Affairs (retired)

****

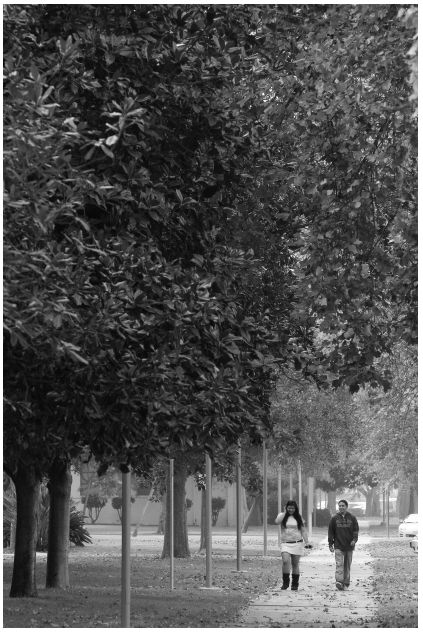
Proofreaders:
Ellen Davis, Rod Moore, Cheryl Stoneham (English Department faculty)
Marvin Zuckerman (former English Department Chair)

Graphic design: JJLA Associates and Charles Wells, LAVC student

LAVC Self Study Timeline

February – March 2005	Accreditation chair selected Steering committee organized Steering committee attends ACCJC workshop Team co-chairs and participants recruited
April -- May 2005	Co-chair breakfast meeting Teams organized Materials created for teams All-committee orientation kick-off luncheon
June/July/August 2005	Team meetings
September 2005	Professional Development Day focus on SLO's and accreditation
September – November 2005	Teams meet, discuss, gather information, and write self study report sections and responses to recommendations Sections due to editor by Nov. 30
January-March 2006	Editor identifies gaps and additional evidence needed All-team meeting to provide missing information Editor compiles self study draft Sections go back to teams for approval by Mar. 30
April-May 2006	Teams review edited versions of self study Teams approve edited reports
June/July/August 2006	Editor prepares complete draft of self study report
Fall 2006	Self study report disseminated for review and input Final report approved locally and by the Board, printed, and forwarded to accrediting commission Prepare for visit
Spring 2007	ACCJC/WASC Accrediting Team site visit
Fall 2007	Begin follow-up on the ACCJC report





ORGANIZATIONAL STRUCTURE

Los Angeles Valley College

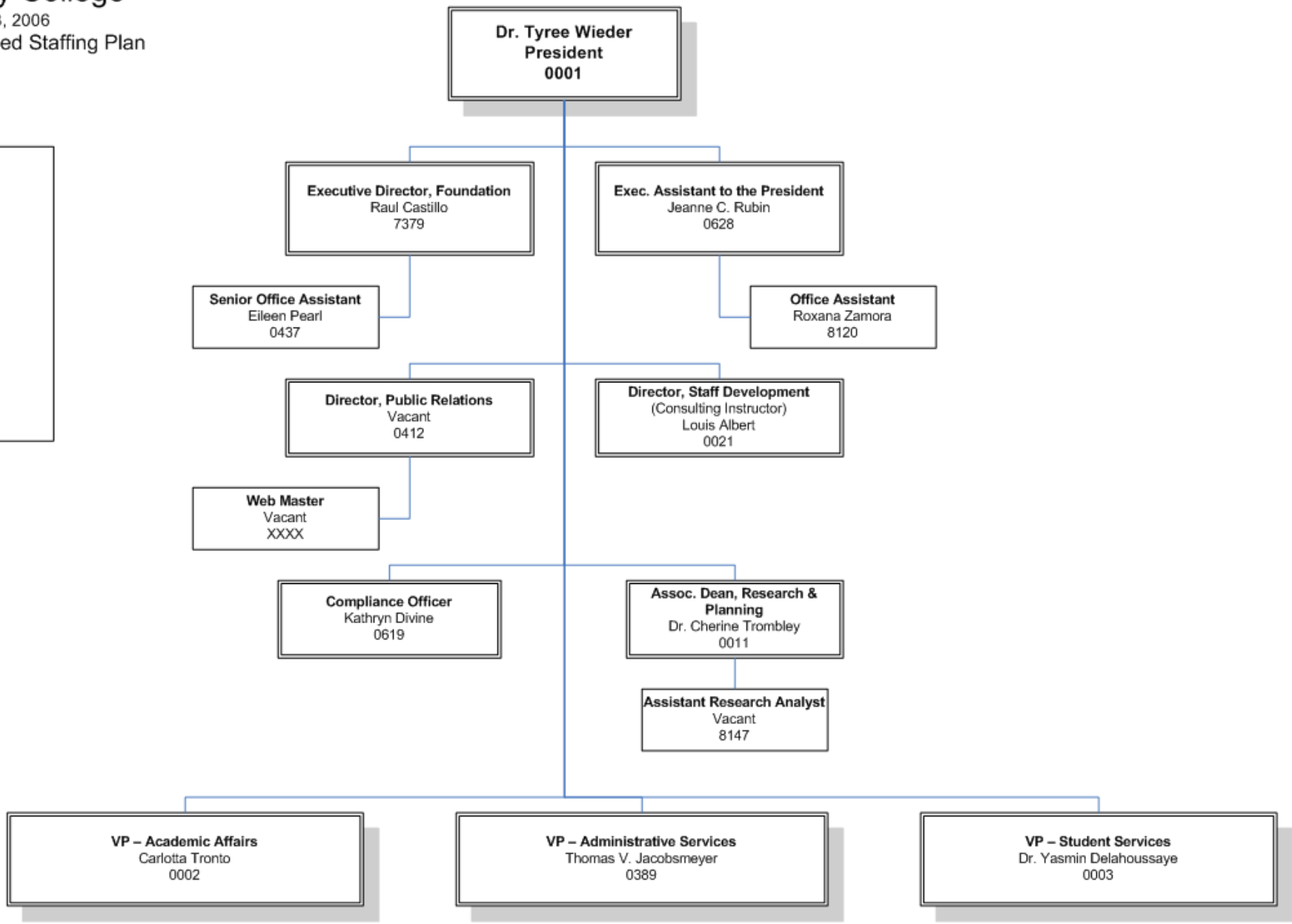
Tuesday, November 28, 2006

06-07 Administrative / Classified Staffing Plan

Academic Administration
Classified Administration
Classified Staff

Union Representation

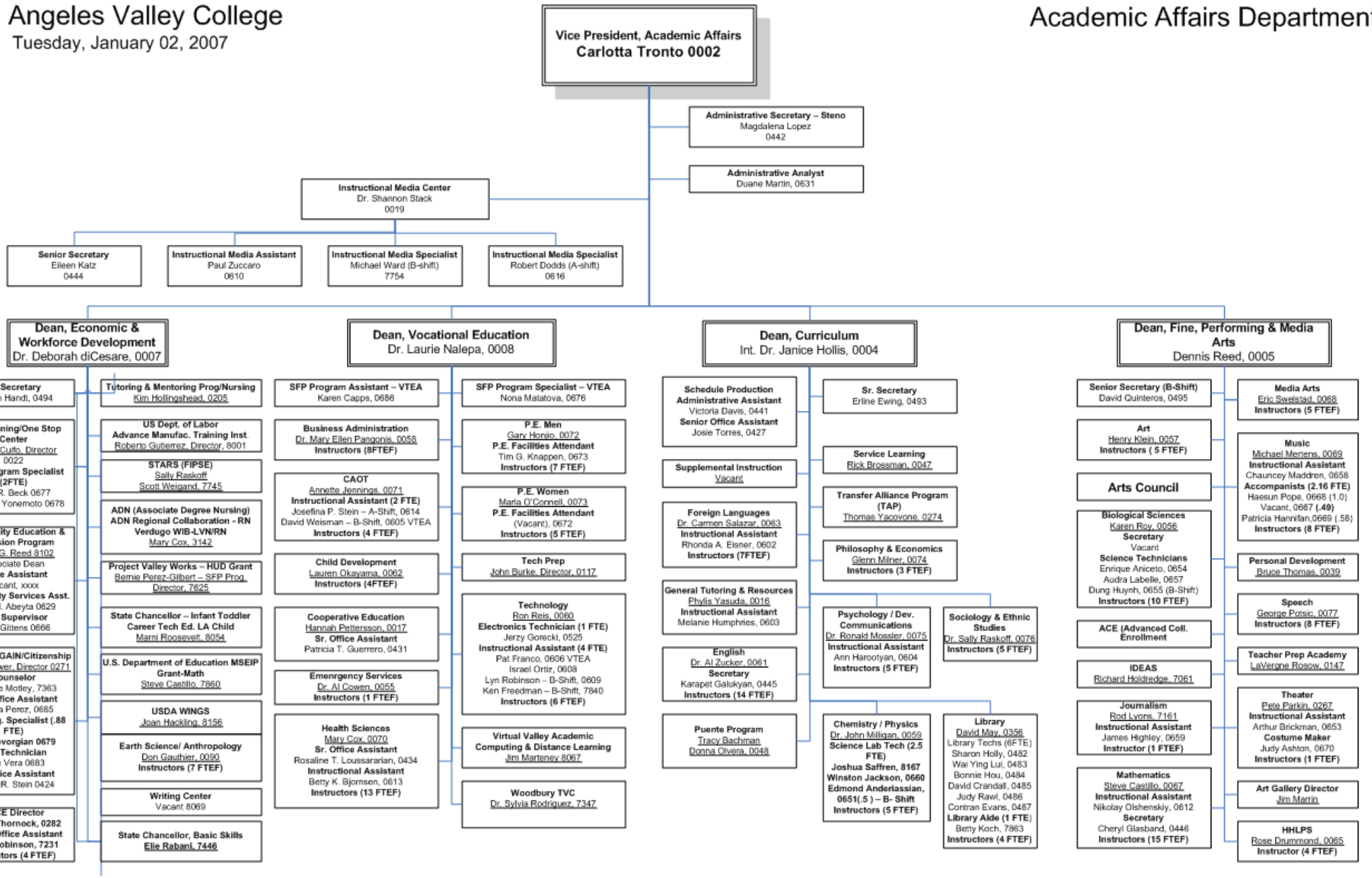
AFT Staff Guild
Building and Trades
Local 99
SEIU-347
Teamters
Unrepresented



Los Angeles Valley College

Tuesday, January 02, 2007

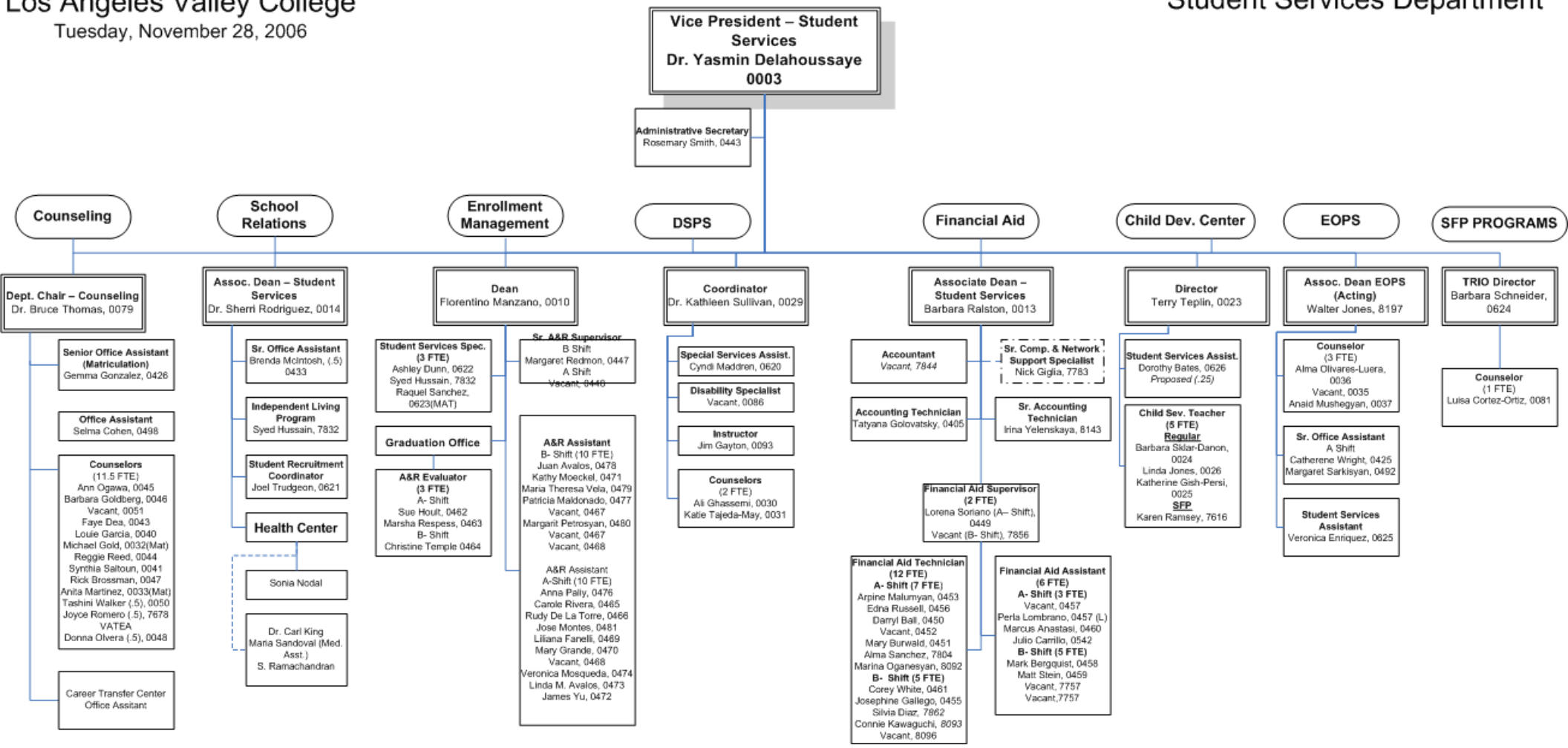
Academic Affairs Department



Los Angeles Valley College

Tuesday, November 28, 2006

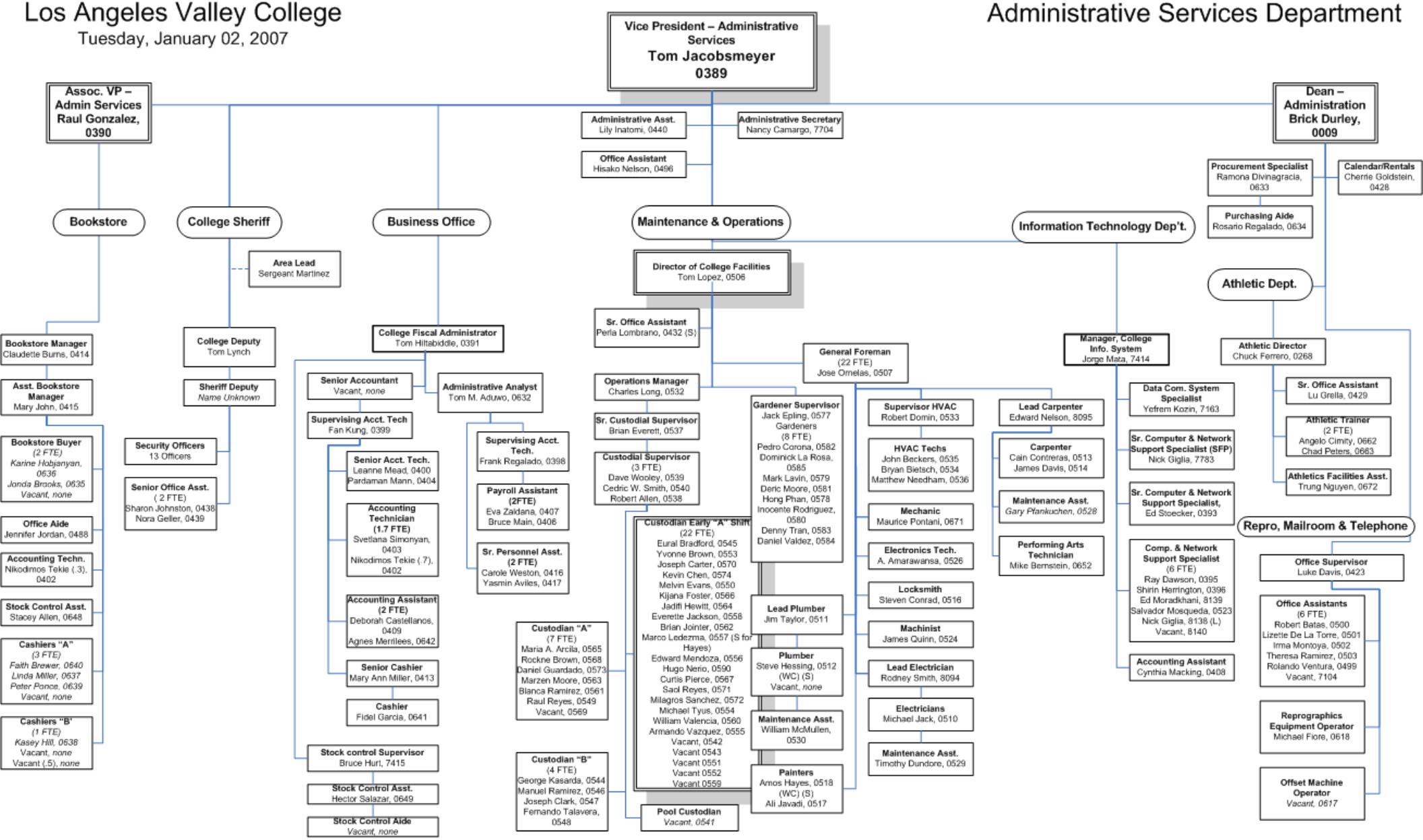
Student Services Department

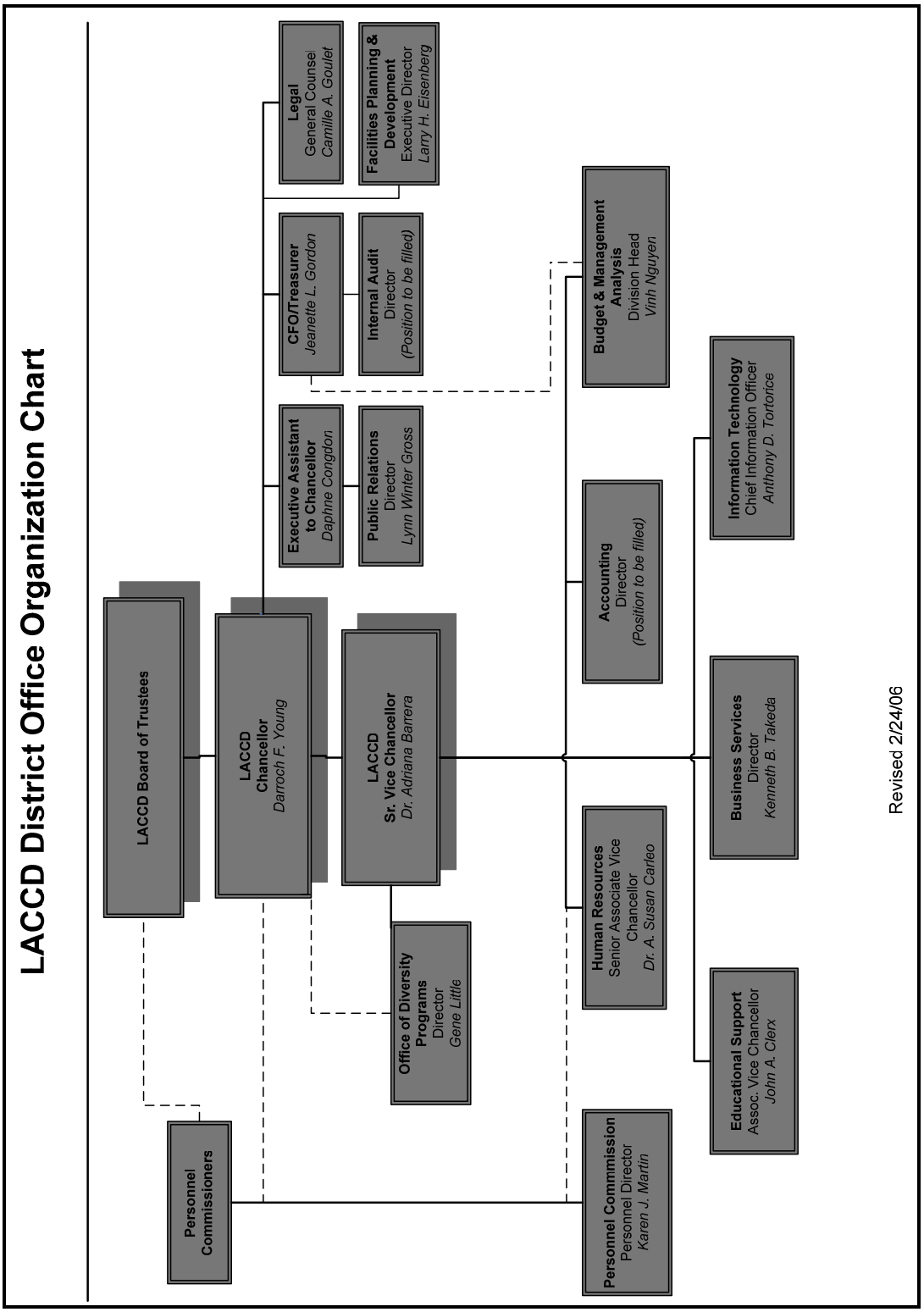


Los Angeles Valley College

Tuesday, January 02, 2007

Administrative Services Department




LACCD District Office Organization Chart
LACCD Board of Trustees
LACCD Chancellor Darroch F. Young
LACCD Sr. Vice Chancellor Dr. Adriana Barrera
Personnel Commissioners
Legal General Counsel Camille A. Goulet
Facilities Planning & Development Executive Director Larry H. Eisenberg
CFO/Treasurer Jeanette L. Gordon
Internal Audit Director (Position to be filled)
Executive Assistant to Chancellor Daphne Congdon
Public Relations Director Lynn Winter Gross
Budget & Management Analysis Division Head Vinh Nguyen
Accounting Director (Position to be filled)
Information Technology Chief Information Officer Anthony D. Tortorice
Business Services Director Kenneth B. Takeda
Office of Diversity Programs Director Gene Little
Human Resources Senior Associate Vice Chancellor Dr. A. Susan Carleo
Personnel Commmission Personnel Director Karen J. Martin
Educational Support Assoc. Vice Chancellor John A. Clerx
Revised 2/24/06





CERTIFICATION OF ELIGIBILITY REQUIREMENTS

Eligibility Requirements for Accreditation

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.

2. MISSION

The college reviews its educational mission statement on a regular basis. It is approved by the Board of Trustees and is published in the catalog, schedule of classes, college website, Student Handbook, and College Council agendas. It was revised in 2006 to reflect our college-wide student learning outcomes and focus on student success. Program review, annual goals, and grant requests are linked to the college mission.

3. GOVERNING BOARD

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

4. CHIEF EXECUTIVE OFFICER

Dr. Tyree Wieder has been LAVC's college president since her appointment by the Board of Trustees in 1995. Her full-time responsibility is to serve as the chief executive officer of the college, and she is given the authority to administer board policies. She does not serve on the district governing board.

5. ADMINISTRATIVE CAPACITY

LAVC has 23 administrators, including the president, vice presidents, deans, associate deans, and classified administrators. They were hired through an open, competitive employment process by hiring committees and the Personnel Commission and were selected on the basis of their training and experience. The administrative staff meet frequently with the college president and work diligently to support the college mission.

6. OPERATIONAL STATUS

Los Angeles Valley College is a comprehensive college that meets the varied educational needs of our community. We offer 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. The college has been in continuous operation since 1949.

7. DEGREES

Our college offers programs leading to 47 AA and AS degrees, 55 occupational certificates**,** and one non-occupational competency certificate. A significant portion of our academic programs lead to a degree. Many of our courses satisfy requirements for either majors or general education, and the majority of our student population is enrolled in these courses.

8. EDUCATIONAL PROGRAMS

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

9. ACADEMIC CREDIT

Academic credit is given in semester units, based on the Carnegie Unit value system and Title 5 minimum standards. One credit hour of work is equivalent to one hour of lecture, two hours of laboratory with homework, or three

hours of laboratory without homework per week based on a term of 18 weeks. Required course content and objectives are established by the discipline's faculty, approved by the Curriculum Committee, a subcommittee of the Academic Senate, and continuously reviewed and revised through the program review process. Faculty evaluations ensure that instructors are teaching to the course outline of record. The credit awarded for each course and the time that the course meets per week are specified in the catalog and schedule of classes.

10. STUDENT LEARNING AND ACHIEVEMENT

The college has established and published seven college-wide SLOs, which are expected outcomes for all students completing our programs. The Student Services division has identified SLOs for all its departments and is working on assessments. All disciplines in academic departments are developing program level and course level outcomes and assessments over the next few years. Currently, student success is measured by faculty based on the successful completion of course objectives that are clearly stated in the course outline of record. All courses, regardless of mode of delivery or location, follow the same course outline of record.

11. GENERAL EDUCATION

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

Plan A degree programs require a minimum of 30 semester units and Plan B programs require a minimum of 18 semester units of General Education in Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, and Health and Physical Education. Information competency, computer competency, critical thinking, and cultural diversity are key components of many courses in these five areas, and ethnic studies are offered in at least one of the required areas. Graduates must demonstrate competence in mathematics, reading, and written expression through completion of selected courses with a grade of "C" or better or by examination. Student learning outcomes are currently being developed at the program level through the program review process.

12. ACADEMIC FREEDOM

The college abides by the policy on academic freedom stated in LACCD Board Rules (BR 1204.12 adopted in February 2006) and Article 4 of the LACCD/Los Angeles College Faculty Guild agreement, which states, "The Faculty shall have the academic freedom to seek the truth and guarantee freedom of learning to the students." Our Academic Senate adopted the AAUP statement on faculty ethics and academic freedom, which is in our Faculty Handbook. Our revised vision statement states, "Los Angeles Valley College is a beacon for teaching and learning, research, creativity, collaboration, and the free exchange of ideas in a climate of openness and respect." Our campus maintains an environment of intellectual freedom and independence.

13. FACULTY

Our college employs 240 full-time faculty and 285 adjunct faculty. In Fall 2005, the percentage of courses taught by full-time faculty was 78.1%, the highest in the district. The faculty ranks are sufficient to maintain an average class size of 34, as mandated in the LACCD/Los Angeles College Faculty Guild agreement. The agreement's articles on evaluation and the Faculty Handbook set forth faculty responsibilities, which include making appropriate contributions to the department/discipline and evaluating student performance.

14. STUDENT SERVICES

The college offers many programs that serve the general student body (Academic Counseling, Orientation, Financial Aid, Student Health Center, Career/Transfer Center, and Child Development Center) as well as specialized services designed for certain student populations (Disabled Students Programs and Services, Extended Opportunities Programs and Services, Cooperative Agencies Resources for Education, Bridge to College for California High School Exit Exam non-completers, the Woodbury/LAVC Connection, Puente, TRiO/Student Support Services, the Transfer Alliance Program). These services support student learning and assist students in completing their educational goals.

15. ADMISSIONS

Los Angeles Valley College maintains an "open door" admission policy consistent with its mission statement, the Education Code, Title 5 of the California Code of Regulations, and the statewide mission for California Community Colleges.

16. INFORMATION AND LEARNING RESOURCES

Our library maintains a significant collection of books, current periodicals and journal subscriptions, and other resources. Through its subscription to InfoTrac, the library provides access to over 20 online resources. These research tools are available to users 24 hours a day from any computer on or off campus.

Our college provides 30 campus labs, including open computer labs, tutoring services, and departmental labs focusing on the needs of students in particular disciplines.

17. FINANCIAL RESOURCES

The college prepares an annual operation plan that documents its financial resources and allocation of resources to support student learning programs and services and improve institutional effectiveness. College governance structures and the budget and planning process ensure that the college mission is considered in all financial decisions. The district funding structure assures the college's financial stability.

18. FINANCIAL ACCOUNTABILITY

Annual financial audits are conducted by externally contracted certified public accountants. The Board of Trustees reviews these audit reports on an annual basis. The financial audit and management responses to any exceptions are reviewed and discussed in public sessions.

19. INSTITUTIONAL PLANNING AND EVALUATION

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

20. PUBLIC INFORMATION

Los Angeles Valley College publishes an annual catalog, which includes extensive general information about the college, regulations and policies affecting students, and requirements for attending, graduating, and transferring. It refers readers to locations, such as the Compliance Office, where other policies may be found. The catalog is carefully checked for accuracy and updated, when necessary, on the college website.

21. RELATIONS WITH THE ACCREDITING COMMISSION

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





STANDARD I

INSTITUTIONAL MISSION AND EFFECTIVENESS

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

STANDARD I TEAM MEMBERS

MISSION

Co-Chairs:

Dr. Becky Green-Marroquin	Faculty, Biology
Dr. Sherri Rodriguez	Administrator, Associate Dean of Student Services

Rick Brossman	Faculty, Counseling, Service Learning
Claudette Burns	Classified, Bookstore
Pamela Byrd-Williams	Faculty, Biology
Victoria Davis	Classified, Office of Academic Affairs
Bernie Perez-Gilbert	Classified, Job Training Program
Ron Reis	Faculty, Electronics
Joyce Romero	Faculty, Counseling
Eugenia Sumnik-Levins	Faculty, Art

IMPROVING INSTITUTIONAL EFFECTIVENESS

Co-Chairs:

Dr. Deborah diCesare	Administrator, Dean, Academic Affairs, and Economic Development
Sylvia Rodriguez	Faculty, Director Woodbury/LAVC Connections

Lennie Ciufo	Faculty, Job Training Program Director
Jerzy Gorecki	Classified, Electronics
Kim Hollingshead	Faculty, Health Science
Rod Moore	Faculty, English
Donna Olvera	Faculty, Counseling, Woodbury/LAVC Connections and Puente
Doris Richardson	Faculty, EOP&S Director
Jeanne Rubin	Classified, Executive Assistant to the President
Dr.Luz Shin	Faculty, Mathematics
Deidre Stark	Faculty, Women's PE
Dr. Cherine Trombley	Administrator, Associate Dean of Research and Planning

I.A. Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

Summary

Los Angeles Valley College has a succinct, clearly defined mission statement:

> Los Angeles Valley College serves the community by providing transfer, degree, vocational, transitional, and continuing education programs in an attractive and accessible learning environment that fosters student success. Embedded in these programs are the greater goals of critical thinking and life-long learning which are necessary for success in the work place and for furthering one's education and personal development.

The college also has a vision statement:

> Los Angeles Valley College is a beacon for teaching and learning, research, creativity, collaboration, and the free exchange of ideas in a climate of openness and respect.

Using these statements as a basis, the college establishes educational programs and services that are aligned with the needs of our student population. Since 2001, our Office of Research and Planning has continuously provided the college with a substantial body of quality data with which to determine these needs.

Since the last accreditation visit, the college's primary shared governance body, the College Council, reviewed the mission statement and decided that it needed to be revised. This important task was assigned to the Student Learning Outcomes (SLO) Committee, a subcommittee of the Academic Senate, ensuring that the revised mission statement would be more strongly tied to the college's recently adopted college-wide student learning outcomes. Along with the two statements the committee added learning goals, which are summaries of these SLOs.

Our mission statement is integrated with our decision-making processes, including shared governance, program review, and departmental missions. Our challenge now is to increase the visibility of the revised mission statement and make sure that it is consistently printed for reference on the agendas of shared governance committees. College leaders need to continue to engage the college community in understanding how the mission, vision, and goals can be used to direct our activities and decisions.

I.A.1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Description

LAVC provides a wide range of educational programs and services for its student population, which is comprised of those seeking higher education for the purposes of employment, career change, job training, transfer to a four-year college or university, or personal enrichment. The population is a reflection of the community, with many ethnicities represented as well as varying age groups and economic backgrounds. Our student body is diverse – 41% Hispanic, 34% White (which includes a large number of Armenian and Russian students), 13% Asian, 7% African-American, and 5% American Indian or Other Non-White. English is the primary language for 60% of our students. About 44% are first-generation college students, 51% are considered low-income, more than 70% are placed into either remedial math or English (1.1), and 17% are undecided on an educational goal. Females outnumber males 60% to 40%. The average age of our students is 28, with the largest percentage, 34%, between 20 and 24, and the next largest, 23%, between 25 and 34.

In order to evaluate the needs of the student population and community at large, the college's Office of Research and Planning annually compiles data, which examines the demographics of our student population and the local communities surrounding the college, and publishes the information in an annual Fact Book and Effectiveness Manual (1.2). The Office of Research and Planning collects and interprets survey data on student needs, retention rates, rates of transfer, and exam placements for math and English. Surveys of students upon graduation or transfer help to establish the need for improvement of current programs or the development of new programs (1.3). Data gathered from the student body has been useful in determining how to better support the educational process by offering support services such as financial aid, child care services, tutoring, computer labs, etc. in an effort to increase retention and academic achievement (1.4).

In order to ensure that we offer programs that correspond to needs in the job market, the college has formed partnerships with community organizations such the San Fernando Valley Economic Alliance and local Chambers of Commerce. With these organizations, the college forecasts the needs of local industry in an effort to improve and develop academic as well as certificate training programs. The Job Training Program works closely with businesses to determine their needs and offer customized curriculum to train new hires and current employees. CalWORKs provides assistance with childcare, counseling, classes, textbooks, paid work-study, and other services for students

on welfare so that they can develop vocational skills leading to meaningful employment.

The college has a number of strong vocational programs leading to degrees and certificates, some of the largest being Child Development, Computer Applications & Office Technology, Computer Science & Info Tech, Electronics, Nursing, and Respiratory Therapy. All vocational education department chairs participate in the Career Education Committee, which establishes business and industry partnerships with college faculty and administration, reviews departmental allocations of Vocational and Technical Education Act (VTEA) funding, and ensures that each department holds annual advisory committee meetings. The advisory committees, consisting of career education faculty and business and industry consultants familiar with skills needed in today's job market, advise vocational departments (1.5).

About 37% of our entering students list transfer as their educational goal (1.2). The college has a number of programs to facilitate transfer. We have ongoing collaborations with neighboring colleges and universities for articulation and outreach. The Team Transfer Committee institutes initiatives to improve transfer. The Career/Transfer Center offers counseling assistance, holds a college and majors fair twice a year, and provides bus trips to universities. Honor students enrolled in our Transfer Alliance Program (TAP) enjoy a high rate of transfer to the UCs. The college obtained a grant to establish the Woodbury Connections Center to encourage transfer to nearby Woodbury University (1.6).

LAVC provides many support programs that focus on the success of all students (1.7). Among the programs available for our underserved, disadvantaged, and under-prepared students are:

- Basic skills courses in mathematics and English and personal development courses
- Tutoring support in 30 on-campus tutoring labs, including General Tutoring, discipline-specific labs, the Writing Center, and Supplemental Instruction (SI) to assist students in courses with historically high attrition rates
- A wide variety of student services and resources, including the Career/Transfer Center, Financial Aid, TRiO/Student Support Services, Disabled Student Programs and Services, Puente, Service Learning, Child Development Center, and Extended Opportunity Programs and Services (EOPS), to name a few

Along with the Office of Research and Planning, each of these programs keeps statistics on the success rate of its participants (1.8).

Furthermore, to focus on underrepresented students, the college created a Student Equity Plan to address student access and success, close the achievement gap among student population groups, and maximize the effectiveness of existing programs by coordinating them. The plan outlines strategies to serve students more effectively (1.9).

Our Community Education Program offers our community classes for life-long learning and career training, including online career training courses, including courses specifically geared to children, teens, and senior adults, in three sessions year-round. Classes for enjoyment and personal growth are offered in subjects such as accent reduction, French conversation, graphic design, salsa dance, CPR, acting, and yoga. The Extension Program has academies leading to certificates in paralegal, legal secretary, and human resources assistant fields in two sessions per year (1.10).

Evaluation

Utilizing information from the Office of Research and Planning and program reviews, the college identifies and responds to the needs of our diverse population. Statistics on graduation and transfer rates demonstrate that our instructional programs are fulfilling the needs of our students, thus helping the college to fulfill its mission.

Due to changes in student demographics, instructional programs have been tailored to meet the needs of working adults, such as the Program for Accelerated College Education (PACE) and Weekend College. More evening classes have been added and hours have been extended for computer labs, the Writing Center, the Learning Center, and departmental tutoring labs. Responding to our changing community, the college has added more noncredit and citizenship classes and credit courses such as Armenian.

As our students have become more reliant on technology, we have enhanced our methods of service delivery. Research on our library databases can be conducted from any computer with Internet access. Students can apply for college, register for classes, schedule counseling appointments, check financial aid status, obtain transcripts, learn about transfer requirements, and take an orientation session online. Students may also apply to the Cooperative Education program online.

To meet the growing need for financial aid, and to serve day and evening students more efficiently, the Financial Aid office added a full time microcomputer analyst and increased the number of technicians. To be more centrally located and accommodate the growing staff, the office moved closer

to other student services. The new facility features a lab for students to apply online. The department provides outreach to feeder high schools.

The college is user-friendly for disabled students. Disabled Student Programs and Services (DSPS) provides accommodation and technical assistance to approximately 1,000 disabled students per year. To meet the needs of students with children, the Child Development Center offers extended day care. It recently increased the number of spots from 72 to 86 and put in a new playground. The college plans to build a new $11 million child development facility, which will accommodate even more children.

Survey results show a high level of satisfaction with the education received at the college, and 98% of students polled would recommend LAVC to family and friends (1.3).

I.A.2. The mission statement is approved by the governing board and published.

Description

Our new mission statement was approved by the LACCD Board of Trustees on May 24, 2006 (1.11). It is published in the college catalog (1.7), schedule of classes (1.12), and Student Handbook (1.13), is posted in the President's Office, and is printed on College Council agendas (1.14). Our vision and mission statements and learning goals are posted on the college website.

Evaluation

The college meets the standard.

I.A.3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Description

The College Council reviews the mission statement periodically. Recognizing that the mission statement needed to be more specific to guide planning more effectively, at its 2003 retreat, the council recommended that the statement be revised (1.15). Because of the importance of incorporating student learning outcomes, the task of revising the mission statement was delegated to the college's Student Learning Outcomes (SLO) Committee, a subcommittee of the Academic Senate's Curriculum Committee, in 2005. The eight-person committee met frequently, eliciting input from the college

community, to craft a new statement that would emphasize student understanding and accessibility and align with our seven college-wide student learning outcomes. These SLOs, developed by the committee after considerable discussion and research, were approved in January 2006 (1.16). The Academic Senate and the college president approved the revised vision and mission statements, along with learning goals, a summarized version of the college-wide SLOs, in Spring 2006 (1.17).

Feedback regarding the mission statement is ongoing. Members of college committees devote time to discussing the mission (1.18). In response to a survey question posed on Opening Day 2005, "Overall, how effective is LAVC at fulfilling the goals of our mission statement?" the majority (72%) of faculty respondents believed that the college was effective or very effective (1.19). In response to ways the college could be more effective, verbatim responses included the following comments about our previous mission statement:

- Revisit mission statement to make it stronger
- Post it somewhere
- Needs to be more buy-in from faculty addressing the changing student population needs
- Needed: A short, memorizable mission statement
- Mission statement is too general

Evaluation

The process for reviewing and revising the mission statement has been appropriately undertaken. Charging the SLO Committee with the task of revision was a good step in ensuring that SLOs would be incorporated into the new statement.

I.A.4. The institution's mission is central to institutional planning and decision making.

Description

Responding to a self-identified planning agenda item in our last accreditation self study, the college president, in coordination with the College Council, the main college-wide shared governance body, recommended improved visibility of the mission statement in order to link our mission to decision-making and planning. In March of 2003, the council discussed the visibility of the mission statement and made a commitment to feature it in all program reviews, the college's web page, all appropriate college publications, on the College Council agenda, in the catalog, the class schedule, and in graphics displayed throughout the campus (1.20).

To determine whether our educational programs meet the needs of our student population and support our mission, the college employs a regular cycle of program review. Each department is required to state its mission and philosophy and explain how it contributes to the LAVC community (1.21). As of 2006, Student Services Division program reviews are not accepted without SLOs that tie the program to the college's mission.

Our mission statement is an umbrella that contains our overarching college goals. Based on these goals, the college is developing strategic goals to drive our planning efforts. A subcommittee of the Academic Senate is revising the educational component of our master plan to create a comprehensive strategic plan that links the mission and vision statements, college-wide SLOs, program review, annual budget and planning, and other college plans (1.22).

The College Council and shared governance committees link their decision-making to the college's mission. For example, the Budget Committee monitors the college budget to ensure that it supports our mission. Space and Work considers ways to promote "an attractive, accessible learning environment." The Student Services Committee coordinates student support services to improve student success. The mission is considered when the Instructional Programs Committee prioritizes faculty hires and when the Classified/Administrative Staffing Committee recommends funding for classified staff and administrators. When reviewing revised course outlines and proposals for new courses, the Curriculum Committee assesses whether curricula meet the goals of our mission in promoting student needs, such as transfer, degrees, etc. (1.23).

Submission of an application for a grant to develop a new program does not take place without approval by the college president to ensure that the proposed project is within the scope of the institutional mission and goals of the college (1.24). The college applies for grants and other funding – for technology, staff development, etc. – based on how they will help us meet the objectives of our mission. The mission statement is referred to when the Block Grant Committee considers the acquisition of equipment (1.25).

Evaluation

Since 2003, the mission statement has been featured more visibly. The revised mission statement was printed on tote bags and the revised vision statement on mugs, which faculty received on Opening Day 2006. To remind college leaders to consider the mission when making decisions, it should be consistently printed on the agendas of all shared governance committees, not only the College Council agenda. To publicize the "new and improved" mission statement on a regular basis, the college should include it on all

materials that are mailed to the community, such as the mini schedule and Community Services & Extension schedules, broadcast it on the television monitors in admissions, the cafeteria, and the fitness center, and promote it in the State of the Campus address, at town hall meetings, on the website, and in email communication.

The college's mission is considered in all of our decision-making processes**,** including curriculum review and approval, departmental planning, shared governance, and grant acquisition. In the process of preparing our new Education Master Plan, we are making sure to integrate the mission with all of our planning processes. Through ongoing activities, college leadership needs to continue to engage all constituencies in understanding how the statement directs everyday performance of duties and decision-making.

One way the college mission can be better linked to decision making is by reflecting its goals in our departmental missions. In a random review of 15 academic departments conducted by the self study team in 2005, it was found that most, but not all, of the elements of the college's previous mission statement were reflected in 13 departmental mission statements. Many departments integrated all of its goals, and some referenced the mission but did not specifically use any part of the statement (1.26). Since the mission statement has been revised, departments should take another look at their department mission statements in light of the changes.

Now that the revised mission statement is tied more strongly to SLOs, it should serve as a stronger focal point for the college's efforts to improve student learning.

Planning Agenda

Communicate the revised mission and vision statements to the campus community *[College Council and Public Relations Specialist]*

- Make the mission and vision statements more visible by printing them on college publications and displaying them on campus
- Feature the mission statement on all shared governance committee agendas

Evidence

1.1 Spring06 placement results
1.2 Fact Book and Effectiveness Manual
1.3 Exit Survey results
1.4 Student Surveys 2000-2005
1.5 Advisory committees
1.6 Transfer statistics and services
1.7 Catalog 2006-07
1.8 Research Database
1.9 Student Equity Plan, 2004
1.10 Community Education/Extension Program catalog
1.11 Board of Trustees minutes May 24, 2006
1.12 Schedule of Classes
1.13 Student Handbook
1.14 College Council agenda
1.15 College Council retreat minutes 2003
1.16 College-wide SLOs
1.17 Mission, Vision, Goals statement; Academic Senate minutes
1.18 Curriculum Committee minutes October 26, 2005
1.19 Faculty Survey 2005
1.20 College Council minutes March 25, 2003
1.21 Program Review Handbook
1.22 Education Master Plan flow chart
1.23 Curriculum Committee guidelines
1.24 Minority Science and Engineering Improvement Grant proposal
1.25 Block grant request form
1.26 Departmental missions

I.B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

Summary

Los Angeles Valley College considers one of its strengths the ongoing and extensive dialogue about learning that takes place on campus, engaging students and faculty in examining and coming up with strategies to become a more learning centered institution. Our STARS initiative, funded by a grant from the U.S. Department of Education Fund for the Improvement of Post Secondary Education (FIPSE), has truly changed campus culture.

A major improvement since the 2001 accreditation visit has been the creation of the Office of Research and Planning. The office conducts extensive research and analyzes the findings for planning and decision-making. With concrete data, planning is not done in a vacuum. Analysis of our programs and services has helped us to evaluate our progress and refine our practices to improve student success. By disseminating our outcomes, we have been able to present a thorough and unbiased picture of our college to the community we serve.

The college has embarked on the journey of defining and measuring student learning by thoughtfully crafting seven college-wide student learning outcomes and a revised mission statement with these learning goals as its focus.

Many of our institutional processes have been reviewed and modified to increase their effectiveness. Our budget and planning process has been revised twice since 2004 to better prioritize budget requests and connect them to goals. The program review process has been revised to incorporate student learning outcomes as an instrument to improve program evaluation. To strengthen the link between program review and budget and planning, the revised process incorporates the way research is used and clarifies the direct impact the process has on college-wide planning. A new Education Master Plan is being created so that for the first time our college-wide SLOs, mission

and vision statements, program review, departmental annual goals, and college planning documents will be integrated.

While dialogue about learning has been energizing for the college, the dialogue that takes place in our shared governance process does not always seem productive. We need to re-invigorate our shared governance structures by increasing broad-based participation from faculty, classified staff, and students. While steps have recently been taken to improve our shared governance process, we need to ensure that a process of evaluation takes place regularly to improve the processes that link ongoing planning, budget, and evaluation.

I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Description

LAVC recognizes that good communication and ongoing dialogue are important elements in developing means for improvement of student learning and institutional processes. We promote dialogue in a number of ways (2.1):

STARS: At the center of LAVC dialogue is the Strategic Team for the Advancement and Retention of Students (STARS) initiative, which has engaged faculty, students, administrators, and classified staff in team building and dialogue to promote student learning. Participants discuss the learning process and their roles in fostering an environment in which innovative student-centered teaching pedagogies can contribute to student learning and success. STARS workshops and roundtables engaged over 700 students and 234 faculty members in dialogue between 2003 and 2006.

Shared Governance: Through this process, all segments of our community engage in dialogue to develop and implement planning at every level. Administrators, faculty, students, and staff work together collegially on planning, decision-making, and conflict resolution. The college president and the VPs meet with Academic Senate, Los Angeles College Faculty Guild, and AFT Staff Guild leadership in consultation sessions to discuss issues and try to resolve them.

College-Wide Gatherings: Frequent open meetings are held to discuss our Prop A/AA building projects and solicit feedback. The college president holds periodic town halls, the two most recent ones concerning our financial status and our construction projects, in which input is solicited.

Professional Development: Faculty, classified staff, and administrators engage in stimulating dialogue in workshops and training programs on topics such as diversity, employee relations, sexual harassment, and dealing with stress. On Opening Day in 2005 and 2006, workshops following the plenary session offered opportunities for dialogue focused on SLOs.

Program Review: The process allows the faculty and staff of departments and programs to engage in meaningful dialogue about the work they do. Departments continually monitor and assess their performance and the needs of their students.

Advisory Committees: External advisory committees discuss and assess vocational and student service programs in light of business and industry needs, recommending changes to improve programs and better serve students.

Student Dialogue: Through the Associated Students Union (ASU), students engage in dialogue that promotes cultural and civic awareness, academic achievement, and well-being. The Supplemental Instruction (SI) Program trains student tutors to use dialogue to facilitate learning.

Departmental and Division Activities: At monthly Departmental Council meetings, department chairs and the vice president of Academic Affairs engage in dialogue on a wide range of issues, including student retention and success strategies. Faculty and staff discuss ways to improve student learning in academic department and program staff meetings. In January 2006, the entire Student Services Division discussed the development and assessment of SLOs, and on Opening Day 2006, faculty met by department to create SLOs and assessments for courses and programs in their disciplines.

Accreditation: In the process of preparing our accreditation self-study over the past two years, a wide cross section of the college community, including classified staff, students, faculty, and administrators, has had the opportunity to stop and reflect on our institutional processes and converse at length about ways we can improve them to promote student learning [see Organization of the Self Study].

Evaluation

Dialogue regarding the improvement of student learning takes place on campus and needs to continue. When surveyed, 75% of faculty felt that faculty and staff engage in dialogue about learning on a regular basis (2.2). However, only 51% of classified staff felt that was the case (2.3). A good start was made to involve classified staff in this dialogue at the Wizards of LAVC staff development event in January 2006, which gave staff a chance to reflect on the way that everything they do impacts the college and student learning (2.4). In June 2006, the college president and the Classified Staff Development Committee met to plan follow-up sessions, including an annual retreat for classified staff similar to Opening Day for faculty.

STARS has done an excellent job of encouraging dialogue and promoting a learning-centered environment on campus. Its programs have helped faculty to develop practices that give students more responsibility for their learning. STARS workshops were consistently rated in the good to excellent range by 90% of participants (2.5). Although the grant has ended, the program will

continue. Workshops and forums are planned in which faculty can discuss issues such as whether grades are representative of learning and what can be done about students who receive failing grades. The STARS steering committee is working on the creation of a best practices model by collecting results from departments that regularly engage in dialogue and document the improvement of student learning. To create an opportunity for faculty, staff, administrators, and students to discuss issues and solve problems, Brown Bag/Coffee Break open forums could be regularly scheduled on campus.

The dialogue that takes place in the context of shared governance does not always seem productive, especially when discussion is focused on problems rather than solutions. Often the same issues are brought up over and over, with no resolution and a lack of focus on clearly identified and agreed-upon objectives [see Planning Agenda for IV.A.3].

I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Description

The primary statement of LAVC's goals is found in its recently revised mission statement, that of "providing transfer, degree, vocational, transitional, and continuing education programs in an attractive and accessible learning environment that fosters student success." These stated goals align with the purposes of California community colleges. Our mission is tied to our seven college-wide student learning outcomes, recently created with extensive input from the college community (2.6).

In addition, 10 overall college goals, linked to the college's mission, have guided the college's planning efforts. The Master Plan Deployment Grid has graphically illustrated the linkage of these goals and plans with shared governance and other committees, accreditation standards, and departmental areas (2.7). These goals are being revised as strategic goals, which will be part of our new Education Master Plan (2.8). The college's mission and goals are tied to its shared governance structures, which develop and recommend planning and policy (2.9). The mission statement appears on College Council agendas and guides the decisions of this central governance body, which serves as a clearinghouse for recommending to the college president policies developed by its four shared governance committees (Budget, Space and

Work, Student Services, and Technology), ad hoc committees, and task forces.

Furthermore, college committees and departments set objectives and develop activities and strategies to move towards these goals. For example, the Team Transfer Committee's strategic plan links its objectives and activities to the college goal of transfer. Program review guides departments and programs in setting long-term goals. The program review process has led to the development of annual departmental goals. The appropriate Academic Affairs dean meets with his/her department chair or program director on an annual basis to set goals for the year that relate to the college's mission (2.10).

Our Master Plan (2.11) was created to set overall goals for the college. The updated Facilities Master Plan is guiding our capital construction and renovation projects (2.12). A comprehensive Technology Master Plan, completed and approved in 2005, lays out goals for incorporating technology and is serving as a road map for planning, improving, and evaluating the use and management of technology resources on campus (2.13). The Student Equity Plan sets goals for our students in the areas of access, course completion, ESL and basic skills completion, degree and certificate completion, and transfer. Developed in 2004 at a retreat with input from many campus constituent groups, the plan will be updated every five years (2.14).

Evaluation

The process of setting and understanding goals on a department and program level has been improved now that the program review guidelines have been revised (2.15). Departmental goals and objectives are to be described in terms of how they contribute to the college community. Departments are asked to connect their program level SLOs to college-wide student learning outcomes. A needs analysis, recommendations, and action timeline must link budget to planning and reflect the college's efforts to meet goals and objectives. To train department chairs in leadership skills and goal setting, the VP of Academic Affairs has held a Department Chair Academy, which will be offered as needed (2.16).

The College Council chair needs to ensure that all shared governance committees annually review and, if necessary, revise their goals based on overall college strategic goals.

The college's mission statement contains the overarching goals for the college (e.g., that our students will transfer, obtain degrees/certificates, succeed in

their courses, etc.). The Partnership for Excellence (PFE) goals have been aligned with our college goals. In the past, PFE targets were tied to the budget areas used to help increase these goals, such as transfer. For example, to increase transfer, PFE funded part of our Career/Transfer Center and transfer efforts (2.17). LAVC had a committee comprised of administrators and faculty who reviewed PFE goals, progress toward PFE targets, and PFE budget requests.

In Fall 2006, the State Chancellor's Office compiled a report on the "annual evaluation of district-level performance for California Community College districts" under ARCC/AB1417, Performance Framework for the Community Colleges. Appropriate constituency groups on campus (e.g., Team Transfer Committee, Student Services Committee, etc.) need to set measurable targets for the LAVC goals and state system indicators. These targets should be disseminated widely to the campus community.

Planning Agenda

Set measurable targets to assess the achievement of goals *[academic year 2007-08]*

- Review and modify former PFE targets regarding college goals (e.g., transfer, basic skills, degrees and certificates, voc ed) *[appropriate college committees, Office of Research and Planning]*
- Disseminate these goals and targets widely to the campus community *[College Council/shared governance process]*

I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of its institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Description

The college uses program review, annual departmental goals, and an annual budget and planning process for ongoing planning and evaluation. These regularly recurring methods of planning and assessment involve the entire college community, with the goal of integrating evaluation and resource allocation. Departments and programs set goals, assess goals, make changes, and then re-evaluate the goals through program review and annual requests for data/evaluation (2.18). Departments and programs are evaluated through the regularly scheduled, comprehensive process of program review undertaken by academic departments and programs every five years, vocational education areas every two years, and Student Services

every six years. The college has made completion of program review a prerequisite for budget requests, priority in the ranking for probationary positions, support staff, equipment, and improvement of facilities. Progress is measured through the collection and analysis of research data on a college-wide scale, reported annually in the Fact Book and Effectiveness Manual (2.19). Evaluation of goals are made both on an annual cycle with annual department goals and on a five-year cycle through program review.

As a further framework for planning, department chairs and program directors meet with their the deans each fall to review goals accomplished in the previous year and plan for the current year to make improvements, which may have budget allowances attached. Together they evaluate their goals as they relate to the college's mission and program review. Through this procedure, required by the LACCD/LA College Faculty Guild agreement, Article 17.D.4 (2.20), the essential planning and budgeting process for the college is initiated at the departmental level, leading to evaluation, adjustment, and approval by the Budget Committee, and then submission to the College Council. The process sets the foundation for budget requests for the upcoming academic year.

The deliberative and collaborative college-wide process of setting annual departmental goals forms the basis for the annual budget and planning process, resulting in the development of the annual Operation Plan (2.21), the college's statement of how its resources will be allocated for the coming year in order to advance its goals, which is submitted to the district and the Board of Trustees for approval. The process by which the budget plan is created requires each program and department to assess its needs on a short-term and a long-term basis, based on annual department goals and program review. The Budget Committee's budget and planning calendar includes reports from the Academic Senate's Instructional Programs Committee (IPC) and the Administrative/Classified Staffing Committee (2.22). The budget request form guides department chairs and program directors in planning their annual budgets effectively by requiring them to list future needs and prioritize requests based on program review goals (2.23). The block grant request form aligns with short-term and long-term goals and plans by linking them to the college mission statement (2.24).

Evaluation

Although 72% of faculty surveyed in 2005 indicated that LAVC was effective at fulfilling the goals of its mission statement (2.2), linking our goals to measurable targets (as mentioned in I.B.2 above) will allow us to more clearly assess our success in a quantifiable way.

Since the inception of the Office of Research and Planning, the college has made great strides in its ability to gather accurate and useful data. Demographic and performance data, surveys, and evaluations have been essential in program review, so that the planning and evaluation process can be based on data instead of speculation. Department chairs and program directors have come to rely heavily upon this office for research reports to evaluate the effectiveness of their departments and programs, using information to assist them in planning effectively. Data is published annually and made available on the college website so that information on student success, retention, degrees, and transfer is readily available.

In a continuing effort to improve the way we meet our goals, LAVC has worked diligently to implement the 2001 ACCJC recommendation citing program review as the tool to utilize for institutional planning and evaluation of the mission, goals, and objectives of the college. One full cycle has been completed and all of the college's academic departments have completed their program reviews. The second cycle commenced in 2006 (2.25). All Student Services departments have completed the process and are currently in their second cycle. Requiring the completion of program review for funding and hiring priority emphasizes the importance of the process. The majority of faculty (69%) indicated that they took part in the program review process in their departments (2.2). Program review has led to necessary improvements, such as the termination of the AS degree in Wildland Fire Technology and the addition of five new skills certificates and an AA degree in Hebrew Studies.

Program review is central to our facilities master planning process. For example, the Allied Health and Sciences building plan includes a lengthy section that utilizes portions of program review for the various disciplines to be housed in the building, demonstrating how the programmers and Building User Group (BUG) members referenced program review in designing the facility (2.26).

I.B.4. The institution provides evidence that the planning process is broad based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to institutional improvement.

The shared governance model utilized at LAVC is the framework for decision-making and planning that connects the college's goals and strategies with the allocation of resources needed to fulfill them. The shared governance committees of Budget, Space and Work, and Technology, as well as the IPC, are directly responsible for prioritizing the allocation of resources. In addition, the IPC is responsible for overseeing and approving program reviews, determining FTE allocations to departments, and prioritizing faculty

hiring. The Administrative/Classified Staffing Committee makes recommendations and prioritizes the hiring of classified staff and administrators. These committees, as well as the shared governance Student Services Committee and the Academic Senate's SLO, Curriculum, and Education Master Plan committees, are responsible for making decisions that lead to institutional improvement.

The views of the campus community are conveyed through recommendations forwarded from the four shared governance committees to the College Council, and then to the president, who makes the final decision. Members of the college community provide input through their constituency representatives. An employee or student may contact his/her representative on a shared governance committee to make his/her views known. The voting members of the College Council consist of representatives of the major constituencies on campus. The Los Angeles College Faculty Guild chapter president and the Academic Senate president select faculty members, and the AFT Staff Guild chapter chair selects classified staff to serve on shared governance committees**.**

Our planning process elicits input from the college community. The firm responsible for creating our 2002 Master Plan conducted interviews with representatives from all departments and programs on campus (2.27). The college community was interviewed extensively in the preparation of our Technology Master Plan (2.28). Facilities planning is broad-based, involving a vast cross-section of the college. Three members of the Space and Work Committee sit on the Facilities Master Plan Committee as voting members and report back to their constituencies on Space and Work, the Academic Senate, and Departmental Council. The committee working to create our Education Master Plan is an Academic Senate subcommittee that includes administrators. When completed, the plan will be sent to the shared governance committees for input.

Essential planning has been carried out by the ad hoc Enrollment Management Task Force established by the college president, which includes broad-based representation from administrators in Academic Affairs, Student Services, the President's Office (the president, marketing, and the Office of Research and Planning), Administrative Services (the College Budget Office and bookstore), classified staff in high school recruitment and outreach, and faculty in math, English, the Academic Senate and the Los Angeles College Faculty Guild (2.29). After discussing data on student demand and scheduling, the task force found new ways to look at enrollment data and implemented new marketing and outreach techniques, scheduling changes, and initiatives such as telephone recruitment, listing of open classes on the college website, New Student Welcome Day, and One-Stop Registration Day

for continuing students. The English Department reworked its higher level course offerings on a cyclical schedule so that resources could be allocated to the higher demand courses more often.
A vital component of the planning process is input from the business community. All of our vocational education departments (Media Arts, Business, Photography/Journalism, Child Development, Technology, Administration of Justice, CAOT, Nursing, and Respiratory Therapy) have advisory committees that meet at least once each academic year, as do several programs/grants (IDEAS, EOPS, Wings, CIPA/NASA). Advisory committees assist in program planning by discussing progress in meeting program goals (2.30).

Evaluation

All segments of the college community have an opportunity to actively engage in guiding the development and implementation of college planning. Our shared governance structure allows for broad representation; however, the college needs to involve a broader range of participants. Some of the same people sit on more than one committee, and there are few vacancies because some members and chairs serve term after term, with no limits.

Although 84% of faculty indicated that they were aware of their obligation to participate on committees (2.2) and service is a duty required in Article 32 of their bargaining agreement (2.20), many faculty members do not participate. Efforts to recruit faculty are made on Opening Day and through emails sent when seats become available; the Academic Senate and the Faculty Guild should try to involve more faculty. Although 67% were aware of the opportunity to participate, many classified employees are reluctant to serve on committees (2.3). The Wizards of LAVC event (2.4) encouraged staff involvement, and every attendee received a shared governance handbook. The college president has advised supervisors to allow their staff to serve on committees. Year to year, student participation in shared governance varies. Recruitment is difficult -- 69% of students who responded to an ASU survey said that they would not volunteer to sit on a campus governance committee (2.31). Incentives might encourage students to serve. Expanding the number of participants from each of these constituencies would result in a model that is more reflective of the campus as a whole.

Successful collaboration by a broad base of participants on the Enrollment Management Task Force resulted in an improvement in our Fall 2006 enrollment over the previous fall semester. The composition of the committee underwent changes in 2005-06 due to changes in the faculty bargaining agreement, which resulted in the creation of a separate committee on enrollment management under the umbrella of the Academic Senate. It

has been proposed that the original task force and the new committee be merged.

Planning Agenda

Encourage broad-based participation in the planning process that is more reflective of the campus as a whole

- Recruit a wider base of faculty members to serve on shared governance and college committees, as well as the Academic Senate, and discuss the feasibility of term limits *[LA College Faculty Guild chapter president, Academic Senate president]*
- Increase efforts to encourage more classified staff to participate
- Actively recruit more students, especially from the non-ASU population, and consider offering incentives, such as credit through Service Learning or directed study *[Associate Dean of Student Services, ASU president, Service Learning Coordinator]*

I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Description

The college disseminates information to communicate quality assurance (2.32).

Office of Research and Planning: The college depends on the Office of Research and Planning to collect and publish information related to quality assurance. The office publishes several newsletters and reports each year in addition to Student Profile Brochures, Bookmarks, and the annual Fact Book and Effectiveness Manual (2.19), which is distributed in hard copy to all campus constituencies, the Patrons Association board members, the ASU President, the Valley Star student newspaper staff, the LACCD Board of Trustees, district administrators, and external college and university researchers. The Fact Book and other reports are available on the college web site. Assessment results are also shared at committee meetings. The office maintains and publishes an annual report/database of all research projects (2.18). LAVC publishes Student Right to Know (SRTK) data in the catalog, the class schedule, and on our website.

Web Site (www.lavc.edu): The college's comprehensive website provides easy access to all our research data, mission, plans, and other information. According to our search engine company, FreeFind, the campus web site averages around 10,000 hits per month using the search function. A link to our website can also be found on the district website, www.laccd.edu.

Valley Star: Ten issues of the student newspaper are published each semester; 3,500 copies of each issue are printed and distributed throughout the campus as well as to the district's governing board and chancellor, district administrators, elected officials at the city, county, state and federal level who represent the area in which the college is located, and various local businesses. The paper is online at www.lavalleystar.com.

Public Relations Office: The Public Relations Office maintains a mailing list of approximately 1,900. It publishes and disseminates data, newsletters, news releases, advisories, marketing brochures, and flyers. Email news alerts are sent to all users on campus, to the press, elected officials (local, state, and federal), business and community leaders and associations, neighborhood associations, educational groups and institutions, the State Chancellor's Office, retirees, and alumni. The office sends out a quarterly printed newsletter, The Monarch News, and a semi-annual brochure. A re-Vitalizing Valley College bulletin is distributed to the campus community with updates on the bond projects. A brochure highlighting outstanding achievements of faculty and students is distributed to potential students, business and community leaders, and visitors. The office produced Excellence in Education, a series of monthly 30-minute television pieces for Adelphia Cable describing some of the college's programs.

Foundation: The Patrons Association, the non-profit foundation established to benefit students and college programs, publishes a newsletter and an annual report. Its executive officers and board members are community members dedicated to improving communication among faculty, students, and the community. The newsletter is placed in campus mailboxes and mailed to 2,000 donors and potential donors in its database. Information on the foundation is posted on our college website.

Shared Governance: Meetings of the shared governance committees are open to all. Minutes of College Council meetings are available on the LAVC website.

Town Hall Meetings: Information is shared with the college community at town hall meetings, most of which during the last several years have related to our budget situation and our Prop A/AA building projects (2.1).

Departmental Advisory Committees: Members of advisory committees are provided with assessment information, such as pass/fail rates, for the department or program they advise.

Community Advisory Committees: The LAVC Prop A/AA Citizens' Committee, representing public interest groups and the community at large, meets every

other month to review the progress of the bond projects. Meetings are open to the public. Besides the nine local college committees, there is also a District Citizens' Oversight Committee. As mandated by law, the committees provide oversight to ensure that bond revenues are expended only for the purposes authorized. Minutes from the meetings may be accessed through the LAVC website www.lavc.edu/propa/collegecitizen.html.

Program Review: Thorough reviews of all aspects of courses and programs at the college are available in each department and are on file in the Office of Academic Affairs.

The college works extremely hard to conduct assessments of our various programs and share the results with the appropriate constituencies, for example (2.33):

Supplemental Instruction (SI), a series of weekly study sessions for students taking courses defined as historically difficult, is offered to students who want to improve their understanding of course material and improve their grades. The program conducts ongoing assessments and communicates results to the college community.

Strategic Team for the Advancement and Retention of Students (STARS), an initiative that brought students and faculty together to create a more learning centered institution, evaluated the program for quality assurance and used its research results to inform discussions and decisions in shared governance committees, as well as the LACCD Integrity Task Force and the State Academic Senate. Data is distributed at STARS steering committee meetings and is posted on the U.S. Department of Education site.

Service Learning Program, which integrates community service into the curriculum by connecting students with volunteer agencies, conducts various assessments, which are published by the Office of Research and Planning and posted on our college web site.

Institute for Developing Entertainment Arts and Studio (IDEAS), one of six regional state centers of the Multimedia & Entertainment Initiative of Economic and Workforce Development, provides training in digital media tools for professionals currently working in the entertainment industry and local area media arts faculty. Evaluation data is shared with program staff and is included in the annual report to the funding agency and advisory committee.

Evaluation

Through the efforts of our Office of Research and Planning, the college provides high quality research to both the campus community and the public. With the publication and dissemination of our fact book, surveys, data profiles, outcomes reports, grant research information, and student profile brochures, the college makes every effort to communicate the quality and integrity of the institution.

Programs are diligent in their self-evaluations, which are regularly conducted and published. The evidence and findings of the research are shared with appropriate constituencies on campus and the community at large.

I.B.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Description

The college's master plans have undergone many changes since the last accreditation. In May 2002, a consultant firm completed our current five-year Master Plan document, which included an educational and a facilities component (2.11). With the passage of bond measures in 2001 and 2003, which provided LAVC with over $286 million to fund major construction and renovation projects (the first major campus-wide facilities improvement at the college since its founding in 1949), it was necessary to draft a new Facilities Master Plan to accomplish the comprehensive planning necessary to fulfill our educational goals as well as the goal of providing "an attractive and accessible learning environment." Using elements from the 2002 Master Plan and input from Building User Groups (BUGs) and the Facilities Master Plan Committee, the document underwent numerous changes with several consultants, was approved in 2003, and updated in 2005 (2.12).

The educational component of the Master Plan is currently being revised to align with our college-wide student learning outcomes, the revised vision and mission statements, program review, departmental annual goals, and other planning documents. A subcommittee of the Academic Senate is working on completion of a new Education Master Plan, which will include a strategic plan and flow charts detailing the linkage among planning documents and the way our governing structure supports decision-making processes (2.8).

The program review process has completed one cycle. To improve its effectiveness, the process was revised in 2006 to incorporate SLOs. As part

of this overhaul, formalized documentation must now be included to ensure that planning consistently includes evaluation of research data and resulting adjustments, where appropriate (2.15). The college recently began instituting program review for Administrative Services and the President's Office and all of their operations, plus the Office of Academic Affairs and the Office of Student Services, so they will be included in our ongoing cycle of evaluation.

Since the last accreditation, the college developed the Master Plan Deployment Grid (2.7), which shows the integration of all college committees with plans, accreditation standards, and college goals. These goals are currently being revised as we create strategic planning goals as part of our revised Education Master Plan. The College Council evaluated its role at its annual retreat in 2006, leading to the latest revision of the Shared Governance Handbook, which has been updated several times since the inception of shared governance in 1990 (2.9).

To assure the effectiveness of ongoing resource allocation processes, the annual budget and planning process has been revised twice. A Budget Committee subcommittee made major revisions to the budget and planning calendar (2.22) by including reports from the committees that prioritize hiring and FTE allocation. The inclusion of these reports has helped the Budget Committee make decisions. The new budget and planning request forms have given department chairs and program directors more guidance in planning their annual budgets by requiring them to list future needs and prioritize requests based on program review goals (2.23). The block grant request form has been revised to align with short-term and long-term goals and plans that are linked to the college mission statement (2.24).

Evaluation

Institutional planning processes at LAVC are continually evolving through ongoing review and reorganization. The college embraces the notion of ongoing planning; nevertheless, it is not always evident where planning stops and implementation begins. Because the college employs a collaborative approach to decision-making, sometimes the objective of reaching a clear and final decision on matters is lost. It has not always been clear which college entity is fully responsible for the integration of goals and planning. Theoretically, it is the College Council, which holds the key to improving the processes that link ongoing planning, budget, and evaluation.

The focus of the annual College Council retreat has varied over the years, depending on college needs. Recognizing that the specific role, responsibilities, and processes of the College Council needed to be more

adequately delineated, a subcommittee has revised the shared governance document by clearly defining its structure and procedures, as well as those of its committees, using suggestions made at the June 2006 retreat. In order to ensure that the committees are linked so that goals, SLOs, planning, and implementation are integrated, the council needs to regularly review its leadership role and take specific steps, if necessary, to amend its processes.

Progress has been made in reviewing and modifying the planning process to improve the link between resource allocation and research, planning, and outcomes. The deployment grid and the budget and planning calendar are just two of several documents that have improved integrated planning. Revising the educational component of our master plan has been a complex process and thus is taking a long time to accomplish. Nevertheless, a thorough cycle of review and evaluation is necessary to assure relevance. When our new Education Master Plan is completed, the college will have integrated planning processes aligned with our mission and student learning outcomes.

Planning Agenda

Evaluate the effectiveness of the College Council and its committees to be sure they stay on course in following newly revised processes that link ongoing planning, budget, and evaluation *[College Council][beginning Spring 2006, every other year]*

I.B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other support services.

Description

Instructional programs, student services, and library and learning support services are systematically reviewed and assessed with the goal of improving teaching and learning strategies and finding ways to boost our numbers in the areas of recruitment, enrollment, retention, graduation, and transfer.

Program review, the integral assessment mechanism used at LAVC, constitutes a method of measuring and evaluating the success, or lack of success, of departments and programs. The annual goals stated in program reviews consist, in part, of measurable data relating to student achievement. The data provided by the Office of Research and Planning is tailored to each program/department. The results of student surveys and data profiles assist departments with their planning efforts. The Research Database (2.18) illustrates how frequently and consistently our departments and programs

now rely on statistical measurements to monitor the progress and improvement of their approaches.

Evaluation

Survey results demonstrate satisfaction with the procedures used by the Office of Research and Planning to gather and analyze its data (2.34). Informal feedback from departments and programs also show satisfaction with the research provided.

Positive changes in methods of instruction, course content, and course support are put into practice as a result of evidence-gathering instruments such as program review and other procedures that collect data regarding the student experience at LAVC. The use of quantitative and qualitative data to assess student learning is common throughout the campus. Deans, chairs, instructors, and providers of student services request the collection of data and study the results. In some cases, they implement new or revised practices, and at a later date check to see if such practices have resulted in improvement.

The measurement process is a cycle, specifically, a cycle of research leading to planning leading to implementation leading to more research**.**

Evidence

2.1 Examples of college-wide dialogue
2.2 Faculty Survey 2005
2.3 Classified Staff Survey 2006
2.4 Wizards of LAVC agenda and materials
2.5 STARS evaluations summary
2.6 College-wide SLOs
2.7 Master Plan Deployment Grid
2.8 Education Master Plan drafts
2.9 Shared Governance Handbook
2.10 Committee goals; annual department goals
2.11 Master Plan
2.12 Facilities Master Plan
2.13 Technology Master Plan
2.14 Student Equity Plan
2.15 Program Review Handbook
2.16 Department Chair Academy training series
2.17 Team Transfer Committee transfer plan
2.18 Research Database
2.19 Fact Book and Effectiveness Manual
2.20 LACCD/LA College Faculty Guild agreement
2.21 Operation Plan
2.22 Budget and planning calendar
2.23 Budget request form
2.24 Block grant request form
2.25 Program review schedules
2.26 Allied Health and Sciences building plan
2.27 Master Plan 2002 interviews
2.28 Technology Master Plan interviews
2.29 Enrollment Management Task Force
2.30 Vocational programs advisory committees
2.31 ASU Program Review Survey Spring 2003
2.32 Public Relations Office; Patrons Association newsletter, annual report
2.33 Evaluations of SI, STARS, Service Learning, IDEAS programs
2.34 Office of Research and Planning program review survey





STANDARD II

STUDENT LEARNING PROGRAMS AND SERVICES

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

STANDARD II TEAM MEMBERS

INSTRUCTIONAL PROGRAMS

Co-Chairs:

Sheri Berger	Faculty, Mathematics, Academic Senate VP
Deborah Harrington	Faculty, English, Writing Center Director (on leave)
Richard Pfefferman	Administrator, Dean of Academic Affairs (retired)
Gayane (Diana) Avakian	Student
Lynn Brower	Faculty, GAIN/CalWORKs-Citizenship
Steve Castillo	Faculty, Mathematics
Gayle Fornataro	Faculty, English
Michelle Bart-Fowles	Adjunct Faculty, Sociology
Michael Gold	Faculty, Counseling
Lynn Kessler	Student
John Maddox	Faculty, HHLPS
Anita Martinez	Faculty, Articulation Officer, Counseling
Neil Roberts	Faculty, PACE Counselor
Anna Palacios Robinson	Classified, PACE
Rebecca Stein	Faculty, Anthropology
Cheryl Stoneham	Faculty, English
Teresa Sutcliff	Faculty, Mathematics

STUDENT SUPPORT SERVICES

Co-Chairs:

Annie G. Reed	Administrator, Associate Dean, Extension & Outreach
Dr. Bruce Thomas	Faculty, Counseling
Dr. Yasmin Delahoussaye	Administrator, VP, Student Services
Ashley Dunn	Classified, Foreign Students Office
Dr. Mike Gardner	Faculty, Psychology
Barbara Goldberg	Faculty, Counseling
Syed Hussain	Classified, Student Services Specialist
Igor Kagan	Student
Dr. Ronald Mossler	Faculty, Psychology
Alma Oliveras-Luera	Student
Barbara Ralston	Administrator, Associate Dean, Financial Aid
Raquel Sanchez	Classified, Computer Assessment Center
Rosemary Smith	Classified, Student Services
Terry Teplin	Faculty, Child Development Center
Nancy Wedeen	Adjunct Faculty, Psychology

Resource:

Kay Divine	Classified Administrator, Compliance Officer

LIBRARY AND LEARNING SUPPORT SERVICES

Co-Chairs:

David May	Faculty, Library
Dennis Reed	Administrator, Dean, Academic Affairs
Bret Carthew	Faculty, Mathematics
Rhonda Eisner	Classified, Foreign Language Lab
Don Gauthier	Faculty, Earth Science
Kristie Humphries	Classified, Instructional Assistant, Language Arts
Xiaoyang Liu	Faculty, Library
Gayane Markosyan	Student, VP Associated Student Union
Jorge Mata	Classified, Information Technology, Administrative Services
Jessica Mintz	Faculty, Supplemental Instruction
David Quinteros	Classified, Academic Affairs
Judy Rawl	Classified, Library
Dr. Michael Vivian	Faculty, Sociology
Scott Weigand	Community Services Instructor, Writing Center

II.A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

Summary

Instructional programs at Los Angeles Valley College lead to a variety of outcomes: Associate Degrees, occupational certificates, college and university transfer, training and skills enhancement, and personal growth. The college provides a wide range of courses and programs to meet the needs of students with varied educational objectives. We recognize the changing educational needs of the community we serve. To meet the needs of working adults, we offer a variety of evening classes as well as accelerated and weekend programs. We are taking steps to expand our distance education program by increasing the number of online and hybrid classes. Based on student demand, we created five new skills certificates and an AA degree in Hebrew Studies and discontinued the AS degree in Wildland Fire Technology.

Faculty play the central role in evaluating and improving our courses and programs to ensure high quality through a strong curriculum review and approval process. The policies and procedures of our Curriculum Committee ensure the integrity of our courses and programs, all of which are held to the same high standards. Since the last accreditation, we have demonstrated that we take program review seriously. All academic departments have completed one program review cycle.

Since the last accreditation visit, the college has engaged in extensive dialogue about student learning, mostly thanks to a FIPSE grant that has funded the Strategic Team for the Advancement and Retention of Students (STARS) program. We have begun a culture shift on campus by engaging faculty and students in dialogue about student learning outcomes, academic integrity, academic freedom, and student engagement. Faculty and students have worked together in workshops and roundtables to discuss strategies for changing classroom practices to reflect a more student-centered approach to teaching and learning. As a result of these dialogues and in conjunction with the Student Learning Outcomes (SLO) Committee, the college has adopted

seven college-wide SLOs and revised the mission and vision statements to emphasize student learning and success. In Fall 2006 we began in earnest the process of creating and assessing SLOs on the program and course level.

We are now on the road to fully infusing SLOs throughout all areas of the college and creating assessment mechanisms and a timeline for implementing them. The program review process has been revised so that departments have a mechanism to establish and assess program and course-level SLOs on an ongoing basis. The challenge will be to keep up the momentum for this process so that continuous review, improvement, and implementation become an integral part of the college.

II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Description

In accordance with our mission to provide transfer, degree, vocational, transitional, and continuing education programs (3.1), the college offers a wide range of programs and courses, credit, noncredit, and not-for-credit. We offer 47 AA and AS degrees, 55 occupational certificates, and one non-occupational competency certificate (3.2). Extension, Job Training, and CalWORKs programs provide vocational training for adult re-entry students. Community Education programs promote lifelong learning for the general community (3.3).

Program review provides assessment mechanisms to determine how well our departments are doing in maintaining the integrity of our curriculum. Each course within each program follows a course outline of record that is regularly reviewed and updated by faculty within the discipline to ensure that it continues to serve student needs. The Academic Senate's Curriculum Committee reviews all updated course outlines and ensures that all prerequisites have been validated (3.4). Factors determining the design of degree and certificate programs to uphold the college's mission are reflected in the request form for proposed new programs, which asks for responses concerning student demand or need, UC and CSU requirements, advisory committee recommendations, as appropriate, and needs related to industry/business, among others (3.5).

Evaluation

The college ensures that all of its instructional programs meet the needs of students, fulfill its mission, and uphold its integrity. All sections of a specific course within a program follow the same course outline, regardless of the mode of delivery. Faculty and administrators review programs regularly to ensure their continued efficacy and relevance. The Curriculum Committee ensures that our degree and certificate programs maintain high standards through a continuing process of overseeing the validation, revision, and updating of curriculum to ensure focused study and structure for successful outcomes for our students.

Dialogue takes place within and among departments, in professional development activities such as Opening Day, roundtable discussions, STARS workshops, departmental meetings, and campus-wide committees to make sure that courses and programs are relevant, current, and effective.

Considering the wide-ranging goals of our student body, LAVC translates our mission into practical results by effectively facilitating transfer to four-year institutions and providing a wide range of high quality vocational, general, transitional, and adult education programs.

II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Description

Student educational needs are determined by research, assessment results, student identified goals (transfer, certificates, etc.) through the application process, and enrollment demand. Research data compiled by the Office of Research and Planning and published in the annual Fact Book and Effectiveness Manual (3.6) provide extensive information on student demographics to assess needs as well as performance data to evaluate student progress, as determined by such measures as retention, graduation, and transfer rates, degrees awarded, etc. We have conducted campus-wide surveys (3.7) and specific program evaluation surveys (3.8) that have provided information used for evaluation and planning.

Our students are assessed in math, English, reading, and chemistry. More than 70% of our incoming students test into either remedial math or English (3.9). These assessment results provide academic preparedness information that is used by department chairs in scheduling courses and numbers of sections and by counselors to advise students to take appropriate classes.

Our degree, certificate, and transfer programs are designed to meet the needs of students ready for college-level courses. In addition, we offer credit, non-degree applicable basic skills courses in math, English, speech, ESL, and developmental communications through regular departments. Learning skills and personal development courses are additional ways we meet student needs. Since 73% of our noncredit students are not U.S. citizens (3.6), our noncredit courses in ESL and citizenship are designed to meet the needs of our large immigrant student population.

Evaluation

By identifying the educational preparation level of our students, the college has established appropriate learning support programs and basic skills classes

to meet their needs. Our program review process assesses the effectiveness of our departments and programs by determining if stated goals are being met and additional measures are needed to help accomplish those goals. Departments determine annual goals, which are reviewed with the appropriate dean. These goals link back to goals established during the program review process.

The Road Map to Success (3.10) graphically lays out the sequence of basic skills courses in English, reading, ESL, speech, study skills, and personal development that students need to take to prepare for college level courses. More effort should be made to coordinate these courses and to communicate this information to students to ensure their progress through the sequence.

II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Description

To meet the wide-ranging needs of our students, LAVC offers courses using different modes of delivery. Most courses are offered in traditional formats; however, a growing number are being offered in compressed schedules, through distance education, or as hybrid courses. The Program for Accelerated College Education (PACE) program serves working students who require an accelerated means to complete Associate Degrees or lower division requirements for transfer. Short-term classes are offered in several departments, including Nursing, PACE, and CalWORKs. Virtual Valley (Academic Computing and Distance Learning) provides students with an alternative way to take college-level courses either completely online or as hybrid courses. All sections of a course, regardless of mode of delivery, follow the same course outline, and students must meet the same course objectives.

Evaluation

Survey results show that the majority of students have online access and a computer at home, work either full or part-time (3.7), and are interested in accessing course material online (3.8). Although our distance education program has grown slowly since its inception in Fall 1999, and relatively few online and hybrid courses are currently offered, some faculty members have expressed an interest in developing them. As a first step in expanding the program, the duties of our distance education coordinator have been divided into two positions. In Fall 2006, the new distance education trainer began to

recruit and train faculty for online teaching and is developing a new website for the program.

Planning Agenda

Address the student need for flexible scheduling and nontraditional delivery systems by expanding alternatives such as short term, online, and hybrid courses *[Office of Academic Affairs, department chairs, Instructional Programs Committee (IPC), Distance Education Coordinator, Distance Education Trainer]*

II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Description

The Student Learning Outcomes (SLO) Committee, a standing subcommittee of the Curriculum Committee, with input from the campus community, has drafted seven college-wide student learning outcomes (3.11). It also revised the vision and mission statements of the college to align them with these SLOs and included learning goals, a summary of the SLOs (3.1). The assessment phase for the college-wide SLOs is in the beginning stages.

With the formation of the SLO Committee in Spring 2004, we began laying the groundwork to create a culture shift on campus. On Opening Day in 2004 a breakout session on SLOs allowed faculty to provide input on what should be included in the college-wide SLOs and how they saw their programs supporting them. In 2004–2005, workshops were conducted through STARS to help faculty and students better understand SLOs. On Opening Day 2005, student learning outcomes were a major topic, with a keynote speaker on SLOs and assessment, followed by breakout sessions to discuss and develop SLOs. Three courses -- Spanish 1, Sociology 1, and Math 115 -- were targeted to begin developing SLOs in Fall 2005. Students from these courses attended a student-faculty retreat and discussed SLOs and assessment with their instructors. On Opening Day 2006, after a presentation at the general session, faculty participated in workshops within their respective disciplines to work collaboratively on writing program-level or course-level SLOs (3.12).

Over the last two years, several departments have begun developing SLOs in their disciplines (3.13). The math department has been gathering data by using embedded questions on the final exams of all elementary algebra classes. The English department has been piloting the use of holistic scoring of common essay exams to focus on specific skills [see II.A.2.g]. The

women's PE department has developed department outcomes, included individual course SLOs on syllabi, and is developing a physical activity awareness survey to be given to each student enrolled in a P.E. class at the beginning and end of every semester. A team of three instructors in Spanish has created SLOs for Spanish 1, including alignment to the college-wide SLOs. The team's next step is to have this template approved by the foreign language department for use in all its courses.

Currently, course objectives are clearly stated in the course outline of record and faculty determine how the objectives are assessed. In Fall 2006, the SLO Committee began training on the assessment of SLOs and will be working with departments to help them develop SLOs and assessments at both the course and program level.

Evaluation

The SLO Committee and STARS have helped faculty to make significant progress in having a clearer vision of how to proceed with the student learning outcomes and assessment cycle (SLOAC) process, not only in determining SLOs at the course, program, and college level but in taking the next crucial step of developing assessment measures. In Fall 2005, the majority of faculty (67%) said they were aware of SLOs (3.14). STARS has brought faculty and students together to engage in dialogue about the learning and teaching process and the roles of each of the stakeholders in that process. Several departments have moved beyond dialogue to begin composing SLOs and ways to assess them.

The SLO Committee has set a first year goal that all disciplines in academic departments will develop at least one course level outcome for a core course and begin assessing that SLO. Each department will establish a plan for how they articulate course level SLOs for all courses over the next five years. Additionally, each program will establish two to four program level SLOs established for each program with a plan for assessing these over the next five years. Opening Day 2006 was the kick off for this endeavor.

Planning Agenda

Establish SLO assessment cycles throughout the college:

- Incorporate SLOs through program review, with each department/area identifying program level SLOs that link to college-wide SLOs, as well as course level SLOs [*department chairs/program directors and appropriate committees*]

- Use program reviews to support the updated Education Master Plan (see II.A.2.f), the document through which SLO assessment cycles will be implemented *[IPC]*
- Include five-year assessment cycles with progress on meeting goals to be updated annually [*department chairs/program directors and appropriate committees*]
- Communicate SLOs to the college through the Education Master Plan, website, catalog, schedule, annual reports, course syllabi, student orientation and handbook, staff development, graduation, etc. *[SLO Committee]*

II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

Description

The college uses program review to assess the effectiveness of our degree and certificate programs in meeting their stated goals and objectives and maintaining the integrity of our curriculum. The Curriculum Committee is responsible for ensuring that these programs meet high standards. Quality is also assured through validation from external reviews, as in the case of our nursing program, which is approved and accredited by the State Board of Registered Nurses and the National League for Nursing Accrediting Commission (NLNAC) (3.15), and the Respiratory Therapy program, which is nationally accredited by the Committee on Accreditation for Respiratory Care (CoARC) in conjunction with the Commission on Accreditation of Allied Health Educational Programs (CAA-HEP) (3.16).

In addition to certificate and degree courses, LAVC offers noncredit ESL and learning skills courses through CalWORKs, developmental and pre-collegiate courses through regular departments (including remedial English, developmental communications, math, speech, and learning skills), short-term classes through PACE and Weekend College, ACE (concurrent high school enrollment), extension and community education, study abroad, cooperative education, and international student programs. While criteria and processes vary somewhat by program, all of our regular instructional programs, including the study abroad program, which runs through a regular department, are subject to the program review process and undergo review by the Academic Senate's Instructional Programs Committee (IPC) and

Curriculum Committee. Our contract education courses and job training programs, offered in partnership with businesses and the County of Los Angeles, are subject to their own evaluation procedures (3.17). Job training also offers credit courses, using regular curriculum and hiring instructors through department chairs.

Extension Program courses are monitored for instruction and content after each academy through evaluations to ensure academic integrity, quality, student performance, and student satisfaction. Paralegal education must be in compliance with state regulations. Community Education students fill out class/instructor evaluations (3.18). Both Extension and Community Education are enterprise activities for the college, and the classes and programs offered reflect community needs and/or the job market.

Evaluation

The processes for evaluating faculty, courses, and programs are in place for all types of instruction offered, whether for credit, noncredit, or not-for-credit. The college measures the effectiveness of its educational programs by means of program review, including student satisfaction surveys and instructor evaluations. Effective programs are defined as those that meet student, business, industry, community, and educational needs. The college receives feedback from transfer institutions; for example, the UCs provide information on the GPAs of our transfer students and employers discuss our students at vocational education advisory board meetings (3.19). As part of program review, some departments meet with their university counterparts. The Office of Research and Planning is integral in assisting programs in obtaining information on effectiveness.

LAVC is developing guidelines and procedures to expand the study away program beyond its current level (3.20). Included is a mechanism to ensure academic integrity and provide an equitable means of determining which programs to offer.

II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Description

The Curriculum Committee has established procedures for designing and improving curriculum. Information is available to faculty on the committee's webpage and the faculty handbook under curriculum development. The

processes for revising or creating new curricula involve faculty from the initiating step through the approval process.

In response to new accreditation standards that emphasize student learning outcomes, the Curriculum Committee created the SLO Committee for faculty to take a leadership role in developing and integrating SLOs into the college (3.21).

Evaluation

The college follows clearly delineated, established procedures for creating, evaluating, and improving courses and programs, and faculty are involved at every stage of the process. They play a central role in maintaining standards in course content, pedagogy, and student outcomes and in ensuring quality and improving instruction. To initiate new curricula, a majority of faculty in that department must approve a new course or program. Faculty play a primary role in evaluating courses and programs through program review. Faculty are responsible for updating course outlines, assessing all aspects of the department or program, and developing goals and needs.

The Curriculum Committee and the IPC oversee educational quality and are responsible for ensuring the integrity of the curriculum in all its aspects. Both are subcommittees of the Academic Senate and are primarily comprised of faculty.

II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Description

Faculty develop course outlines that include specific course objectives deemed appropriate. These course objectives are what students are expected to learn as a result of completing a particular course. Grades in courses are assigned based on student achievement of the course objectives. Advisory committees and experts in the discipline provide industry expectations and needs that assist faculty to develop courses, certificates, and degree programs. They provide information on trends, texts, and required employment skills so we can adjust our programs to meet the needs of the workplace. All vocational education programs have advisory boards that meet at least once a year (3.19). Articulation with four-year universities provides a basis for guiding faculty in the development of new courses and

changes in degree requirements to help students transfer to four-year institutions.

Evaluation

Factors determining the design of degree and certificate programs include student demand or need, course objectives, University of California (UC) and California State University (CSU) requirements, advisory committee recommendations, as appropriate, and needs related to industry and business. For example, we designed our Fire Technology (formerly Fire Science) program with regard to national, state, and local fire and forestry requirements; the Media Arts program includes motion picture production aimed toward graduates' employment in the local film industry; and Health Science programs emphasize training for life support and health care.

Currently, students are evaluated based on attainment of the course objectives stated in the course outline of record. However, we recognize the need to use SLOs and are transitioning toward incorporating measurable SLOs on a regularly assessed cycle. Beginning in the 2006-2007 academic year, all academic departments will establish program level SLOs and an assessment plan for how and when these will be assessed. The greater task of establishing and assessing SLOs at the course level is also beginning. As mentioned in II.A.1.c, faculty in some departments have made good progress in creating SLOs and assessment strategies.

II.A.2.c. High quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Description

The breadth, depth, and rigor of our courses and programs are determined through our curriculum process. Dialogue about our instructional program takes place in committee and department meetings through the program review process, the primary means by which curriculum is updated for currency in the field. Faculty have the opportunity to discuss their courses to ensure these qualities are reflected in course outlines. Department chairs, in conjunction with their dean, ensure that scheduled course offerings enable students to transfer or complete certificate and degree programs in a timely manner.

High quality instruction and synthesis of learning depend to a great extent on the quality of our faculty. Evaluations are conducted on a regular basis, with the involvement of students, faculty peers, department chairs, and

administrators. Evaluators assess faculty by recognizing outstanding performance, identifying weak performance and assisting faculty in improving, and documenting unsatisfactory performance. Assessments include how well the instructor provides constructive feedback to students, to what degree the instructor is knowledgeable about the subject matter, and whether he/she provides a clearly outlined syllabus and grading policy (3.22).

Evaluation

The college strives to enable students to complete their programs in a timely manner. When surveyed, the majority of students (75%) agreed that all advanced courses were offered frequently enough to let them complete their program without delay, and 79% agreed that enough sections of General Education courses were offered to enable them to take the courses they needed in the semester of their choice (3.7). The college has established policies to ensure that required core courses are offered at least once within four semesters and has a mechanism to allow for course substitutions in the event that courses cannot be offered in that time frame. The curriculum review process allows for programs to be revised to address these types of issues.

We have taken steps to help students with appropriate class sequencing for transfer. Ongoing articulation with public and private universities assures transferability of lower division requirements. Through the Articulation Officer and the use of ASSIST, we are able to better communicate pertinent course information to the UC and CSU systems. However, since the college does not always receive information from colleges and universities about changes in courses, prerequisites, and degree requirements in a timely manner, it remains a challenge to appropriately revise our offerings to meet transfer needs.

Faculty evaluation depends to a great extent on whether department chairs are diligent in conducting rigorous evaluations consistently [see III.A.1.b]. Our faculty evaluation process allows for faculty to continue to improve and grow in the profession. Students consistently give faculty high ratings on such criteria as being up-to-date in their fields, having fair grading practices, and using appropriate texts and reading materials (3.7).

Professional development activities have given faculty the chance to learn how to enhance the quality of instruction. STARS workshops have taught faculty and students strategies to strengthen our effectiveness as a learning-centered campus. Sessions have focused on student learning outcomes, effective writing assignments, class participation, and final exam projects (3.23). A conference and tuition reimbursement program [see III.A.5.a]

offers faculty an added incentive to attend professional conferences and take advanced coursework in their fields.

II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Description

Instructors utilize a variety of instructional methodologies: lecture, lab, activity, discussion, individual and group projects, in-class and research assignments, fieldwork, independent study, oral presentations, hands-on methodologies, team teaching, service learning, and online and hybrid classes.

Professional development activities offer opportunities to learn about current teaching methodologies. STARS workshops, such as "Collaborative Learning Strategies" and "Creating the Optimal Learning Environment," have focused on teaching styles and methodologies. Faculty receive training to incorporate technology into their instruction through workshops and self-instruction offered by our staff development program in the Professional Media Resources Center. Our annual Opening Day workshops offer many opportunities to develop strategies for effective teaching (3.24).

Evaluation

Choice of teaching methodologies is left to individual instructors, who are encouraged to experiment with strategies to address learning styles and share their experiences and suggestions. The Department of Earth Science/Anthropology has conducted workshops on strategies to address varied learning styles. Chemistry faculty revised their lab manuals by discussing ways to present material more clearly. The math department conducted a workshop for its faculty on teaching and learning strategies and classroom assessment techniques. Some departments discuss learning strategies regularly and include them in department goals, while others do not.

The Career/Transfer Center administers tests to students to assess their learning styles. Faculty are encouraged to use the tests and the assistance of trained staff in their classes (3.25). However, few students or faculty use this resource. Learning strategies are also discussed with students in personal development and developmental communications courses.

Innovative teaching methodologies and diverse needs and learning styles were key components of the all-day Student Success Initiative session held

on our campus in Spring 2006 (3.26). One of the presenters, Dr. Myron Dembo of USC, addressed faculty and staff about ways that students can become self-regulated learners, followed by discussion during the breakout session on incorporating these strategies.

II.A.2.e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Description

All courses and programs are evaluated through program review (3.27). Established in collaboration with the Academic Senate, this review cycle gives the college a means by which all academic departments and programs can be assessed. In the summer of 2006, the process was reviewed and the program review guidelines were updated to incorporate SLOs. In addition to a thorough program description, the review includes an evaluation of history, philosophy, and mission; curriculum; progress in developing and assessing SLOs; faculty and staff; facilities, equipment, and technology; and on-campus and off-campus resources and partners. It utilizes a student data profile and student survey results, a needs analysis, recommendations, and timeline for action. The process involves department chairs, faculty, research and planning staff, administrators, and students. Academic departments present their program reviews to the IPC for approval (3.28). All academic instructional departments and programs, collegiate and developmental, are required to undertake this self-evaluation process every five years, vocational education areas every two years.

Evaluation

The program review process, with its curriculum component, is our continuous mechanism for self-study, with an emphasis on reaffirming or redirecting our programs. The process is well defined and done with diligence. Assistance is available from the chairs of IPC and the Curriculum Committee for departments requiring additional input in order to effectively complete their review. Training is available from the Academic Senate and the VP of Academic Affairs at the outset of the process. Comprehensive workshops were held in 2005 to assist faculty with new district course outlines and help them complete their program reviews. Included was a PowerPoint presentation, "Program Review and Student Learning Outcomes" (3.29). Currently, all academic departments have completed one cycle of program review (3.30).

Departments and programs make improvements based on the findings of program review, such as deciding to hire new faculty or revise curriculum. For example, concerns expressed by English department faculty in their program review about the low level reading skills of entering students, combined with placement information, led to discussions in the Matriculation Committee that resulted in changing the prerequisite base level entry course in English (3.31).

Through program review and the committee process, the college makes decisions regarding elimination of irrelevant or antiquated curriculum/programs and the establishment of new, viable courses/programs. As a result of these processes, during the 2005-2006 academic year the college created an AA degree in Hebrew Studies and five new skills certificates -- Scientific Visualization, Cultural Competency, Fire Technology, Wildland Fire Technology, and Geographic Information Systems (GIS) -- and discontinued the AS degree in Wildland Fire Technology.

II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Description

Our primary method for evaluation is program review, which is based on the philosophy that effective programs are continually evolving. The Office of Research and Planning assists departments and programs with data collection and analysis, discipline specific surveys, and a data file summarizing results. The program review serves as an assessment of past progress and a blueprint for the future. In addition to the formal program review, departments continually monitor and assess their performance through annual goals that are established and reviewed with area deans.

Our Office of Research and Planning provides measurable data, which are used to assess student achievement and make improvements (3.32). Campus-wide surveys have provided information for evaluation and planning. Results of surveys and other campus information are published in the Annual Fact Book and Effectiveness Manual. The Office also publishes mini versions of the Fact Book in a brochure and bookmark. Information is available to the campus community and the public.

Evaluation

LAVC is involved in evaluating effectiveness at every level. The program review process incorporates systematic evaluation of programs and services, improvement planning, implementation, and re-evaluation. Student surveys conducted through program review help us to measure our progress. Since the last accreditation visit, our Office of Research and Planning has done an outstanding job of providing the college with a vast quantity of quality research.

Our ongoing challenge is to consistently make decisions at every level based on data and program reviews. Ideally, the program review executive summaries should be included when requests are made for block grants, new curricula, additional FTE, etc. Shared governance committees should refer to these documents as one factor in making decisions. The campus is currently taking steps in this direction; one example is the new IPC faculty hiring prioritization request form (3.33).

To integrate all of our planning processes, a task force of the Academic Senate is working on a new Education Master Plan with goals and strategies to align with our revised mission and vision statements, college-wide student learning outcomes, program review, and other planning documents (3.34). We are optimistic that, when completed, this living document will create a culture shift on campus that will allow us to better link planning to decision-making.

II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Description

Currently, there are no departmental course examinations or program examinations that are standardized. However, in an attempt to assess student learning, the math and English departments have established some assessment measures. The math department has been embedding common final exam questions within all sections of Math 115 (elementary algebra). The English department has been assessing student learning through the holistic scoring of English 28 (intermediate reading and composition) exams. To minimize test biases, faculty are identified by code letter and students by code number.

Evaluation

While the math and English departments do not have true exit exams, each department has taken steps to determine measurements of student learning. In the English department, departmental essay scoring sessions have given faculty a useful vehicle for discussing the common criteria that characterize success in English 28. Faculty have an opportunity to norm their grading with other department members. Pass/fail rates on these essays give the department an overview of one measure of its success in achieving student competency. The department's Composition Committee is changing the focus to highlight specific skills, a positive step in making this a useful tool for developing teaching strategies (3.35).

II.A.2.h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Description/Evaluation

Credit for courses is based on the instructor's determination of student achievement of the course's stated learning objectives as stated in the course outline of record. Students receive credit once they have earned a passing grade (C or better, or credit) in the course. The college utilizes Carnegie units to determine hours and units of credit consistent with accepted norms in higher education.

II.A.2.i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Description

LACCD board rules establish basic requirements for granting Associate Degrees (3.36). The college offers a variety of educational programs leading to 47 Associate (AA/AS) Degrees, 55 occupational certificates, and one non-occupational certificate. Each educational program has a coherent design and is characterized by appropriate length, depth, sequencing of courses, learning objectives, and use of information and learning resources to aid students in future employment or further education.

Evaluation

Certificate and degree programs are designed to ensure that students meet the learning objectives of these programs and the college's standards. The

Curriculum Committee ensures that our programs maintain high standards. Program review allows us to assess how well each department is doing in attaining program goals.

As stated in our catalog, earning an Associate Degree at LAVC indicates that the graduating student has achieved "the ability to think and to communicate clearly and effectively both orally and in writing, to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems, and to develop the capacity for self-understanding." In addition, "the student should possess sufficient depth in some field of knowledge to contribute to lifetime interest."

In future years, as we begin identifying and assessing program-level student learning outcomes, we will be able to demonstrate more clearly the link between student achievement of learning outcomes and the granting of degrees and certificates.

II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

Description

LACCD board rules establish General Education (GE) requirements and criteria. In addition, LAVC has established its own general education philosophy and guidelines, as delineated on our website, www.lavc.edu/vccc/vccc_geandgrad.html. The determination of whether a course qualifies as a GE class, and in which area, is made by faculty who serve on the Curriculum Committee, based on a recommendation by the proposing department.

Evaluation

The information LAVC provides regarding GE is complete, detailed, and well publicized. The GE requirements appear in the college catalog, class schedules, on the college website, www.lavc.edu/transferreq.html and in handouts available through the counseling department (3.37).

For students planning on transferring to the UC system, the Intersegmental General Education Transfer Curriculum (IGETC) is a pattern of courses that

can be used to satisfy lower division GE requirements. For students planning on transferring to the CSU system, the CSU Certification pattern can be used to satisfy lower division GE requirements there. Many of the courses students need to meet LAVC GE degree requirements can be found in both the IGETC and CSU Certification patterns.

II.A.3.a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

Description

District board rules specify that general education is required for the Associate Degree and establishes the following areas: natural sciences, social and behavioral sciences, humanities, and language and rationality (3.36). Under Graduation Plan A, students are required to complete three units of natural sciences, nine units of social and behavioral sciences, and three units of humanities. Under Graduation Plan B, students are required to complete three units of natural sciences, three units of social and behavioral sciences, and three units of humanities.

Evaluation

LAVC offers an array of courses for students in each of these GE areas.

II.A.3.b. A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Description

District board rules require that students meet a general education requirement by taking courses in language and rationality, English composition and communication, and analytic thinking (3.36). Both graduation plans require units in language and rationality and all degree students are required to satisfy a reading and writing competency requirement.

Under Graduation Plan A, students are required to complete 12 units of language and rationality. This includes three units in written communication, three units of oral communication, and three units of analytical thinking. Under Graduation Plan B, students are required to complete six units of language and rationality. This includes three units in written communication

and three units of oral communication and analytical thinking. In addition to these GE requirements, all degree candidates are required to satisfy a reading and writing competency requirement (completion of one of the following courses with a grade of "C" or better: English 28, 31, 101, 363 or Journalism 101).

Information competency, computer competency, and critical thinking are issues that are considered for every applicable course and are part of the standard course outlines. Vocational courses are required to also identify which SCANS (Secretary's Commission on Necessary Skills) competencies students will develop in a course. This is recommended but not required for non-vocational courses.

Evaluation

The college offers an array of courses for students in each of these GE areas. LAVC has made oral and written communication, information competency, critical thinking, and reasoning skills key aspects of college-wide student learning outcomes (3.11).

II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Description

District board rules specify that ethnic studies be offered in at least one of the required areas (3.36). Although LAVC has no specific cultural diversity GE requirement, many courses in social and behavioral sciences and humanities do offer this component. The standard course outline addresses the issue of cultural diversity for every applicable course. The college also offers a Cultural Competency Certificate through the anthropology department.

SCANS skills include the interpersonal skills of participating as a member of a team, exercising leadership, negotiating, and working with cultural diversity.

Many of the courses that satisfy the humanities GE requirement involve the development of historical and aesthetic sensitivity. Under Graduation Plan A, students are required to complete three or six units of American Institutions. Additionally, the Service Learning Program at LAVC instills the concept of civic responsibility and fosters cultural diversity awareness by linking students as volunteers with nonprofit agencies in the local community (3.38).

Evaluation

The college has made it a priority to address these issues by incorporating them into our college-wide SLOs (3.11). We expect students to attain knowledge about diverse cultural groups, have the ability to think critically about the contributions and challenges of those groups, and assess and appreciate the effects of these groups' histories and cultural practices on society. We expect them to develop aesthetic responsiveness, appreciate and evaluate the arts, discuss their impact and role, and acquire tools of creative expression. We expect our students to develop civic responsibility, identify issues that require social responsiveness, evaluate the complexity of social justice issues, judge differing points of view on social responsibility, understand the rights and responsibilities of citizenship, and demonstrate the beginnings of a commitment to active citizenship.

II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Description/Evaluation

All Associate Degree programs listed in the college catalog are configured in one of two formats referred to as Plan A or Plan B. Plan A consists of at least 18 units of required course work in the major and completion of 30 units of general education. Plan B consists of at least 36 units of required course work in the major and completion of 18 units of general education. An Associate Degree is awarded upon successful completion of 60 units, which includes all major requirements, general education, competency requirements, and electives, if needed. The Curriculum Committee ensures that all degree programs follow the requirements of Plan A or B.

II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Description

Occupational programs meet annually with their advisory board members to discuss curriculum in an attempt to remain current with skills needed in the workplace. Minutes from these meetings are kept in the offices of the involved disciplines. Many of our occupational programs have designed certificates that meet outside agency standards or have developed courses to prepare students for external licensing exams.

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.
- Child Development offers four certificates, all meeting the State Department of Social Services requirements for child care center associate teacher, child care center director, child care center school age program teacher/aide, and infant care teacher in private, for-profit, and non-profit centers as defined in Title 22. The program prepares students to apply for the child development permits issued by the state.
- Real Estate courses prepare students to acquire California salesperson and brokers' licensures.
- Banking has an agreement with the American Institute of Banking (AIB) permitting students to qualify for AIB certificates.
- Electronics offers a three-course sequence, EL 54, EL 56/57, and EL 58, to prepare the students to take the national A^+ certification.
- Fire Technology occupational certificates prepare students to become fire fighters, fire inspectors, forest fire fighters, and arson investigators.
- 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.

Evaluation

Only the respiratory therapy and nursing programs receive the pass rate of their students from external state licensing boards. The Respiratory Therapy Program prepares students to successfully complete the state license exam. Its pass rate has been 100% from 2001 through 2006 (3.39). From 2002–2006, the Nursing Department's pass rate for the NCLEX averaged 78.5% (3.40). No other departments receive this type of information, so tracking student success is difficult and would necessitate relying on self-reporting by former students.

II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

Description

LAVC's catalog and website provide information about educational courses and programs. Brief descriptions of each course give students an idea of the content of that course. Degree and certificate programs are outlined in the catalog, which is revised annually. Department chairs and deans are responsible for making sure that information is up-to-date and accurate.

Transfer policies for the California State University (CSU) and the University of California (UC) systems are listed in the catalog. The CSU Certification pattern and Intersegmental General Education Transfer Curriculum (IGETC) pattern are provided in the catalog and the schedule of classes.

LACCD Board Rule 6705.20 states that "during the first week of classes, the faculty member teaching classes shall distribute a statement describing the student work product which will be the basis for determining each student's grade in the class." In 2004, the Curriculum Committee adopted "Suggested Elements of a Course Syllabus," a resource to faculty in developing their syllabi (3.41).

Evaluation

Information provided to students is clear and accurate. Additionally, students are urged to see a counselor every semester to ensure that they have the most up-to-date information on degrees, certificates, and transfer. The Career/Transfer Center provides detailed information on colleges, transfer policies, college placement tests, and career opportunities. Handouts, such as "The Four Semester Transfer Timeline," are made available to students (3.42).

In Spring 2005, 93% of students surveyed said that course outlines (assuming that students understood those to mean "syllabi") were provided and followed (3.7). One of the criteria used to evaluate instructors is whether they provide students with clearly outlined grading criteria and course objectives. As part of structured data gathering, evaluation committees may collect instructors' syllabi.

II.A.6.a. 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.

Description

Transfer-of-credit policies are clearly described in detail in the college catalog and schedule. Students may view the official articulation for California's colleges and universities through the link on our college website to ASSIST (Articulation System Stimulating Intersegmental Student Transfer) http://www.lavc.edu/StudentServWebsite/Transfer/index.html.

In accepting transfer credits from other institutions, either the counselor accepts the course, using information from ASSIST and 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 courses to be accepted for transfer are consistent with LAVC course objectives and transfer guidelines (3.43).

Evaluation

LAVC has long standing articulation agreements with a large number of major institutions both within and outside the Los Angeles area and maintains excellent relationships with them. For the UCs and CSUs this information is kept in ASSIST. Independent colleges and universities with established General Education-Breadth articulation agreements are made available to students in the form of handouts. In addition, many local independent colleges and universities will accept the Intersegmental General Education Transfer Curriculum (IGETC) as an alternative to their own general education requirements.

II.A.6.b. 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.

Description

When programs change, current students are allowed to use credits they have already earned under the old program requirements. These students are further counseled by department chairs and counselors about which new courses to take to substitute for courses that were part of their original educational plan but may no longer be offered under the new guidelines. When programs are eliminated, the institution makes an effort to contact and accommodate current students through program change or transfer.

Evaluation

Although it is rare to discontinue a program, in Spring 2006 we discontinued the AS degree in Wildland Fire Technology, mainly due to lack of student demand. The department has devised a plan to contact students who are near completion of their program to work with them to obtain their degrees. The department, in working with the forest service, created a skills certificate in Wildland Fire Technology to give students beginning training in this area.

In Fall 2005, the nursing program re-examined its course offerings and restructured its entire curriculum. Two tracks were created, one to accommodate students completing the existing program and one for students entering the new program. As time progresses, courses will be phased out and the first track will eventually be eliminated.

II.A.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Description

The Office of Academic Affairs oversees the publishing of the college catalog and schedule of classes. The catalog is revised and updated every year. Department chairs are responsible for submitting any changes in program requirements or descriptions of classes. Admissions and Records, counseling, student services, and other areas on campus review their respective portions of the catalog. The schedule of classes is prepared every term through a similar process. If there are errors in the printed version or as changes are made to the schedule, updates are emailed to all users at the college and posted on the website and in the Admissions Office.

The Office of Research and Planning publishes an annual Fact Book and Effectiveness Manual with statistics about our student population and rates of graduation, retention, degrees awarded, etc. The President's Office oversees the publication of the Monarch News, which is distributed in the community, and the Public Relations Office, which issues press releases to the campus community and the public (3.44). Each department chair, program director, or administrator is responsible for reviewing the information that is posted on the college website.

The Student Services Division publishes a Directory of Student Services and provides extensive information on its webpage on the college website (3.45).

Evaluation

Of students surveyed, 92% said they felt that college publications clearly and adequately reflect the college's practices (3.7).

II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

II.A.7.a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Description

The college follows numerous guidelines on academic freedom and ethics. Our revised vision statement includes a commitment to "the free exchange of ideas in a climate of openness and respect" (3.1). LACCD board rules affirm that academic freedom is essential to excellence in education and spell out the district policy on faculty ethics and academic freedom (3.46). Article 4 of the LACCD/LA College Faculty Guild agreement has a statement on academic freedom (3.22). Our Academic Senate has adopted the AAUP statement on faculty ethics, Academic Rights and Responsibilities (3.47).

Professional development programs educate faculty concerning their interactions with students and ways to promote positive and respectful learning environments. STARS workshops have focused on defining academic freedom (3.23). Faculty are expected to provide a safe learning environment in which questions and opinions may be discussed freely, and instructors are rated on objectivity and fairness in their evaluations.

Evaluation

Motivated by recent news reports concerning the issue of academic freedom, an LAVC faculty member initiated a student rights survey in 2005 (3.48). Of the 900 students responding, 85% disagreed with the statement, "I feel that professors are trying to indoctrinate me into a specific viewpoint that I don't agree with." Seventy-three percent of students disagreed with the statement, "My professors present material in a manner that is biased toward

a single viewpoint." Eighty-two percent also disagreed with the following statement: "My professors use time to present their personal political view that is unrelated to course material."

Instructors responding to the survey overwhelming reported that they do not use classroom time to present personal political views that are not necessarily related to course material and do not present material in a manner that emphasizes a single viewpoint. There was less agreement among instructors about the meaning of academic freedom and what instructors should be required to present in class. In response to the statement, "Academic freedom means that a professor can discuss whatever he or she wants to in class," 57% disagreed and 43% agreed, while in response to the statement, "Professors should be required to present all possible viewpoints on a topic," 45% disagreed and 55% agreed.

II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.

Description

The catalog contains guidelines for maintaining "the age-old tradition of academic integrity" based on LACCD board rules (3.49), including academic standards and standards of student conduct and disciplinary action. Our policy on academic dishonesty is clearly stated in the schedule of classes, the student handbook (3.50), on our website, in a referral guide for student concerns, and in the online faculty handbook (3.51), which gives examples of academic dishonesty, including in-class cheating, out-of-class cheating, plagiarism, furnishing false information, consequences of cheating, and how faculty should report violations. A statement on academic dishonesty is printed on the cover of LAVC examination books, which includes a line for a student signature of acknowledgement (3.52).

Evaluation

Consequences for academic dishonesty are handled through the Office of Student Services. Before a more serious disciplinary action is imposed, like probation, suspension, or expulsion, the student is counseled and referred to a plagiarism tutorial session in the Writing Center. Survey results show that 93% of students agreed or strongly agreed that policies and penalties for cheating are provided and followed (3.7).

The subject of academic dishonesty continues to be explored at the campus and district levels. STARS workshops -- "Undoing Plagiarism," "Plagiarism and Integrity," and four sessions on "Academic Honesty" -- have involved

students and faculty in dialogue about methods for dealing with the issue (3.23). The District Academic Senate's Committee on Academic Integrity seeks to combat academic dishonesty and fortify faculty with tools to combat the problem. Many instructors include statements about academic dishonesty on their course syllabi and discuss it in their classes.

II.A.7.c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Description

The district has adopted standards of conduct for its students (3.49). Standards of conduct for our students are readily accessible in the college catalog, schedule of classes, and student handbook. Employee standards of performance are accessible through employee union contracts and district personnel guides. The district's Personnel Commission also has a policy governing derogatory communications, which outlines policies and procedures for dealing with unsolicited written communications accusing district employees of inadequate or improper performance of duties, an unlawful act, or an act of moral turpitude (3.53). Specific information regarding faculty conduct is contained in the faculty handbook (3.51).

As one of the district's nine campuses and funded as a public educational institution, Los Angeles Valley College is prohibited by law from instilling specific beliefs or worldviews upon its faculty, staff, and students.

Evaluation

Standards of conduct are clearly stated and accessible.

II.A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

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

Evidence

3.1 Mission, Vision, Goals statement
3.2 Catalog 2006-2007
3.3 Community Education & Extension Program Catalog
3.4 Curriculum Committee minutes
3.5 Proposed New Program Request form
3.6 Fact Book and Effectiveness Manual
3.7 Student Surveys 2000-2005
3.8 One Stop Survey results; Economics Program Review Sp05
3.9 Spring06 placement results
3.10 Schedule of Classes
3.11 College-wide SLOs
3.12 SLO workshops
3.13 Department SLOs
3.14 Faculty Survey 2005
3.15 Nursing accreditation study
3.16 Respiratory therapy accreditation
3.17 Contract education evaluations
3.18 Community Education & Extension Program evaluations
3.19 Feedback from transfer institutions, advisory board minutes
3.20 Study Away guidelines
3.21 SLO Committee webpage
3.22 LACCD/LA College Faculty Guild agreement
3.23 STARS workshops
3.24 Staff development programs, Opening Day workshops
3.25 Learning Styles Inventory
3.26 Student Success Initiative
3.27 Program Review Handbook
3.28 Instructional Programs Committee (IPC) minutes
3.29 Program review workshops
3.30 Program review schedule
3.31 Matriculation Committee minutes; English Department program review
3.32 Research Database
3.33 IPC faculty hiring prioritization request form
3.34 Education Master Plan drafts
3.35 English 28 holistic scoring
3.36 Board Rule 6201
3.37 Counseling handout on GE
3.38 Service Learning program
3.39 NBRC (Respiratory Therapy) pass rates
3.40 NCLEX pass rates (Nursing)
3.41 Suggested Elements of a Course Syllabus
3.42 Transfer handout

3.43 Articulation documents
3.44 Monarch News, press releases
3.45 Directory of Student Services
3.46 Board Rules 1200, 1204.12
3.47 Statement on Faculty Ethics
3.48 Student Rights survey
3.49 Board Rule 9803
3.50 Student Handbook
3.51 Faculty Handbook
3.52 LAVC Examination Books
3.53 Personnel Guide B446

II.B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Summary

Student success is our college mission. Student success is at the heart of why we teach. Student success is the ambition of every student who walks through our door. However, for some students, success is an elusive dream, a distant hope, an abiding fear that failure looms just after the next quiz, missed assignment, or unexpected absence.

At LAVC the entire student pathway is characterized by a concern for access, progress, learning, and success. The importance we place on access is evident in our extensive outreach and recruitment program. Two recent initiatives, a new student welcome day and a one-stop registration day for continuing students, have been very successful. We have also expanded our online access to resources. Students can make counseling appointments, apply and register for classes, take an orientation, request transcripts, and receive financial aid and transfer information online.

As a result of 2001 ACCJC recommendations, all Student Services departments have undergone a full cycle of program review and are currently in their second cycle. We have begun to develop student learning outcomes and create criteria for assessing them both to determine how well we are achieving our goals and to use the results to make improvements. Beginning in 2006, program reviews are now required to include SLOs tied to our college's mission. We are continually identifying students' needs in order to provide access to a wide range of services. Since the last accreditation visit, the college has worked hard to obtain numerous grants that have allowed us to offer specialized programs to help students succeed.

Given the demographics of our diverse student body, the number of non-native English speakers, their socio-economic level, and the high percentage of students placed into basic skills courses, our work in retention/persistence is especially challenging. Statistics about our college population require our student services departments to be aware of a multitude of needs for all

categories of students and to think more broadly about what constitutes success. Each student has a unique story, and our work has been enriched by the array of differences we encounter. We have made it a priority to design and institutionalize more effective practices and interventions to address the academic and personal barriers confronting students who have never had access to a university-bound curriculum.

Yet, despite our efforts, some students are not succeeding. Every semester, about 18% of our students end up on academic or progress probation. About 17% of our students are undecided on their educational goals. We need to work more diligently to develop stronger support systems for those who come to us under-prepared, undecided, and underrepresented in transfers to four-year institutions.

II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Description

LAVC strives to assure that its services enhance the mission of the college to provide education programs that foster student success. The primary tool that we use to assure the quality of our programs is program review. Every six years, a program review committee consisting of faculty, staff, students, and administrators evaluates each student services program on a rotational basis. Each completed review goes through the Student Services Committee, the Academic Senate, and the College Council before being recommended for acceptance by the college president. All student services programs have completed one full cycle of program review and have begun on the second. Using program review, each area is required to document student satisfaction and include an action plan to address areas of dissatisfaction (4.1).

The Office of Research and Planning provides ongoing feedback on the effectiveness of student support services. The office evaluates student retention, success, and completion rates, number of degrees and certificates awarded, and transfer data, publishing its findings each year in the Fact Book and Effectiveness Manual (4.2). The office provides student services departments with evaluative research reports on special programs and services (4.3). Matriculation data on student goals, orientation, assessment, counseling/advisement, and academic follow-up is published by the State Chancellor's Office and can be found each semester on its website. Student surveys provide useful feedback on student satisfaction with support services (4.4).

Through our shared governance process, the College Council and its four standing committees (Budget, Space and Work, Student Services, and Technology), all constituents -- students, faculty, staff, and administrators -- have a vehicle for making recommendations to improve student services and ensure that they promote the college's mission and support student learning (4.5).

All categorical programs are required to undergo a review by either the State Chancellor's Office regarding compliance and meeting the legal requirements of Title 5 (EOPS, DSPS, CalWORKs, and Matriculation) or the California Department of Education regarding compliance and meeting the legal requirements of Title 22 (Child Development Center). Results of the committee's findings are compiled into a report that is submitted to the vice president of Student Services and the college president during an exit interview. Some of our programs – Financial Aid, CalWORKs, the Child

Development Center, the Student Health Services Center, and the Veterans Program -- undergo external review by outside agencies (4.6).

Evaluation

Research data provides important information to ensure our programs are on track. Program review is effective in assuring the quality of student support services by evaluating strengths and weaknesses and setting goals for improvement. Site visits and external review validate the quality of our programs.

Overall, students give positive feedback about our student services (4.4). In 2005, students expressed a high level of satisfaction (89% to 92%) with service received from staff members in registration, admissions and records, assessment, orientation, career/transfer center, and health services. As for services being readily available, students responded in the 87% to 91% range (strongly agree and agree combined) for all of the above.

As we expand our online services [see II.B.3.c], we will continue to assess their quality to ensure that they support student success.

II.B.2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

a. General Information

- *Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution*
- *Educational Mission*
- *Course, Program, and Degree Offerings*
- *Academic Calendar and Program Length*
- *Academic Freedom Statement*
- *Available Student Financial Aid*
- *Available Learning Resources*
- *Names and Degrees of Administrators and Faculty*
- *Names of Governing Board Members*

b. Requirements

- *Admissions*
- *Student Fees and Other Financial Obligations*
- *Degree, Certificates, Graduation and Transfer*

c. Major Policies Affecting Students

- *Academic Regulations, including Academic Honesty*
- *Nondiscrimination*
- *Acceptance of Transfer Credits*
- *Grievance and Complaint Procedures*
- *Sexual Harassment*
- *Refund of Fees*

d. Locations or Publications Where Other Policies May be Found

Description

The college catalog (4.7) is published at the beginning of each academic year and may be purchased in the bookstore for $2.50 or downloaded from the website for free. The catalog contains the college's name, address, telephone number, web site address, street map, and phone directory; the mission and vision statements; course, program, and degree offerings; student financial aid and learning resources; names and degrees of administrators and full-time faculty; and names of the Board of Trustees. It has a table of contents, index, and glossary of terms. Admission requirements and registration procedures are clearly delineated, as are student fees and other financial obligations and requirements for degrees, certificates, graduation, and transfer.

The catalog clearly states district and college policies, including those concerning academic honesty, nondiscrimination, and acceptance of transfer credits, grievance and complaint procedures, sexual harassment, and the refund of fees. Sections cover student services, academic services, student activities, and academic policies. For further information about policy and procedures for resolving complaints regarding sexual harassment, students are referred to the campus compliance office and two district offices.

The schedule of classes (4.8) is published each semester and is sold in the bookstore and Admissions Office for 50 cents or may be downloaded free from our website. It has the college's name, address, telephone number, directory of useful numbers, web site address, street map, Metro Orange Line map, and campus map. In addition to classes and prerequisites, the schedule gives important dates, the mission and vision statements, information on the ASU, information on applying and enrolling, how to read the schedule, and abbreviations used. It has a table of contents, an index, and a department and program directory. Student services, such as financial aid, the health center, and DSPS, are listed with hours, locations, and phone numbers. Over 20 pages of ads point students to a variety of student support services, such as the Career/Transfer Center, tutoring, and psychological services. The schedule lists non-traditional and online programs, instructional support and tutoring services, and the locations of computer labs. Included are a statement on academic freedom; policies on non-discrimination, sexual harassment, student conduct, and discipline; academic standards and grading; graduation, degree, and transfer requirements; counseling; and fees. A pull-out section has an application for admission and information about financial aid programs.

The Referral Guide for Student Concerns (4.9), an at-a-glance guide, is available at the information counter in the Admissions Office. This guide addresses the most common problems and/or questions of students, as well as faculty and staff, and directs them to the proper office and administrator. The Student Handbook (4.10) has useful information and is available on the college website.

Evaluation

The catalog and schedule give students a wealth of information to help them make informed choices and navigate through the college. The publications are complete, clear, and easy to use. A statement on academic freedom will be included in future editions of our catalog. Our recently revised vision statement, published in the catalog and schedule, affirms that LAVC fosters "the free exchange of ideas in a climate of openness and respect."

To ensure accuracy and currency**,** prior to publication, each department is given a copy of its section from the last issue to check and update, when necessary. Given the variability of fees, we have added the disclaimer "subject to change" in the catalog and schedule of classes.

To assure that information is accessible to current and prospective students and the public, catalogs and class schedules can be easily located on the college website and downloaded. Each student who attends an orientation is given a free class schedule and a catalog. The cost to purchase these publications in printed versions is minimal.

II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Description

Our student population is diverse. Hispanics are the largest of our ethnic groups at 41%, with 34% White, 13% Asian, 7% African-American, and 5% American Indian or Other Non-White. Based on K-12 enrollment projections, the Hispanic percentage is expected to reach 52% by 2013. English is the primary language for 60% of our students, 45% are considered first-generation college students, 51% are low-income (4.11), over 70% test into remedial math or English (4.12), and 17% are undecided on an educational goal (4.2).

Student needs are identified through program review surveys and campus-wide student surveys from the Office of Research and Planning, data from the

District Office of Institutional Research, annual year-end reports, program review, and reports provided by outside studies. Two of the cooperative research studies we have utilized are the Diversity Scorecard Project, an initiative that has gathered information about the state of equity in educational outcomes for minority students in order to promote institutional change by helping to close the achievement gap for historically underrepresented students (4.13) and the Transfer of Urban Community College Students (TRUCCS) study, which followed 5,000 students in the LACCD to yield information about factors that promote retention and persistence of urban community college students, including such issues as remediation and course taking patterns (4.14).

Another method of identifying student support needs is Early Alert. During the sixth week of every semester, faculty are asked to identify those students in need of additional support services to pass their classes. Our District Office of Information Technology then inputs this data into the Student Information System, compiles a report for the college, and sends students letters referring them to appropriate services. The services also contact students who have been referred by the Matriculation Office. Four other programs – TRiO/Student Support Services, Athletics, EOPS, and Financial Aid -- collect information from instructors on students' progress, refer students to services, and call them in for counseling (4.15).

The Student Services Division has developed its second strategic plan, setting five-year goals with annual updates from the VP of Student Services (4.16). Matriculation plans set goals that address student needs (4.17). The Student Equity Plan, which sets goals for our students in the areas of access, course completion, ESL and basic skills completion, degree and certificate completion, and transfer, was developed in 2004 at a retreat with input from campus constituent groups, and will be updated every five years (4.18).

The Student Services Division's stated mission is to support and help students succeed in their educational goals and objectives. Based on information about our student population, the division has responded with a broad spectrum of student support services (4.19, 4.7, 4.8):

Academic Support Services

General Tutoring & Resources provides self-paced, individualized instructional media covering a wide range of subjects and levels, one-on-one and group tutoring from instructors and peer tutors, and computer access. Supplemental Instruction (SI) helps students develop learning and study strategies in weekly out-of-class study sessions led by student SI leaders to assist students in mastering material in historically difficult classes.

The Reading Center provides courses and self-paced lab classes in reading improvement (basic through speed reading), vocabulary at all levels, and study skills; practice materials and equipment; and diagnostic testing for students enrolled in Developmental Communications classes and others on a drop-in basis.

The Writing Center provides tutoring sessions, roundtable workshops providing students with an overview of the elements of writing and researching, handouts on a variety of writing and study skills, credit courses in writing, reading and computing, virtual tutoring through the center's website, and a Macintosh computer lab staffed with tutors to assist students with researching, formatting, and writing.

Departmental tutoring labs are offered in the departments of Biology, Earth Science & Anthropology, Foreign Language, Math, and Speech.

The Assessment Center offers placement testing for English, English-as-a-Second-Language, math, and chemistry. The testing is computerized for English and math and is offered on a walk-in basis during its hours of operation, Mon.-Thurs. 9 a.m. to 7 p.m. and Friday 9 a.m. to 4 p.m. The center is also a testing site for TOEFL (Test of English as a Foreign Language) for prospective international students.

Associated Student Union (ASU) helps students with the high cost of books by sponsoring a textbook program that allows students to exchange, buy, and sell their used textbooks. A new ASU club, Great Valley Kings, was formed in 2006 to support and encourage African-American males to stay in school, graduate, and transfer.

Athletics offers 14 sports programs – men's football, cross country, water polo, basketball, baseball, track/field, and swimming; women's soccer, cross country, water polo, basketball, softball, track/field, and swimming -- involving about 300 athletes per year. Our athletics program attracts students to enroll in college, and our specialized counseling for student athletes helps them to succeed in their classes.

Bridge to College is a mentoring/counseling program coordinated with the Los Angeles Unified School District to help students pass the California High School Exit Exam, retake it if they have failed, prepare them to take their first college courses, and introduce them to career opportunities.

CalWORKs/GAIN provides assistance with childcare, counseling, classes, textbooks, paid work-study, and other services for students on welfare.

The Career/Transfer Center provides information about majors, careers, and transfer requirements as well as assistance with educational and career

planning and transfer opportunities. It offers access to computerized career information systems, aptitude assessment, and applications for most universities. The center schedules representatives from four-year colleges and universities to meet with students, offers workshops, holds college fairs, and maintains a resource library.

The Child Development Center is a licensed childcare facility providing the children of student parents with a preschool program for children ages 3-5 and a school-age program for children from kindergarten to age 13. Although the center has a waiting list, the director was able to increase the number of spaces in 2005 to accommodate 14 additional children.

The Citizenship Center provides prospective U.S. citizens, students, and members of the community with INS citizenship classes, non-credit ESL classes, citizenship forms, assistance in filling out citizenship applications, and immigration information.

The Compliance Office investigates and resolves student complaints of sexual harassment, discrimination, and grade grievances, through both informal and formal procedures.

Computer Labs offer students access to computers and the Internet. Labs are the CCAIVE (Center for Computer-Assisted Instruction in Vocational Education) for students in vocational courses, the LAIR (Lab for Academic and Instructional Resources) shared by the library and the Learning Center, the Lion's Den in the cafeteria building, and the Writing Center computer lab.

Cooperative Education is a partnership between the college and businesses and government agencies that provides students with the opportunity to earn credit and gain career-related work experience prior to graduation in a job related to their major. It holds an annual job fair. Its Job Resource Center is a job placement service to help our students and alumni find full-time and part-time employment, including placement with the LACCD Student Interns Program.

Counseling provides comprehensive academic, career, and personal counseling to assist students in defining educational goals and developing educational plans. It has designated counselors for athletes, veterans, international, vocational, and Puente students.

Disabled Students Programs and Services (DSPS) provides a variety of state mandated support services in accordance with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and Title V of the California Education Code. Students with verified disabilities receive accommodations,

specialized learning skills classes, specialized tutoring, test proctoring, note-takers, readers, interpreters for the deaf, and academic counseling. Early Admissions helps incoming freshmen from local feeder high schools navigate their way through college. It offers counseling and activities such as Senior Day, which introduces high school seniors to LAVC.

Extended Opportunity Programs and Services (EOPS) provides educational opportunities and support to educationally and economically disadvantaged students, including counseling, tutoring, childcare, book grants, and transfer assistance. Cooperative Agencies Resources for Education (CARE) provides educational support and cash grants for EOPS students receiving CalWORKs benefits who are single heads of household with at least one child under 14.

Financial Aid helps eligible students obtain state and federal funding, conducts financial aid workshops, provides one-on-one assistance in completing the FAFSA, and provides assistance to students seeking loans.

Food Service is available through a contract with an independent company that provides food, beverages, and snacks in the cafeteria from 7:30 a.m. to 7 p.m. Monday-Thursday and 8 a.m. to 2 p.m. on Friday.

The International Student Program provides services to all F-1 Visa students. A full-time counselor advises students, an international students coordinator handles applications and paper work, and a student services specialist is an advisor for the International Students Club, which offers co-curricular activities.

The Pat Allen Emergency Book Loan Program provides emergency loans to students who temporarily cannot afford to purchase their textbooks. Funds may be provided until their payday or until they receive their financial aid checks. Begun by Professor Pat Allen 10 years ago, the fund has grown from her first $1,000 contribution to over $45,000, due to her continuing generosity and that of other faculty members, administrators, and staff.

Program for Accelerated College Education (PACE) counseling and orientation sessions prepare students to take advantage of this program that offers transferable academic courses in an accelerated format to meet the needs of working adults, enabling them to continue to work full-time while earning a college degree.

Puente helps educationally underserved students succeed academically, transfer to four-year colleges and universities, and become future community leaders by providing intensive counseling, mentoring, and special writing classes with a focus on Chicano/Latino studies.

Scholarships

- The Counseling Department informs students about scholarships offered by outside organizations by posting information on the college website, in the lobby of the Administration Building, and via flyers distributed to faculty.
- The Patrons Association solicits donations from benefactors and bestows scholarships, granting over $100,000 in awards in 2005-06.
- Several individual departments administer their own scholarship programs.

The Student Health Services Center provides first aid and urgent care needs, lab work, physicals, preventative health screening, immunizations, psychological services, and referrals. Staffed by a full-time physician's assistant, part-time medical doctor, full-time medical assistant, and part-time licensed clinical psychologist, it offers services to currently enrolled students at little or no cost. It also promotes health education through campus-wide programs, such as AIDS prevention, breast cancer awareness, and smoking cessation.

The Transfer Alliance Program (TAP) provides highly motivated students with honors classes designed to enhance their academic competence as they prepare to transfer to four-year colleges or universities. The program offers preferred enrollment, smaller classes, increased interaction with faculty, transfer scholarships, and guaranteed consideration for priority admission to a number of competitive four-year institutions.

The Veterans Program provides services such as academic and career counseling to veterans and those dependents eligible for V.A. educational benefits.

Specially Funded Grant Progams:

GEAR-UP (Gaining Early Awareness and Readiness for Undergraduate Programs) helps low-income students in grades 7-12 by offering college scholarships to those who stay in school and graduate. LAVC co-partners with two of our feeder high schools to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. Project STEPS provides LAVC student tutors to GEAR UP students in middle school and high school.

TRiO/Student Support Services provides first generation, low-income, and/or disabled students with a comprehensive array of services including mentoring, tutoring, one-on-one counseling, supplemental instruction, financial aid and

study skills workshops, cultural activities, grants, and a laptop computer loan program.

The Woodbury/LAVC Connections Center, funded by a Title V Cooperative Grant, provides academic, personal, and career counseling to assist students in transferring to nearby Woodbury University.

Evaluation

Information about our wide array of support services is readily available in the catalog, the schedule of classes, brochures, the Directory of Student Services, and the student services page on our website.

The college supplements its range of services to specific populations by securing numerous federal, state, county, city and private foundation grants. Faculty volunteer their time to make these programs even more effective. Research results provide evidence that our programs and services for several special populations have contributed to positive student outcomes. Success and retention rates, and in some cases, educational attainment, are consistently higher than the general population for those who receive these services (4.20). During the past several years, the need for more comprehensive transfer services has resulted in the college partnering with Woodbury University and UCLA. More than 85% of Transfer Alliance Program (TAP) applicants have been accepted by UCLA for five consecutive years (4.21).

Since about half of our students are considered low income, financial aid is critical to allow many of them to pursue an education. Since 1998, both the Pell grant and BOG fee waiver programs have doubled in size. From 2000-2005, the number of students on Pell grants increased from 2,535 students receiving $5 million to 3,491 receiving $7.3 million, and the number of BOG recipients increased from 8,828 to 12,190 (4.22). Many of our students have benefited from scholarships, with over $100,000 in scholarships awarded by the Patrons Association alone in 2005-2006 (4.23).

One of our strengths has been the ability to provide services to address the needs of our disabled students. A technical site visit made by the State Chancellor's Office in November 2005 commended DSPS for its outstanding program and leadership (4.6).

About 17% of our students are undecided on their educational goal and every semester approximately 18% of our students end up on academic or progress probation (4.16). This is a large number of students who are clearly at risk and would benefit from intervention. Intervention for at-risk students using our district early alert system does not take place until the sixth week of the

semester, when many of them have already given up and dropped out. The college is investigating the use of an electronic system to flag students needing intervention earlier in the semester. One step we have taken is to institute a new policy on unit restriction, so that students on academic and progress probation for two consecutive semesters may not take more than six units without a counselor's permission (4.24). The college needs to do more to help these students succeed.

Planning Agenda

Develop more effective strategies to assist the large number of at-risk students, students on academic and progress probation, and students who are undecided on educational and career goals *[Student Services Committee] [Fall 2007]*

II.B.3.a. 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.

Description

The college provides equitable access to a comprehensive range of student services. Offices and resource centers, such as Admissions and Records, the Assessment Center, Counseling, the Graduation Office, the Veterans Program, the Career/Transfer Center, DSPS, Financial Aid, the Student Health Center, and the TRiO/Student Support Center, have extended hours to accommodate evening students. The Child Development Center stays open longer than any other center in the district, running a day program from 7:45 a.m. to 5:00 p.m. and supporting evening students by providing childcare for school age children Monday-Thursday from 2:30 p.m. to 10:20 p.m. and Friday from 2:30 -5:00 p.m.

Several activities also take place during the evening -- the annual College and University Day event, CSUN On-Site Admissions Day, New Student Welcome Day, and One-Stop Registration Day, among others. The ASU, recognizing the need to engage our evening students as well, sponsors evening club days.

Student Services offices are accessible by phone and list information on the college website. Most programs have brochures or handouts available. Every office is listed in the Student Handbook (available to students during orientation, in English 21 and Personal Development classes, and on the student services web page). A link on our college website sends students to Assist, an online student transfer information system, which helps students

and their counselors establish appropriate coursework to transfer to colleges in the UC and CSU systems. Students have access to the Student Information System (SIS), a web portal available 24/7 (4.25). It provides information, including unofficial transcripts, registration appointments, and the status of financial aid applications, and allows students to add and drop classes and view their grades, their current schedule, and fees owed.

Evaluation

The Student Services Division provides comprehensive and extensive services to a diverse student body. Improvements in service delivery continue to be made. Students can now make counseling appointments, register for classes, check financial aid status, obtain transcripts, and learn about transfer requirements online at www.lavc.edu/StudentServWebsite/index.html. Students may also apply for Cooperative Education online. Since 85% of students surveyed in 2005 felt orientation services were readily available (4.4), the division is piloting online orientation to try to improve that rating.

Responding to survey results in which 21% of students did not think that financial aid was readily available, the associate dean of financial aid created a financial aid PC lab, which is staffed during the office's operating hours so that students can receive help filling out financial aid applications either online or on paper. To be more centrally located and accommodate the growing staff, the office moved closer to other student services. The department provides outreach to feeder high schools and workshops on and off campus to educate students about the availability of financial aid and the eligibility requirements.

While matriculation services (assessment, orientation, counseling and advisement) are available to credit students, they are not readily available to many of our non-credit students and others who attend classes on the weekend. If funding becomes available, we would like to restore late evening and Saturday hours for these services. In the meantime, our new online orientation system should help with access for evening and weekend students.

Through Electronic Fund Transfer (EFT), students have the option of having their financial aid checks deposited into their bank accounts in five days, rather than waiting four weeks to receive their checks by mail. This efficient method was adopted by the LACCD after its district-wide Financial Aid Task Force, chaired by our VP of Student Services, identified it as a student need.

Recently, the college implemented a new student appointment system called SARS GRID, which can track the number of students using counseling services

and has proven to be an extremely valuable tool for evaluating the appropriate level of counseling services needed. We have expanded our services by adding SARS TRAK, which allows students to book both their counseling and assessment appointments online. We also utilize SARS Call to send out customized messages and reminders of appointments and special events. A district-wide search committee has been assigned to find a degree audit reporting system to purchase that will interface with our current system. This will help counselors advise students to take the right classes to reach their educational goals.

II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Description

Two of our campus-wide SLOs focus on civic responsibility and aesthetic responsiveness (4.26). The college promotes these SLOs through many events and programs (4.27).

Through a number of activities, LAVC encourages students to take personal responsibility for maintaining a positive learning environment:

- Strategic Team for the Advancement and Retention of Students (STARS) workshops on topics such as helping students become more self-regulated learners and learning for fun and growth
- Instructor evaluations and surveys emphasizing students' role in providing valued feedback
- Personal Development and Developmental Communication courses that include components on taking personal responsibility
- Psychological services and counseling
- The Valley Star, our campus newspaper, which keeps students informed of campus events and conditions, promoting awareness of being part of a community

The Associated Student Union (ASU), the official student government organization, encourages students to develop initiative and take responsibility for campus conditions through leadership. Executive council elections and candidates' forums are held every April. Leadership retreats, held every semester, teach students collaboration, delegation, lobbying, and communication skills. Many ASU-sponsored activities have promoted civic and social responsibility:

- An annual toy/gift drive for Penny Lane, a local shelter for abused and neglected children

- Day of the Child, an annual event at Pierce College, in which students mentor foster children, attended by 50 LAVC students in 2005
- The annual Women in Education event honoring women dedicated to educational issues

Our students participated in the 4,000-student march in 2001 in downtown Los Angeles to protest state budget cuts. An LAVC student leader accepted an award to our district from the California Community College League for providing leadership during a time of budget deficits.

The college provides numerous opportunities for civic involvement and responsibility to the community:

- The Service Learning Program, which gives about 150 students a semester the opportunity to contribute to our community through volunteer work at local nonprofit agencies
- The first mayoral debate, held on our campus in January 2005 with 200 people in attendance, organized by students working with the local chamber of commerce and neighborhood council
- An all-day event with music, food, and educational sessions on hurricanes and geography, which raised over $11,000 for the American Red Cross and Habitat for Humanity to benefit victims of Hurricane Katrina
- Mobilization efforts sponsored by the Los Angeles College Faculty Guild to register students to vote and recruit them as paid poll workers on election day
- Speakers on current events and politics, such as a teach-in on the war in Iraq, a lecture on California politics, and an address by Nobel Peace Prize winner Rigoberta Menchú
- A blood drive in conjunction with the Red Cross
- The ASU Legal Connection, established by students working with the local Bar Association

The Arts Season includes a full range of aesthetic offerings every year:

- Art gallery exhibits featuring the work of students and faculty
- Dance performances, music concerts, film screenings, an annual showcase of student films, and theatrical productions of plays and musicals
- The LAVC Arts Council scholarships, programs, and annual Showcase Awards with cash prizes
- A benefit concert, staged in conjunction with the local Chamber of Commerce, to raise money to buy toys for underprivileged children in North Hollywood

Evaluation

Our college effectively fosters personal and civic responsibility through a multitude of activities that contribute to a healthy campus atmosphere and promote a connection to others. Our cultural programs contribute to the enrichment of our students, staff, and the community. Of students surveyed in 2005, 78% said they had gained at least some awareness of their civic or community responsibilities (4.4). To increase participation, the college broadcasts information about these programs on four campus TV monitors.

II.B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Description

LAVC has an extensive program of counseling and academic advisement. Counseling is provided individually or in groups by appointment or on a drop-in basis. Information is also disseminated through classroom visits, workshops, and orientations. A large number of students are provided with counseling services each year. Between July 2005 and June 2006, there were 3,476 student contacts made in the counseling office through appointments and 10,633 through drop-ins (4.28). Counselors provide more intensive counseling and career planning advice by teaching Personal Development courses; 10 sections were offered in Fall 2006 (4.8).

The counseling department provides a range of specialized services to meet the needs of diverse student populations. Counselors emphasize efforts to increase retention, graduation, and transfer rates and implement matriculation guidelines, with particular attention to our large numbers of undecided, basic skills, and probationary students. Counseling and advisement are provided in general counseling, EOPS/CARE, DSPS, TRiO, PACE, Puente, TAP, and CalWORKs/GAIN. Designated counselors provide services to meet the needs of specialized populations – athletes, foreign students, veterans, and vocational education students.

Each semester the counseling department handles orientation/advisement of matriculation for new and continuing students. Two new programs have facilitated registration and connected students to support services and counseling. On New Student Welcome Day, students hear a welcome address from the college president, take a campus tour, and attend a career and academic resource fair and workshops. On One Stop Registration Day, continuing students can sign up for classes, see a counselor, and have access to

a full-service financial aid station before leaving for winter and summer breaks. The college guarantees that if 35 or more students want to enroll in a class that is full (except for labs), another will be opened. On Senior Day, high school students are introduced to the college environment, assisted with selection of classes and registration, and informed about campus resources, college policies, and survival tips (4.29).

Counselors serve as resources to teaching faculty. The Departmental Liaison Program links a specific counselor to a particular program and/or department to share information on articulation, new course offerings, support services, and career opportunities. Twenty-six departments and programs are presently linked to a counselor-liaison (4.30). The counseling department has made a renewed effort to reinvigorate this program, especially to connect to instructors who teach evening classes. Counselors also offer workshops and make classroom presentations.

Counselors participate in ongoing training by attending conferences and workshops, such as annual fall conferences on CSU and UC transfer (4.31). All counselors participate in weekly staff meetings that include training sessions conducted by the articulation officer. During their first year of service, new counselors participate in additional training on transcript evaluation, CSU/UC/USC transfer, using ASSIST, GPA calculations, and probation/disqualification.

Evaluation

The counseling department conducts ongoing evaluation and periodic review of its services through program review, student satisfaction surveys, and data collected by the Office of Research and Planning, such as degree and certificate completion and rates of graduation and transfer (4.32). In collaboration with the matriculation office, general counseling maintains a record of the number of students who request counseling. DSPS, CalWORKs, and EOPS offices maintain separate logs of student counseling appointments and progress reports by students. Services are evaluated by examining the results of surveys completed by students after receiving services.

Based on recommendations made in its latest program review, the counseling department developed a comprehensive strategic plan (4.33). To help implement the plan, the department has created SLOs for each of its areas. The results of the Spring 2006 counseling survey helped to guide its efforts (4.34).

Overall, students seemed satisfied with counseling services, with the majority of responses on student surveys in the good-excellent range (4.4). The

highest rated items had to do with quality of service, and the lower rated ones had to do with special services, which students may not have had occasion to use. An area needing improvement was the ability to schedule a counseling appointment, with 22% of respondents disagreeing on some level that they could get an appointment without difficulty. This should improve as students begin to use the new SARS TRAK system, which was instituted as a result of this survey response**.**

Our two newest programs – One Stop Registration Day and New Student Welcome Day – begun in late 2005 and early 2006, were so successful that the college plans to schedule them every semester. At Registration Day in May 2006, the college registered 1,738 students for fall classes, compared to 436 who had registered by that same date the previous year.

Our student/counselor ratio is currently 1542:1; statewide it is 1948:1. The state Academic Senate's Consultation Task Force on Counseling recommends lowering the ratio to 900:1 to comply with the minimum standards under Title 5. Article 13 of the LACCD/LA College Faculty Guild agreement suggests that counseling staffing be reviewed periodically to determine department progress toward meeting those staffing mandates (4.35).

II.B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Description

One of our college-wide student learning outcomes focuses on the understanding of diversity and the appreciation of the history and culture of diverse groups (4.26). The college has a variety of programs and services that promote, support, and enhance diversity in our credit, non-credit and not-for-credit programs. Some of these programs promote access to the college, thereby increasing the diversity of our student body. Others infuse our campus with rich cultural and ethnic traditions, actively promoting multiculturalism and fostering understanding and tolerance on our campus and in our community (4.36).

The counseling department has adapted to the changing needs of the college's student body. As it has becomes more diverse, counselors have become cross-culturally sensitive and adept at counseling in a multicultural, multigenerational context. The department addresses diversity-related issues, which include providing informational publications in multiple languages, offering orientations adapted for students whose second language is English, and making available

expanded resources to assist re-entry students, students with disabilities, and others with issues that make academic success problematic.

Many of our programs, such as CalWORKs/GAIN, the Citizenship Center, DSPS, EOPS, the International Student Program, Puente, and TRiO/Student Support Services, attract and support specific groups, creating a diverse student population on campus.

The college offers a number of programs that specifically promote and enhance an understanding and appreciation of diversity:

African-American Studies, Chicano Studies, and Jewish Studies provide students with windows into diverse cultures and sponsor events for the college and community.

Extension & Community Education offers classes promoting cultural understanding and a chance to experience other cultures; language courses include American Sign Language, Conversational French, Italian, and Spanish; dance classes include Flamenco, Hawaiian, Middle Eastern, and Salsa.

The Associated Student Union (ASU) has a Commissioner of Ethnic and Cultural Affairs who represents special interest groups and helps to implement their programs and events. Its Inter-Club Council (ICC) illustrates the diversity of our student body and is a microcosm of our wider community. It includes the Armenian Student Association, Black Student Union (BSU), Hillel, International Students Club, M.E.Ch.A., and Pilipino United Students' Organization. The ICC helps sponsor annual ethnic and cultural programming, including Black History Month, V-Day, Women's History Month, Sexual Assault Awareness Month (Denim Day), Earth Day, Armenian Genocide Remembrance, Cinco de Mayo, a Holocaust memorial, Sukkot, Latino Heritage Month, El Dia De Los Muertos, Veterans Day, Las Posadas, Chanukah, and Kwanzaa.

The Diversity Committee organizes events such as the Multicultural Fair and programs that promote understanding of diverse ethnicities. It sponsors the Anti-Defamation League's Campus of Difference workshops on campus.

STARS has engaged students and staff in workshops such as "Diversity and Multi-Cultural Issues in the Classroom" and "The Engaged College: Dialogues in Community, Diversity, and Social Justice."

Evaluation

LAVC is conscientious in fostering an understanding and appreciation of diversity through myriad programs. The Diversity Committee has expanded its role in recent years by sponsoring events that promote a respect for cultural and ethnic differences and give the college community a chance to discuss race relations and address diversity issues.

Our success is evaluated and quantified by program reviews and student satisfaction surveys – 87% of students surveyed in 2005 felt they had made at least some progress in becoming aware of different cultures and ways of life (4.4). Our real success can be measured by taking a walk around our campus. You will find students of all ages, ethnicities, and genders engaged in dialogue. We are extremely proud of this aspect of our college.

II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Description

LAVC uses 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 is selected from the State Chancellor's list of approved assessment instruments because it is computerized and allows the college to provide testing on demand. Accuplacer Online meets Title 5 Regulation Section 55512(a) regarding disproportionate impact.

The Office of Research and Planning regularly evaluates assessment placement instruments in coordination with our assessment center and the math and English departments (4.37). The evaluations are conducted in accordance with State Chancellor's guidelines, "Standards, Policies and Procedures for the Evaluation of Assessment Instruments Used in the California Community Colleges." The campus further strives to eliminate disproportionate impact by using multiple measures, including survey questionnaires and past educational experience.

Evaluation

The college meets and complies with state regulations and policies.

II.B.3.f. 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.

Description

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. What constitutes a record and how records are maintained, secured, and released are defined by the Family Educational Rights and Privacy Act (FERPA), the California Code of Regulations, Title V, and LACCD board rules and administrative regulations. The college president is charged with ensuring that the college maintains a cumulative record of enrollment, scholarship, and educational progress for each student (4.38).

The Admissions and Records Office has completed scanning/indexing all paper cumulative records, microfilm, and microfiche records. Since Fall 2001, all new and incoming permanent and disposable records are digitized daily. Records are backed up on the college's server as well as an off-site server. The college also maintains CD-Rom back-ups stored in a locked cabinet in the vault.

Evaluation

LAVC releases student records in accordance with FERPA and district guidelines. By official district definition, the only student services departments that maintain records are Admissions and Records and the Student Health Center. Twelve departments (Admissions and Records, Assessment, the Child Development Center, Counseling, DSPS, EOPS, Financial Aid, the Health Center, International Students, Recruitment, Student Services, and Veterans' Affairs) were polled to ascertain how they maintain and disseminate the information they collect (4.39). In each case, we found that departments maintain strict control of their information by following many rules, regulations, policies, and procedures.

For better security of student records and to comply with legislation going into effect January 1, 2007, the district began replacing students' social security numbers with ID numbers in July 2006 (4.40).

Since the level of IT support directly affects the security and operation of student services, we need to use technology to improve the overall security of records to prevent records being compromised in the event of a computer being hacked into or stolen. The college should consider installing encryption software on all computers with access to student records and provide staff training to ensure effectiveness.

II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Description

The Student Services Division systematically evaluates the appropriateness, adequacy and effectiveness of all its programs through a number of activities, including annual reports, surveys, campus research reports, program reviews, comment cards, staff meetings, and individual program evaluations. The results help guide our efforts and provide valuable feedback on ways we can improve.

Annual Reports: On June 30th of every year, each student services program/service sends a year-end assessment report to the VP of Student Services, who forwards it to the college president for review. Included in the report is an evaluation of the goals and objectives of the previous academic year and a listing of the goals and objectives that the department will be working on for the upcoming year. The annual report also highlights accomplishments and/or areas needing attention (4.41).

District-wide Student Satisfaction Surveys and Faculty Surveys: Useful feedback is derived from student surveys conducted every two to three years by the District Office of Institutional Research and Information. Our students are surveyed on a variety of topics, including whether college services are readily available and whether our staff members are knowledgeable and helpful. Responses may be compared over a five-year period. Faculty and staff surveys have been used to gauge awareness and opinions of programs and services.

Campus Research Reports: The Office of Research and Planning works with Student Services to report on the effectiveness of its programs and services; for example, it produces data profile reports on veteran students, service learning program participants, international students, and students in EOPS and the Puente program, to name a few (4.20).

Program Review: The recurring cycle of program evaluation is our primary vehicle for ensuring evaluation leading to improvement of our services (4.42). The Academic Senate strengthened the process in 2004 by including a required executive summary outlining a plan of action with a timeline for implementation of the recommendations and the name of the person responsible for follow-through (4.1).

Comment Cards: To obtain more timely feedback about the effectiveness of services, the division placed locked comment card boxes in all student services offices. The cards are collected and feedback is given to the appropriate program/service (4.43).

Staff Meetings: During monthly staff meetings, the VP of Student Services or program managers communicate action items passed at campus and district-wide meetings, staff members discuss policies and procedures as well as issues affecting the division, and program managers may bring up issues. Meetings often include discussions of how to be more effective and work more cooperatively as a division (4.44).

Individual Program Evaluations: Individual programs utilize specific surveys. The Child Development Center conducts the annual Desired Results for Children and Families Parent Survey, the Student Health Center and Project STEPS conduct annual satisfaction surveys, and the Office of Outreach and Recruitment routinely surveys high school counselors to assess their level of satisfaction with our activities on their campuses (4.45).

Evaluation

Through these evaluative procedures, particularly a strong program review process and end-of-the year assessment reports, the Student Services Division regularly puts each service under a microscope that includes self-reflection, analysis of services, and internal review.

The division has worked diligently and will continue to work on creating and assessing SLOs. Beginning with the 2006 academic year, program reviews will not be accepted without SLOs that are tied to the college's mission, and all annual reports will include evidence of dialogue showing how program SLOs will be assessed. Since the division believes strongly in developing and implementing SLOs, both the dean of enrollment management and the vice president of Student Services participated on the campus-wide SLO Committee. In January 2006, the entire division received training at a workshop on the new accreditation standards and began to work collaboratively with members of their departments to develop program SLOs (4.46). For 2006-07, the division is developing assessment plans for its SLOs with a timeline for completion (4.47).

The Student Services Division has made numerous improvements as a result of program evaluations:

- Reacting to student survey results that showed slightly lower levels of satisfaction in some areas than in others -- for services being readily available, students rated financial aid 79%, counseling 82%, and

orientation 85% -- the Student Services Committee set as one goal for 2006 to work toward moving all student services offices into the 90% range [see II.B.3.a. for improvements made].

- In the first round of program reviews for Financial Aid, students commented that telephone contact was inadequate, clerks could be more knowledgeable, and the final award notice was not well explained. Using those comments, the associate dean made improvements in the office, including training staff and making the forms easier to understand. Student satisfaction survey results for the second round of program reviews in spring and summer of 2006 revealed dramatic improvement – 99% of respondents stated that they received the help they needed and 98% said the information they received from the staff was clear and accurate. Most respondents (96-99%) rated their experiences with the staff as "excellent" or "good" (4.48).

- Analysis of the annual report of Admissions and Records resulted in the committee setting a goal to work to decrease the large number of students on academic probation [see Planning Agenda in II.B.3].

- After an ASU program review survey revealed that students were unaware of its activities, the college purchased the Monarch Vision Television System, four television monitors (one in the lobby of the administration building, two in the student cafeteria, and one in the fitness center) that broadcast PowerPoint messages about the ASU, campus events, and the availability of support services.

- Responding to survey results showing a lack of awareness of services, the division purchased color coordinated tablecloths with the college seal and the name of each program/service on them and committed to participate in the first three ASU Club Days (held every other Wednesday) during fall and spring semesters. It arranged for the Valley Star, our college newspaper, to highlight student services in a series of articles in Fall 2005.

- In 2002, 30% of students surveyed disagreed that the Admissions Office had a pleasant appearance, so the front counter space, admissions lobby, and counseling department waiting area were redesigned and revamped.

- As a result of Child Development Center staff recommendations in its program review, the college helped to find $20,000 in matching funds to put in a new yard for school-age children.

As a result of program review, changes have been made in other areas as well, including the Student Health Center, DSPS, and Counseling, based on student-identified areas of dissatisfaction. As a result of feedback on the 2005 faculty survey, in which 65% of faculty felt the college was effective or very effective at providing student support services and 10% did not know (4.49), the Student Services Division presented a workshop on Opening Day 2006 to help faculty be better informed about services so they could to pass the information on to their students (4.50). To disseminate information about services, in Fall 2006, the division placed a Student Services Directory in each faculty member's mailbox.

The Student Services Division ensures that all student services programs conduct program review and incorporate SLOs. It recognizes that evaluation is a continuous process.

Evidence

4.1 Program Review Handbook
4.2 Fact Book and Effectiveness Manual
4.3 Research Database
4.4 Student Surveys 2000-2005
4.5 Student Services Committee minutes
4.6 External reviews by outside agencies
4.7 Catalog 2006-07
4.8 Schedule of Classes
4.9 Referral for Student Concerns
4.10 Student Handbook
4.11 Fact Book 2003-2004; First Generation College Student survey
4.12 Spring 2006 placement results
4.13 Diversity Scorecard Report to the President
4.14 2001 TRUCCS Study
4.15 Early Alert and progress reports
4.16 Student Services Strategic Plan
4.17 Matriculation plans
4.18 Student Equity Plan
4.19 Student Services notebook, Student Services Directory
4.20 Data Profiles
4.21 TAP and Career Center transfer rates
4.22 Financial Aid Office program review
4.23 Patrons Association scholarships
4.24 Curriculum Committee minutes May 31, 2006
4.25 Student information on LACCD website
4.26 College-wide SLOs
4.27 Notebook of supporting materials for II.B.3.b
4.28 Counseling statistics
4.29 One Stop Registration Day, Welcome Day, Senior Day
4.30 Departmental Liaison program
4.31 Counseling department training
4.32 Counseling Department Program Review
4.33 Counseling Strategic Plan
4.34 Counseling Student Satisfaction survey Spring 2006
4.35 LACCD/LA College Faculty Guild agreement
4.36 Notebook of supporting materials for II.B.3.d
4.37 Office of Research and Planning studies on assessment
4.38 Board Rules Chapter VIII, Article IV
4.39 Chart on record maintenance
4.40 ID conversion calendar
4.41 Student Services annual reports
4.42 Student Services program review schedule

4.43 Comment cards
4.44 Staff meeting minutes
4.45 Individual program evaluations
4.46 SLO session January 2006; SLOs
4.47 SLO assessment timeline
4.48 Financial Aid program review
4.49 Faculty survey 2005
4.50 Opening Day 2006 session

II.C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

Summary

Our library and other learning support services help our students to be successful in their academic programs and enable them to transfer to four-year institutions and enter the workforce. Basic Skills and departmental labs provide a lifeline for under-skilled students to realize their educational goals. Tutoring provides excellent support to help students matriculate through the challenging curriculum of higher education. Since the last accreditation visit, we have increased the number of tutoring and computer labs and expanded staffing hours. Supervision and training of tutors have been improved, and we have hired more tutors to meet our needs. As a result of an ACCJC recommendation, the college created a tutoring task force to share ideas to improve our tutoring services.

The college has added remote access to electronic resources so that students and college employees may now access a wealth of research materials from any computer with Internet access. One of our Prop A/AA and state-funded construction projects is a state-of-the-art library, which will include an Academic Resource Center on the second floor, a central location to house learning support services, including the General Tutoring Lab, the Math Lab, Reading Center, Supplemental Instruction, and the Writing Center.

Although funding for book and periodical collections remains inadequate, we are holding our own. Even though our block grant money has increased, so have costs. Overall, we are maintaining a higher level of materials than in 2001. Building our collection remains an issue. We need to do a better job of soliciting help from faculty to weed out outdated materials and develop our library collection.

We recognize the need to incorporate our college-wide SLOs into all of our practices, with a particular emphasis on strengthening information

competency. We are beginning to develop and assess SLOs for our learning support services. We offer valuable library services, which need to be more vigorously promoted. To offer the proper level of support to meet student needs, we need to ensure the balanced allocation of personnel, maintain adequate staffing and tech support, and create guidelines for staffing ratios in our open computer labs.

II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

II.C.1.a. 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 of the institution.

Description

The LAVC library maintains a significant collection of books (130,000 volumes), current periodicals and journal subscriptions (360), and a variety of other resources for use by students, faculty, and the community (5.1). Through its subscription to the online resource InfoTrac, the library provides access to the indexing of over 10,000 periodical titles as well as over 6,000 full text titles plus a national collection of newspapers and online resource centers in biography, business, health, literature, and contemporary social issues. An extensive microfilm collection and InfoTrac's backfile provide access to back issues of journals, general periodicals, and newspapers. The library recently added access to 8,450 electronic books.

The library staff seeks input from faculty when selecting materials for its collections, including books, periodicals, journals, reference material, and online resources, according to its guidelines (5.2). At the beginning of each semester, the library sends each faculty member, full-time and adjunct, a guide to the library (5.3) explaining all the services provided for faculty and urging them to recommend additions to the collection and reserve material for their classes. Opportunities to provide input are explained to faculty on Opening Day and at monthly Departmental Council meetings. The library sends emails to remind faculty to recommend new material and inform them of the library's monthly new book list, also available on the library's website at http://www.lavc.edu/Library/RecentAdMay.html (5.4). Faculty have an opportunity to request new and updated materials through program review, on new course proposals, and on course outline updates (5.5).

To assist in keeping collections current, instructional faculty are involved in weeding out outdated materials, for which they may earn professional development credit. Periodically, library staff evaluate holdings and suggest which titles should be replaced with newer resources.

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 in-library student use.

The college also has significant learning support services in the Learning Resource Center (for general tutoring) and the LAIR computer lab adjacent to the library, as well as discipline-specific tutoring labs across campus. These labs have collections of discipline-specific equipment and materials, including textbooks, reference books, computers and computer programs, videos, CD-ROMs, DVDs, and ancillary materials. Support personnel coordinate with department faculty in the selection of resources to be used in departmental tutoring labs. Selection of material 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.

Evaluation

The library has holdings of a sufficient size to meet the California Code of Regulations Title V requirements for community college libraries. It serves the needs of students, personnel, and the community, including continuing education and technical/vocational education students. However, the reality of budget constraints has limited our ability to increase our library collection. The largest number of new books was added to the collection between 1960 and 1979. Since 2000, about 9% of the collection has been added. The library budget for materials, including books and periodicals, has increased 9% from the year 2000-2001 ($210,911) to 2004-2005 ($230,704). In recent years, additions to the collection have been funded primarily through block grants (5.6).

In 2005, 86% of students surveyed felt that the library's collection of books and magazines were modern and well maintained, 85% agreed that instructional equipment in the labs was sufficient and up-to-date, and 88% said computers and software on campus were up-to-date (5.7).

Although the library distributes a guide to library services each semester and makes announcements in the college bulletin, some faculty and staff are unaware of the library's holdings or how to request items (5.8). New methods should be considered to solicit recommendations from faculty and staff regarding items to be added to the collection. It has been difficult to elicit participation in culling outdated materials in discipline-specific collections. We need to do a better job of making faculty aware of the importance of this task and the chance to earn professional development credit.

II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Description

Information competency is a valued outcome for our students and is one of our recently adopted college-wide student learning outcomes (5.9). The college offers ongoing instruction to help students develop information competency:

LIBRARY: The library offers Library Science 101 (Library Research Methods) and Library Science 102 (Internet Research Methods), transferable courses in information competency. Students also receive training in information competency through non-credit workshops offered by the library on topics such as research strategies, the online library catalog, using journals and newspapers, using the Internet, and evaluating websites (5.10). Faculty and departments request library orientations for their classes. The number of orientations increased from 66 in 2000-2001 to 101 in 2004-2005, serving a total of 9,480 students during that period (5.11).

LEARNING SUPPORT SERVICES: Learning support services integrate some instruction in information competency. For example, in the Department of Earth Science & Anthropology, student projects and papers depend heavily on the use and critical evaluation of diverse sources, so tutors in its lab need to focus on these types of skills from time to time. Tutor training is conducted on an ongoing basis in each tutoring lab. While the content differs, tutors are generally trained to coach students through the content areas of their disciplines as well as through critical thinking challenges, some of which include information competency (5.12).

WRITING CENTER: The Writing Center is a major resource for acquiring information competency. It offers ongoing instruction in information competency and literacy to individuals and small groups across the disciplines. The center provides tutoring conferences, writing courses and workshops, and handouts. English 69 (Writing and Revising on the Computer) is a one-unit lab class with assignments related to Internet research.

Regularly scheduled workshops are offered on topics such as developing a research topic, Internet research, and citing academic sources. Many of the Writing Center's resources are available online at www.lavc.edu/Wcweb/index.html. The center tutors individual students for

up to 30 minutes per day, with many sessions involving instruction on accessing information on the Internet or in the library to support a thesis.

Evaluation

Although the identification of information competency as a college-wide SLO was a positive step in acknowledging its importance in our college, our challenge is to work on its implementation. One way would be to help academic departments set standards related to research projects and information competency, perhaps by encouraging them to include information competency as a requirement for passing certain classes. For example, the English department has requested that students take Library Science 101 before taking English 101.

Workshops on information competency, such as those that have been given on Opening Day for faculty, need to be offered regularly. These workshops can provide best practices for incorporating student library research projects into the curriculum. Faculty can create more assignments that use library resources aligned with stated course objectives and consistent with college-wide student learning outcomes.

In addition to publicizing its information competency programs directly to students, the college needs to encourage faculty to help promote these courses and workshops to their students.

The college should regularly incorporate library information competency workshops into tutor training.

Planning Agenda

Strengthen information competency throughout the college *[Library Department Chair, Staff Development Director, tutoring supervisors]*

- Promote our existing information competency courses and workshops to students
- Offer more workshops for faculty on best practices for incorporating research into the curriculum
- Regularly incorporate library information competency workshops into tutor training

II.C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Description

The library is open 64.5 hours a week: 8 a.m. – 8:45 p.m. Monday through Thursday, 8 a.m. - 3:30 p.m. Friday, and 10 a.m. – 4 p.m. on Saturday. In 2005/2006 the library was open 2700 hours with a turnstile count of 177,693 patron visits, an increase from 2000/2001 when the library was open 2518 hours and registered 169,071 patron visits. Over the past five years, the annual number of reference questions decreased from 17,500 to 16,023, and circulation of materials dropped from 57,929 to 47,983 (5.11). The library has 30 computers available for users to access the online catalog, subscription databases, and the Internet for research.

New electronic resources have been added to the library so that now users have access to over 20 online resources including indexes and full text access to over 10,000 periodicals, journals, and newspapers, online encyclopedias in the sciences and technology, resource centers in health, literature, and social sciences, and over 8,500 electronic books (5.13). All of these resources are available to students and college employees 24 hours a day from any computer on or off campus at http://www.lavc.edu/LIBRARY/library.html. Its upgraded online system allows users to browse the catalogs of the 10 libraries in the LACCD.

The Learning Center adjacent to the library houses General Tutoring & Resources, offering a wide array of services to students. The Media Desk, open from 10 a.m. to 7 p.m., Monday-Thursday and 10 a.m. to 2 p.m. on Friday, offers video materials placed on reserve for students by their instructors, Instructional Television (ITV) programs, and independent study materials. General Tutoring offers drop-in tutoring five days a week. Individual tutoring is also available by appointment. In Fall 2006, it had one FTE instructor, one FTE instructional assistant, and 23 student workers.

General Tutoring oversees the Lab for Academic and Instructional Resources (LAIR), a computer lab of 48 workstations that provides students with Internet access, word processing, and educational software. It is utilized as a classroom for library classes and orientations, serves CalWORKs students for their computer classes, provides math and nursing students a place to work on tutorial software, and is an open lab when not being used as a classroom. The LAIR is open from 8 a.m. to 7 p.m., Monday-Thursday, and 8 a.m. to 2 p.m. on Friday.

The Learning Center also houses Supplemental Instruction (SI), a program providing assistance to students in classes that historically have proven to be difficult. Student SI leaders set up meetings based on the class schedule to

discuss course lectures and readings. Students have access to SI services during the hours that the center is open and at other times in other locations.

The college's 30 labs, which include computer and general tutoring labs, also include many that focus on the needs of students in particular disciplines. The major labs are:

- The Biology Tutoring and Resource Center, providing assistance and laboratory and supplemental materials to students in biology, microbiology, anatomy, and physiology 35 hours a week

- The Center for Computer Assisted Instruction in Vocational Education (CCAIVE), with 35 computers equipped with Microsoft Office 2003, Quickbooks Pro 2004, Adobe Photoshop 7, and AutoCad 2002, among other programs, open 35 hours a week, Mon-Sat, including evening hours

- The Earth Science & Anthropology Lab, which offers tutoring 14 hours a week, Mon-Thurs to students in the natural sciences and is equipped with 20 computers stations with ArcGIS

- The Foreign Language Lab, with 26 multi-media computers equipped with headsets and microphones available to students enrolled in French, German, Italian, Spanish, and Armenian classes, open 38 hours a week

- The Lion's Den, an open computer lab (Cyber Lounge) run by the ASU

- The Math Lab, providing tutoring and workshops in mathematics and computer tutoring with EDUCO software, which can be accessed through the Internet, open 46 hours a week, Mon-Sat

- The Reading Center, providing courses and self-paced lab classes in reading improvement (basic through speed reading), vocabulary at all levels, and study skills; practice materials and equipment; and diagnostic testing for students enrolled in Developmental Communications classes and others on a drop-in basis, open 34 hours a week, until 8 p.m. on Tuesdays

- The Speech Lab, with 50 computer stations, five conversation rooms, seven audio rooms, 62 listening stations, and audio tapes to aid students with development of verbal skills and accent reduction, open 24 hours a week Mon-Thurs

- The Writing Center, offering writing assistance in all disciplines, tutors who work with groups and individuals, virtual tutoring that provides feedback on

email submissions within two days (three days on weekends), and a 30-station computer lab next door, open 40 hours a week, Mon-Fri

When not being used for classes, the CCAIVE, LAIR, Writing Center, and library have open lab hours for general student use. The Red Canyon system has been implemented in most of the campus learning resource centers to keep track of student use.

Hours of all labs are subject to change semester by semester, depending on staffing and student needs (5.14).

Evaluation

The library meets its goals by providing access to its resources onsite 64.5 hours per week and remote access to its electronic resources through its well-developed web page. In 2005, 88% of students surveyed agreed that the library was available and open at convenient times (5.7). Of faculty surveyed, 60% felt the college was effective or very effective at providing library support services to our students and 13% did not know (5.15). Students do not seem to be utilizing our services to their fullest. When surveyed about how often they use the library and/or computer labs, 24% said rarely or never, and 34% said sometimes. Only 23% said they used them frequently and 20% almost always (5.7). We need to promote our library and learning support services more vigorously across the campus through newsletters, email, presentations to students, and workshops for faculty.

General learning resource computer labs, along with a number of discipline-specific labs, are readily available to students. Over the last few years, the college has extended lab hours to provide better access to evening students. Several labs have been added to meet discipline-specific needs. Of students surveyed, 88% agreed that tutoring services were adequate for their needs and 86% said that the tutoring center was available and open at convenient times (5.7). Of faculty surveyed, 66% felt the college was effective at providing tutoring services (5.15).

With the hiring of more student tutors, tutorial support has increased, but classified staffing levels have been uneven. At one point, the large LAIR had no classified support, while the smaller CCAIVE did, so the college added limited classified technical support to operate and maintain the LAIR. The college needs to monitor staffing to maintain an appropriate balance and create guidelines to ensure that adequate support is provided to meet student needs and expand lab hours, when deemed necessary.

In 2005, 83% of students surveyed said that computers were available for use on campus when needed (5.7). A stated goal of the Technology Committee for 2006-2007 is to provide ubiquitous wireless access for students who bring their own laptops to campus. To meet this goal, wireless access is now available in 10 locations, including the Fireside Room, the library group study room and periodicals room, Monarch Hall, and the cafeteria.

The library and learning support services are not fully available to not-for-credit students, who cannot check out materials or use computer labs. The college should set up a task force to address this issue.

Planning Agenda

Create guidelines for staffing ratios and support levels in open computer labs to ensure that student needs are met *[VP of Academic Affairs] [Fall 2007]*

II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.

Description

Maintenance includes repair, conservation, and preservation of the collection. As materials age or become worn or damaged, they are temporarily removed from circulation and evaluated. Worn material is either repaired or removed from the collection, with the collection development librarian determining whether to order a replacement copy. Conservation is handled by sending the item out for rebinding. When preservation is called for, the material is reassigned to the special collections area, where rare or delicate materials are shelved together. The online catalog indicates the item's new location, and the reference librarian can have the item paged for use in the library.

All library books, most expensive or high use periodicals and journals, and other selected materials have electronic security strips intended to prevent unauthorized removal from the library. Our library material theft detection system is on an annual maintenance service contract. The library also has an intruder alert alarm system that notifies campus security if someone enters the building when the library is closed.

Maintenance of computer labs on campus is provided by five IT staff instructional assistants. Some of the departmental labs have instructional assistants. For campus-wide IT support and maintenance, eight staff members are available to install, repair, and update hardware and software and respond to work and service order requests from 5 a.m. to 9 p.m.

Monday-Thursday, and 8:30 a.m. to 4 p.m. on Friday. On Saturdays, when the CCAIVE and the library are open, IT staff can be paged if there is a problem with the automated system. The annual college IT repair budget is $25,000. All computer equipment now purchased must include a minimum three-year warranty and be secured by cable lock systems.

Evaluation

The process used to maintain materials in the collection is appropriate for a community college library. The library has no special budget for repair, conservation, or preservation of the collection. Funds for supplies come from the library supply budget, while rebinding costs can be charged to the book purchasing budget. The extent of maintenance depends on an adequate budget, which has sometimes been problematic.

The library's 3M book security system was purchased and installed in 1989. As the system ages, it does not always sense material passing though. There are occasional false alarms when students are carrying electronic devices. The emergency exit doors at the back of the library cannot be supervised, so it is possible for users to exit with library material that is not checked out. As the budget allows, the college should consider obtaining more sophisticated anti-theft devices, particularly for computer equipment, and allocate more funding for campus-wide computer maintenance and repair.

II.C.1.e. 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 performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Description

Through the Electronic Resources Purchasing Consortium, the library maintains subscriptions to 20 online databases under the auspices of the Community College League of California and the California Community Colleges Council of Chief Librarians (5.16). The consortium combines the purchasing power of the libraries to negotiate reduced subscription rates for dozens of electronic resource products.

The library maintains a contract with QCI, Inc., which provides three photocopiers, a computer print station, printing card vending machine, and a

change machine. Students can use cash or a vending card for the photocopiers and only the card at the computer print station.

The 10 libraries in the Los Angeles Community College District share one integrated online catalog system, centrally maintained by the district's Information Technology Division. 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 come into the library and fill out a card to request material, and the library requests material from another library in the system via email. Utilizing the district's courier van system, books can be shipped to the requesting college in as little as two days (5.17).

Evaluation

The consortium has allowed the library to purchase subscriptions to electronic information resources at reduced cost by leveraging the joint buying power of all community college libraries in California. The consortium also has a product review committee that evaluates information resources and makes recommendations about whether to negotiate potential subscription savings for its members. This has saved the college time and energy previously spent on evaluating resources. Membership has resulted in cost savings as well.

The three photocopiers in the library meet student needs. They are well maintained, and when problems occur, the company promptly sends a repair technician. The computer printing station is reliable and works with few problems. Students frequently come to the library to print papers when printers or print systems in computer labs on campus are out of order. When this occurs, lab assistants are expected to contact IT, and students are referred to Academic Affairs and sent to another lab.

Use of the district intra-library loan system has grown significantly since it began in 1998. The first year, our students used the new system to borrow 55 books from other college libraries, and our library loaned them 14 books. In 2005, LAVC students borrowed 185 books from other libraries in the district, and our library loaned 205 books (5.11). Librarians have found that the primary limitation on use of the system is the immediacy of a student's need for a particular resource. Although a book ordered from another library will usually arrive within two to five working days, students frequently are not willing to wait that long.

II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Description

The college evaluates and improves library and learning support services through several methods, most importantly the process of program review and the collection and analysis of research data. In addition to the library's own program review, departments evaluate library resources in terms of how they support their courses' needs. The library uses program review surveys, along with other surveys and student feedback, as part of its own program review and ongoing planning to determine if services and resources are meeting needs (5.18). All of the tutoring labs undergo program review either through their departments or as individual programs.

The Office of Research and Planning 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 analysis and recommendations (5.19).

The library and labs use these additional methods to identify student needs and evaluate their effectiveness in meeting them:

Library

- Day-to-day feedback from students at the service desks: When students ask for information or services that the library does not have, the reference librarians and library staff relay this information to the collection development librarian, who evaluates whether this resource should be added to the library's collection or the service made available in the future.

- 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 the needs of the course or program. If not, both work to identify additional resources the library should try to acquire to support the needs of the course or program.

- Surveys: Every other year the library conducts a survey of students to evaluate the overall quality of library service, requesting feedback on

book, periodical, reference, and electronic resource collections, as well as its courses, workshops, and class orientations (5.20).

- Evaluations: The library collects evaluations from participants in its workshops (5.21).

Labs (5.22)

- Informal evaluation and dialogue among tutoring service providers on the Tutor Task Force Committee (5.23)

- Informal and formal dialogue with students and faculty (Writing Center, SI), suggestion boxes (Math Lab), lab surveys (SI, LAIR)

- Department/staff meetings (weekly Writing Center staff meetings)

- Pre and post testing (Reading Lab)

- Student exam results and course success and retention rates (Earth Science & Anthropology Lab)

- Pre-tutoring surveys in which students write down instructions for their assignment and the problems they need to address (Writing Center)

- Classroom Assessment Techniques (CATS) used in SI and the Writing Center for tutoring sessions and workshops; tutors identify strengths and goals for students and track their progress in subsequent sessions

- Tutoring outcomes reports to track whether the lab is offering the subjects in most demand (General Tutoring)

- Probationary/disqualifications list to assist at-risk students (General Tutoring)

The SI Program considers the results of feedback and implements suggestions for improvement when appropriate, including increased training in areas such as learning strategies and study skills. The Writing Center uses results of evaluations to improve services by reflecting on feedback and implementing changes at the beginning of the every semester, at weekly staff meetings, and upon completing reports. Tutors receive instruction and learn strategies for improvement at weekly staff meetings, in which they review and discuss student evaluations from tutoring sessions and workshops. Improvements are implemented as a result of tutor training.

Two of our learning support labs have implemented SLOs and continue to revise and evaluate them (5.24). Supplemental Instruction (SI) has included SLOs in information competency and critical thinking in its department goals. SI leaders are trained in strategies and techniques to equip them in assisting their students to develop these skills during weekly study review sessions. The Writing Center has developed SLOs and continues to refine them. In staff training at the beginning of each semester, the tutors and program director set forth an agenda of SLOs to target for the term. In the center's classes, students are required to engage in critical self-reflection concerning the work they have completed, which is used along with the strengths/goals documentation from tutoring sessions to evaluate whether goals are being met.

As part of our revised program review cycle, our learning support services will be developing SLOs and assessment techniques to measure student achievement. Some of our labs have already started developing them.

Evaluation

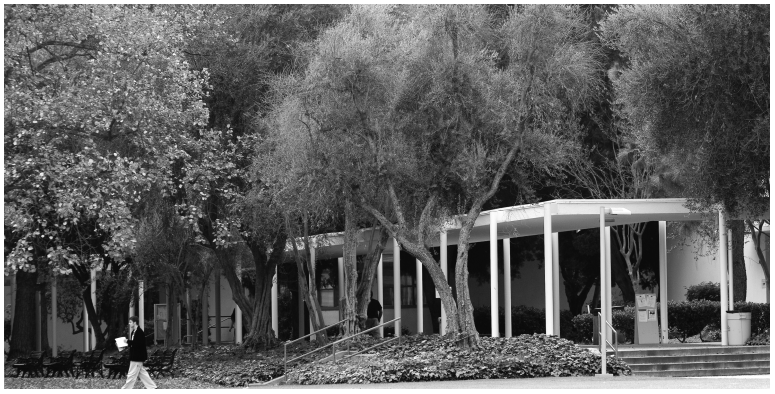
Survey data indicates that we are doing an effective job and are on the right course with our library and learning support services. Members of the Tutor Task Force Committee compare notes on common problems and concerns. A good idea in one lab may be implemented in other labs, where appropriate, and lab directors learn from each other's mistakes, leading to improvements.

The library has used the results of workshop evaluations to make several recent improvements. It added research strategy and website evaluation workshops, split the Internet workshop into two sections, Internet I (basic) and Internet II (advanced), added evening and early morning workshops to accommodate students' schedules, added an extra week of make-up sessions, changed workshops to cover one session per week to accommodate students with scheduling conflicts, and changed the order of workshops because instructors were giving assignments earlier in the semester. As a result of feedback from the library's student surveys and program review, it added 13 open access computers in 2005.

The Foreign Language Lab used the results of student feedback to improve services, including expanding hours, adding new software, and upgrading equipment. The Math Lab used the results of student feedback to offer extended evening and weekend hours and better check-in procedures. Based on research data, the Learning Center director dropped tutoring for certain subjects, such as music, and added tutoring for several high-risk classes. Some of the labs have suggestion boxes; it would be useful to install them in all of the learning support labs.

Evidence

5.1 Library collection growth
5.2 LAVC Library Collection Development Policy
5.3 Faculty Guide to the LAVC Library
5.4 Notification about new books
5.5 Program review form, new course form, course outlines
5.6 Library budget expenditures
5.7 Student Surveys 2000-2005
5.8 Survey conducted by self study committee
5.9 College-wide SLOs
5.10 Library workshops and schedule Fall 2006
5.11 LAVC Library Usage Statistics
5.12 Supplemental Instruction tutor training manual
5.13 LAVC Library Online Resources
5.14 Lab brochures
5.15 Faculty Survey 2005
5.16 Electronic Resources Purchasing Consortium
5.17 Intra-Library Loan Program
5.18 Library program review
5.19 Tutoring Lab Outcomes Reports
5.20 Library surveys
5.21 Workshop evaluations
5.22 Lab evaluations
5.23 Tutoring Task Force Committee minutes
5.24 SI and Writing Center SLOs





STANDARD III

RESOURCES

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

STANDARD III TEAM MEMBERS

HUMAN RESOURCES

Co-Chairs:

Yasmin Aviles	Classified, Personnel
Earle "Brick" Durley	Administrator, VP, Administrative Services
Kay Divine	Classified Administrator, Compliance Officer
Sona Dombourian	Adjunct Faculty, English
Jackie Hams	Faculty, Earth Science
Deborah Kaye	Adjunct Faculty, English
Magdalena Lopez	Classified, Academic Affairs
Dr. Sally Raskoff	Faculty, Sociology
Dr. LaVergne Rosow	Faculty, English
Arlene Stein	Classified, GAIN/CalWORKs-Citizenship
Joanne Waddell	Faculty, Women's PE, LA College Faculty Guild Chapter President
Bill Wallis	Faculty, English
Carole Weston	Classified, Personnel

PHYSICAL RESOURCES

Co-Chairs:

Harry Fink	Faculty, Psychology
Tom Lopez	Classified Administrator, Director of College Facilities
Dr. Alan Cowen	Faculty, Emergency Services
Don Gauthier	Faculty, Earth Science
Dana Lubow	Faculty, Library
Duane Martin	Classified, Administrative Analyst
Matt Needham	Classified, HVAC Tech
Dr. Kathleen Sullivan	Faculty, DSPS
Lalo Vasquez	Student

TECHNOLOGY RESOURCES

Co-Chairs:

Lou Albert	Faculty, Staff Development Director (retired)
Dr. Laurie Nalepa	Administrator, Dean, Academic Affairs
Jackie Harless-Chang	Faculty, Computer Applications & Office Technologies
Richard Holdredge	Faculty, Media Arts Chair, Project Director IDEAS Grant
Brenda Ingram-Cotton	Faculty, Computer Applications & Office Technologies
Annette Jennings	Faculty, Computer Applications & Office Technologies Chair
Jeff Kent	Faculty, CSIT, Technology Committee Chair
Jorge Mata	Classified Administrator, Information Technology, Administrative Services
Jack Sterk	Faculty, Speech

Resource:

Marion Heyn	Faculty, English, former Director of Distance Education

FINANCIAL RESOURCES

Co-Chairs:

Raul Gonzalez	Administrator, Associate VP, Administrative Services
Phyllis Yasuda	Faculty, General Tutoring & Resources Director
Dr. Ercument Aksoy	Faculty, Economics
Raul Castillo	Administrator, Foundation/Community Relations Director
Fay Dea	Faculty, Counseling
Paolo De Los Santos	Student
Ramona Divinagracia	Classified, Regional Procurement Office
Kristie Humphries	Instructional Assistant, Language Arts
Lily Inatomi	Clssified, Administrative Services
Glenn Milner	Faculty, Economics

III.A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

Summary

Los Angeles Valley College is exceptionally proud of the quality of our faculty, staff, and administrators. The college expects all personnel to maintain high standards of professional conduct and work performance. Hiring and evaluation policies and procedures are clearly defined and followed. Budgetary limitations have made it difficult to hire as many employees as we would like; nevertheless, the college maintains a strong core of qualified personnel. The percentage of classes taught by full-time faculty is 78%, the highest in the district.

Since the last accreditation visit, we have offered many more programs that cultivate an awareness and appreciation of diversity. The college conducts regular workshops on the prevention of sexual harassment and the policies prohibiting discrimination. The part-time position of compliance officer was made full time, allowing for more training to be provided. The college offers staff development opportunities and funding to attend conferences and pursue higher education. Employees are encouraged to continue learning and growing.

LAVC promotes inclusion and cooperation among all of its employees in a collegial work environment. Special events for classified staff have encouraged participation in shared governance and accreditation and have emphasized our staff's vital role in student success. Social gatherings and award ceremonies -- including annual events such as the Women in Education award ceremony, the Classified Staff Appreciation Fiesta, the Above and Beyond Awards (where pins are presented for years of service and awards given for exceptional work performance) -- create camaraderie. Health screenings, free flu shots, and events promoting healthy lifestyle, such as smoking cessation and breast cancer awareness, contribute to the well being of our employees.

Although procedures are in place, evaluation is sometimes ineffective and inconsistent. More training needs to be conducted on the evaluation process. Although we have increased our diversity through hiring and have a fairly diverse classified staff, our faculty does not as closely mirror our student population. We need to continue our efforts to recruit more diverse candidates. Insufficient funding for professional development has been a challenge. The college needs to find creative ways to expand our staff development program when resources are limited. Based on previous accreditation recommendations, the college established the Classified/Administrative Staffing Committee, which has been effective in short term planning and has begun to work on developing long term strategic planning as well.

III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Description

Certificated Staff

Hiring criteria for certificated staff are determined by state and local policies. LAVC uses the state minimum qualifications (6.1), which are subject to faculty review and modification on an ongoing basis by the District Academic Senate. Following district procedures (6.2), the college's academic senate, in consultation with the administration, developed a hiring policy for certificated employees, full-time tenure track faculty as well as temporary full-time and part-time adjunct faculty, explained in detail in our hiring handbook (6.3). The college president and the academic senate are responsible for ensuring that these procedures are followed.

The hiring committee is comprised of at least three members, a majority being faculty in the discipline (or, with academic senate approval, closely related disciplines), and a non-voting affirmative action representative. Criteria are typically based on needs identified in program review and aligned with the college's mission and goals. Additional qualifications may be added to the state minimums. 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 (6.4).

The hiring committee considers resumes/CVs and selects candidates to be interviewed. Candidates may be asked to present a lesson to demonstrate teaching methods. After the committee ranks them, the top choices have a

second interview with the college president, VP of Academic Affairs, and the hiring committee chair. Final approval rests with the college president.

This process may be followed to hire temporary adjunct faculty, although a more flexible, shorter process may be used, especially when classes are added close to the beginning of the semester. In those cases, the department chair acts as the hiring committee. Even in this truncated version of hiring, the district must verify minimum qualifications. Since that process can be lengthy, the college's academic senate president can review the applicant's transcripts and documents and approve the minimum qualifications for one semester.

Classified Staff

Applicants for classified positions must have the proper education necessary before taking 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. Supervisors apply their desirable characteristics in interview questions to screen for the best fit. For selection of classified staff, the LACCD Personnel Commission Guides are followed. These are located on the district website and are available in the college Personnel Office. Classified positions are posted in the college Administration Building, advertised on the district website and through other contacts made by the Personnel Commission, and via regular emails to all college users (6.5).

Administrative Staff

Administrators may be hired through the certificated or classified hiring structures, depending on the designation of the position. In both cases, the hiring committee posts desirable characteristics, adopts appropriate questions, conducts interviews, and makes its selection. Procedures are outlined in Selection Procedures for Administrative Positions (6.6).

Evaluation

LAVC has done an excellent job of establishing procedures for hiring certificated employees. Faculty is significantly involved in the selection process. To ensure the quality of instruction and services by employing qualified personnel, the college follows the policies and procedures outlined in the hiring handbook, which reflects state guidelines and is revised and updated by the Office of Academic Affairs and the academic senate when needed. All members of hiring committees must participate in training sessions conducted by Academic Affairs, the academic senate, and the

compliance office. Training sessions are offered when the college intends to hire new full-time faculty.

Applicants apply directly to the college, a change from the previous method, in which applications were kept on file at the district office. The implementation of decentralized hiring pools has given more local control over the process, which many feel is an improvement over the old system. In 2005, of faculty surveyed, 60% rated the hiring process as good or excellent (6.7).

The classified staff hiring process is often frustrating because the tests conducted by the Personnel Commission sometimes do not test for the skills needed for certain jobs, resulting in poor matches between candidates and available positions. Sometimes positions are left open rather than having to fill them with employees who do not match the college's needs. More job relevancy is required in Personnel Commission tests, a challenge that needs to be embraced at the district level. On the 2006 classified staff survey, 62% rated the process of hiring as fair or poor (6.8).

III.A.1.b. 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.

Description

Bargaining agreements and personnel rules delineate procedures for the evaluation of all personnel and include consistent procedures for follow up if evaluations are unsatisfactory and the right to review and to challenge evaluations through grievance procedures.

Certificated Staff

Faculty evaluations, described in the LACCD/LA College Faculty Guild agreement (6.9), are based primarily on the philosophy of peer review. In a basic evaluation, the department chair, vice chair, or designee review performance. In a comprehensive evaluation, a committee comprised of the appropriate dean and faculty peers, including the department chair, review the faculty member. An academic senate representative is included for evaluations of all probationary faculty. Classroom visits, conferences with the faculty member, and student evaluations may be used.

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 that meets the needs of the college and performance at a level that warrants the granting of tenure (Article 42). Faculty positions do not have job descriptions in the traditional sense; however, several sections of the 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 college committees (Article 32). Academic deans report on the results of evaluations to the VP of Academic Affairs for all probationary positions. A less than satisfactory report triggers an administrative response.

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.

Classified Staff

Basic procedures for evaluation and follow-up for all categories of classified personnel are described in Personnel Commission regulation (6.10) and district/union collective bargaining agreements (6.11). All classified employees are required to have at least one performance review each year conducted by their supervisors, using a standard evaluation form (6.12). New employees and those who have been recently promoted also receive evaluations during their probationary period. Additional reviews may be done at any time at their supervisor's discretion.

Administrators

Deans and associate deans are members of the Teamsters and are evaluated by procedures set forth in their union contract (6.11). They are evaluated by their supervisors (vice president or president), and in the case of the college president, by the district chancellor.

Evaluation

The evaluation process is as effective as the evaluators who conduct it are diligent and fair. While the faculty contract clearly describes the process for the evaluation, the evaluation committee decides the content. As a result, faculty may be evaluated differently within a department as well as from one evaluation to the next. However, in a review to grant tenure to a probationary faculty member, the evaluation committee remains the same for

the duration of the probationary period. Each evaluation is a comparison to the previous year's, focusing on improvements or deficiencies. The process can be a positive one, enhancing faculty performance through reinforcement and recommendations for improvement. Some adjunct faculty are regularly evaluated while others are not.

The last workshop conducted by the Faculty Guild on faculty evaluation procedures was in May 2003 because of a major change in the faculty bargaining agreement. Training should be conducted at least once every academic year to ensure continued compliance. In 2005, 54% of faculty surveyed rated the process of faculty evaluation as excellent or good (6.7).

Classified staff are not consistently evaluated. Evaluations were previously conducted on the annual date of hire, which was often at the beginning of a semester. To ease the overload on supervisors, the district established the "birthday rule" to space out evaluations throughout the year. The AFT Staff Guild uses the performance evaluation form to verify fair, equitable, and timely implementation of contractual rights and obligations. However, supervisors often fill out evaluation forms with no feedback or interaction from the classified staff member being evaluated. Classified staff say that they would like the evaluation process to be more participatory. At present, there is no method for follow-up to verify that the recommendations based on evaluations are carried out. In 2006, the majority of classified staff, 60%, rated the process of evaluation as fair or poor (6.8).

Planning Agenda

Offer annual training for supervisors, department chairs, and evaluation committees on the evaluation process *[appropriate collective bargaining agents, college and district administration]*

III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Description

College-wide student learning outcomes were developed by the SLO Committee and approved in Spring 2006 (6.13). Faculty participated in their creation and will continue to be involved in assessing them. The SLOs and their assessment are an evaluation of the courses, programs, and college as a whole. Each department is encouraged by shared governance committees and administration to create program and course SLOs relevant to its own field.

Faculty are not individually evaluated on their effectiveness in achieving SLOs. The current evaluation forms created by the LACCD and the Los Angeles College Faculty Guild do not designate this as a measure of effective performance nor do they rule it out. A joint District Academic Senate-Faculty Guild task force on SLOs in faculty evaluation met several times in 2006 to investigate acceptable evaluative procedures that may be tied to SLOs. The task force produced recommendations, which have been distributed to each college for discussion about implementation (6.14).

Evaluation

The college has been making good progress to educate faculty on the benefits of incorporating SLOs into our programs and courses. Faculty have been encouraged to continue their professional development to develop strategies to help students achieve these outcomes. The college's acceptance of the college-wide SLOs has helped us to identify more clearly what our students should be learning and will lead us to begin to assess these outcomes.

III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.

Description

LAVC's written code of ethics for faculty, adopted by the college's academic senate in December 1992, incorporates the five principles of the 1987 AAUP statement on professional ethics (6.15). It further lists academic freedoms and responsibilities, 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 choose to take.

All other personnel are covered by the recently implemented ethics code, Board Rule 1204, adopted by the district in February 2006 (6.16).

Evaluation

Both of these written ethics codes cover all of our personnel.

III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

Description

LAVC is staffed by 525 faculty (240 full-time and 285 hourly), 240 classified staff, 1,706 unclassified staff, and 23 administrators (6.17). In Fall 2005, the percentage of courses taught by full time faculty was 78.1%, the highest in the district (6.18). In the two largest departments, the ratios were lower. In English, 52% of the courses were taught by 16 full-time faculty and 48% were taught by 48 part-time faculty. In math, 49% of the classes were taught by 17 full-time faculty and 51% by 40 part-time faculty. Overall, between 2000-2004 the number of adjunct faculty went from 191 to 285, a 50% increase, while the total number of full-time faculty increased by ten, from 230 to 240.

Thirty-four of our full-time faculty hold Doctoral degrees (Ed.D., Ph.D., or J.D.) and many hold multiple Master's degrees. Five of our administrators hold Ed.D. degrees, one holds a Ph.D., and one a J.D. (6.19).

Evaluation

Enrollment fluctuations and resulting budget cutbacks have resulted in fewer full time faculty hires over the last few years. The district offered a retirement incentive a few years ago without corresponding replacement of vacated positions with full-time faculty. The Department of Engineering has no full-time instructor and the Department of Philosophy has only one. Although the 75/25% goal of full-time to part-time faculty is maintained by the college overall, ideally this ratio should be maintained by each department. To ensure a strong full-time faculty core, the college should follow the recommendation in Article 33 of the LACCD/LA College Faculty agreement (6.9), which suggests replacing a permanently vacated full time faculty position with a new tenure track candidate within one year. The college should also follow the recommendation in Article 13 to review staffing levels in the library and counseling departments periodically to determine progress toward meeting the goals of Title 5 staffing mandates.

The college does a good job with the staff it has. Since classified staff positions are often narrowly defined by the Personnel Commission, sometimes there is a disconnect between local college needs and existing job classifications. Sometimes it is difficult to find employees who fit specific job criteria to handle multiple tasks or to fill limited positions. This narrow classification restricts promotion and makes it difficult to find substitutes or hire employees. In reprographics, a vacancy took six months to be filled. As recommended in Article 44 of the district/faculty agreement, the college should periodically determine an appropriate level of clerical and technical support.

Planning Agenda

Maintain sufficient numbers of full-time classroom and non-classroom faculty by replacing permanently vacated positions with new tenure track candidates within a year, if feasible. Achieve and maintain appropriate staffing levels of classified support staff and administrators, taking into account financial realities and the college's needs *[IPC, Classified/Administrative Staffing Committee, Budget Committee, college president]*

III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

III.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Description

The district's Personnel Commission develops and publishes employment policies and procedures, and its Human Resources Division applies them at the district level, making sure they are in accordance with collective bargaining agreements, board rules, and the state Education Code. Documents explaining policies and procedures, as well as forms, are accessible on the district website. The district and the college abide by Skelly guidelines, requiring review before discipline is imposed against personnel (6.20). A classified employee handbook and a "Bright Ideas Suggestion Program" link are found on the Personnel Commission page (6.21).

The college makes resources available that explain personnel policies and procedures, such as the Faculty Handbook and the Hiring Handbook, which are accessible on the faculty resources page of the college website (6.22). The website also has links to collective bargaining agreements. The LACCD/LA College Faculty Guild contract specifically spells out a non-discrimination policy in Article 5. The AFT Staff Guild agreement addresses non-discrimination, equal employment opportunity and diversity, the Americans with Disabilities Act, sexual harassment, and harassment (nonsexual) in Article 3. The step-by-step procedure for filing a grievance is outlined in the bargaining agreements. Representatives of each bargaining unit are available on campus and can be consulted if an employee believes that a provision of the bargaining agreement is not being adhered to.

The college personnel office gives new adjunct faculty the Adjunct Survival Guide, which outlines their responsibilities and rights. An orientation workshop for adjunct faculty is held each year on Opening Day (6.23).

The college follows district policies and procedures regarding appropriate responses to allegations of discrimination. Policies and forms for filing complaints are available in the compliance office (6.24). Trained Equal Opportunity Representatives serve as non-voting members of college hiring committees to ensure that consistent procedures and fair practices are followed. They instruct committee members to maintain confidentiality and follow non-discrimination policies, requiring members to sign agreements to comply. In informal inquiries or formal investigations, the compliance officer considers evaluation forms and comments from these representatives.

A Personnel Commission service representative has office hours on campus monthly to answer questions regarding classified employment, as well as provide career guidance, pre-registration for examinations, information on classification, transfers, leaves, and assistance with assignment processing. Information is also available to administrators and supervisors.

Updates about changes that affect employment, particularly when new systems are implemented, are distributed via newsletters and bulletins, which are sent via courier, emailed, are accessible on the district website, and are posted on bulletin boards in the college administration building (6.25).

Evaluation

Personnel policies and procedures are administered in a fair and consistent manner at the college. They are well publicized and information is easily accessible. Over the past five years, the compliance office has received only a handful of informal inquiries from candidates who questioned our hiring procedures, and they were handled fairly and in a timely manner. Most had insufficient evidence or were not illegal violations. Only one formal complaint of discrimination resulted in a letter of determination from the college president. That complaint resulted in a change in the letter sent to candidates selected for interviews to ensure an opportunity to request accommodations, if needed.

III.3.b. 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.

Description

The District Office of Human Resources maintains and protects all personnel records and provides employee access to personnel records. LACCD HR Guides P-101 and P-102 identify the type of information held and details about its release (6.26). Collective bargaining agreements delineate the

types of files and 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.

Evaluation

There are no indications that the privacy or rights of LAVC employees have been violated.

III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Description

The college president and administration have demonstrated sensitivity to issues of equity and diversity by supporting numerous activities (6.27). The College Diversity Committee, comprised of faculty and staff, was formed in 2000 to work with the compliance officer on equal opportunity in hiring. Since then, the committee has broadened its focus and stepped up its diversity and non-discrimination efforts geared toward faculty and staff by sponsoring educational workshops, such as "Pronouncing Students' Ethnic Names" and "Enhancing Sensitivity to Issues of Diversity: Understanding and Respecting Differences in Gender, Race, Sexuality and Ethnicity." The committee has presented multicultural events, such as the Multicultural Fair and the Chicano/Latino Heritage Celebration. In 2005 and 2006, it brought the Anti-Defamation League to campus to present Campus of Difference™ workshops to explore discrimination.

Our federally funded Strategic Team for the Advancement and Retention of Students (STARS) initiative has offered programs that address bias and discrimination. Following the ADL workshops, STARS conducted a two-day session promoting dialogue and awareness of the dynamics of a multicultural educational environment. Another session was held on diversity and multi-cultural issues in the classroom. Events such as the Armenian Genocide Remembrance, Black Heritage Month, and Hillel programs promote awareness of diverse cultures.

Our Guidelines for Accessibility were adopted in 2003, and the compliance officer has informed department chairs about accessibility accommodations for the disabled (6.28). Reasonable accommodations requests for staff are

made through an interactive process, in which the VP of Administrative Services in consultation with the requestor, the compliance officer, and the appropriate supervisor review requests, discuss alternative accommodations, and determine whether they are reasonable in light of core job responsibilities. Management decides about accommodations and may consult with district HR if necessary.

Recognition of the needs of our faculty, staff, and students to observe religious holidays is reflected in college policy and has been explained at Departmental Council meetings and in workshops (6.29).

Evaluation

LAVC strives to foster an understanding and an appreciation of our differences and commonalities. Programs sponsored by the Diversity Committee and STARS have had a positive impact on the college community. Workshops have been well attended and rated highly successful, and participants have asked for more such sessions to be held. These sessions, as well as events that strengthen people's sense of cultural identity and appreciation of campus-wide diversity, should be ongoing.

III.A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Description

Diversity in hiring has shifted to outreach due to the banning of affirmative action hiring plans pursuant to the passage of Proposition 209 and the subsequent 2001 decision from the State Chancellor's Office concluding that affirmative action as defined in AB1725 and Title V was not legal. The immediate impact of that decision was to stop establishing goals and timetables for recruitment and employment of underrepresented groups. Meanwhile, the State Chancellor's Office has been developing a new model plan for diversity.

Updated demographic information about our campus community is described in our annual Fact Book and Effectiveness Manual, prepared by the Office of Research and Planning (6.17). The office also tracks changes in staff and faculty though hiring and attrition by hiring categories and on Evidence of Effort forms used to gather information about the racial and ethnic composition of employee groups. The Office of Compliance prepares statistics that are sent to the district with each hire.

In Fall 2004, our demographics were:
23 administrators: 61% White, 22% African American, 13% Hispanic, 4% Asian
240 full-time faculty: 71% White, 12% Hispanic, 9% African-American, 6% Asian, 1% Other Non-White
285 adjunct faculty: 78% White, 9% Asian, 8% Hispanic, 4% African-American, 1% Other Non-White
240 classified staff: 47% White, 26% Hispanic, 15% African-American, 12% Asian
1,706 unclassified staff: 63% White, 21% Hispanic, 9% Asian, 7% African-American

In Fall 2004, in terms of gender, our demographics were:
Administrators: 13 females (57%); 10 males (43%)
Full-time faculty: 113 females (47%); 127 males (53%)
Adjunct faculty: 111 females (39%); 174 males (61%)
Classified staff: 120 females (50%); 120 males (50%)
Unclassified staff: 937 females (55%); 769 males (45%)
(Source: Fact Book)

Evaluation

While statistics based on the race, ethnicity, and gender of candidates may be collected by law, this information cannot be used to influence selection decisions. The college looks at historically underrepresented groups and assesses our record after the fact. Information gathered about successful applicants, particularly classified staff, does provide an indication that we are attracting diverse candidates. In fact, the trend in hiring has been one of increased diversity. Nevertheless, the composition of our faculty still does not reflect the racial diversity of our student population.

From Fall 2000 to Fall 2004, we have seen these changes:

Administrators: African-American 20% to 22%, Hispanic 10% to 13%, Asian 0% to 4%
Full-Time faculty: African-American 8% to 9%, Hispanic 9% to 12%; (Asian no change)
Adjunct faculty: Asian 5% to 9%, (Hispanic and African-American no change)
Classified: Asian 9% to 12%, Hispanic 19% to 26% (African-American no change)

While hiring decisions are intended to reflect the state goal that staffing reflect the diversity of the student population served by the district, that

diversity must be achieved through an equal opportunity process. We do our best to achieve this by broadly advertising open certificated positions in publications such as the Los Angeles Times, The Chronicle of Higher Education, Hispanic Outlook, and Black Issues in Higher Education to capture qualified candidates of diverse groups and underrepresented populations. The Internet has been a fruitful vehicle for advertising, allowing us to expand our reach with a limited budget. We have attracted a broad spectrum of candidates through announcements posted on the web.

Factors beyond our control in the marketplace contribute to the challenge. These factors include individual choices about applying at community colleges in certain geographic areas and competition for status at higher learning institutions. The compliance officer, the VP of Academic Affairs, and the deans encourage hiring committees to include members of underrepresented groups. LAVC will continue to take all available, legal steps to achieve greater diversity.

III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students.

Description

The college frequently communicates to all employees on matters of non-discrimination and equal employment opportunity to ensure that established policies of fairness are adhered to. Flyers about the services of our compliance office are periodically placed in faculty mailboxes and distributed to offices.

In addition to the district policies prohibiting sexual harassment and other forms of discrimination, formal and informal procedures are in place for students, staff, faculty and administrators to communicate concerns about fair and honest treatment. These include procedures for handling complaints against instructors. Workplace disputes are investigated or mediated by the compliance officer.

A 2002 survey of employees on perceptions of equity and diversity on campus, in which respondents replied anonymously, indicated a need for more attention to appropriate language among staff (6.30). Based on these results, workshops on policies prohibiting discrimination and sexual harassment are now conducted regularly on campus, such as Workplace of Respect workshops for administrators, supervisors, and managers. The compliance officer regularly conducts workshops on the prevention of sexual harassment, complying with a state mandate to provide such training (6.31).

Allegations of non-compliance with sexual harassment and non-discrimination policies are handled through the compliance officer, who investigates and attempts to resolve disputes. She writes confidential reports with findings and recommendations for the college president, who sends the parties letters of determination and requires appropriate actions, if necessary, to remedy situations. Since July 2001, the compliance officer has handled 61 formal complaints, of which 26 were allegations of sexual harassment, three of age discrimination, 11 based on race, national origin, or ancestry, 10 on disability, and three on retaliation. Fifteen of the 32 complaints filed by students were allegations of sexual harassment (6.32).

Evaluation

Personnel strive to act in a fair and equitable manner, consistent with the college's vision statement, which is to promote "the free exchange of ideas in a climate of openness and respect." When surveyed, 90% of faculty (6.7) and 76% of staff (6.8) agreed or strongly agreed that integrity is a core value at LAVC.

Workshops on discrimination, including sexual harassment, have increased awareness of procedures dealing with complaints of inappropriate behavior. Administrators and department chairs periodically discuss these issues at meetings. In some cases, complaints have spurred the college to respond by providing more widespread education on such issues as accommodations for religious observance, accessible transportation for the disabled, and prevention of sexual harassment. Dialogue about these issues should be ongoing, and workshops should continue to be offered, especially sessions dealing with the problem of insensitive comments made in the classroom, a key concern in the 2002 diversity survey.

Student rights are printed in the student handbook (6.33), the schedule of classes (6.34), and the catalog (6.19). Students have several avenues for ensuring that they are treated with integrity – the compliance office, the VP of Student Services, and the Office of Academic Affairs. When surveyed, 90% of students said they agreed or strongly agreed that students are treated fairly at this college, regardless of gender, ethnicity, or sexual preference, and 93% of students felt they are treated with respect and dignity by their instructors (6.35).

III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.

Description

The college encourages and supports professional growth and development of all its employees – faculty, staff, student workers, and administrators – by providing programs to enhance their effectiveness and further the college's educational mission. Activities include workshops, seminars, and orientation programs, including both on-campus and off-campus conferences. Topics encompass teaching/learning, personal development, and professional growth and expertise (6.36).

The Staff Development Director assesses the needs of personnel through surveys and offers professional development workshops and training sessions, including:

- Wellness Seminars (e.g., managing stress, heart health, ergonomics)
- Technical training (e.g., NETg, distance learning platform, using electronic information sources, digital media tools, creating web pages)
- Procedures (e.g., program review, grades-on-line)
- Management training (e.g., facilitation skills, sexual harassment awareness)
- Orientation workshops for student workers

The Staff Development Program provides most of these activities in our Professional Media Resource Center (PMRC), which has the capability of utilizing video conferencing and satellite downlinks. Employees drop in to learn through self-instructional software programs or use the computers Monday-Friday, 9 a.m. to 4:30 p.m. In 2005-2006, 3,174 people utilized the PMRC (6.36). Personnel are also informed about opportunities for staff development offered outside the college.

The mandatory professional development days for faculty at the beginning of each fall semester are all-day conferences with sessions on a wide range of topics. The 2005 Opening Day had as its theme "The Journey from Teaching to Learning," featuring a keynote presentation on SLOs and 24 workshops. Fall 2006 Opening Day, "Laying the Foundation for Student Success," brought faculty together by department to work on SLOs and offered concurrent sessions in the afternoon (6.37).

The Classified Staff Development Committee has organized several events for staff. In January 2006, classified staff participated in Wizards of LAVC, a

retreat that elicited their input about SLOs and informed them about college-wide issues and opportunities to be involved in accreditation, shared governance, and STARS (6.38).

STARS has provided numerous opportunities for faculty to improve their teaching skills (6.39). Some of the workshops offered in 2005 dealt with composition across the curriculum, academic honesty, effective writing assignments, developing engaged students and faculty in the information age, and helping students become self-regulated learners.

Reimbursement for conference attendance and tuition is available for full-time and adjunct faculty, classified staff, and administrators (6.40). In 2005-06, 29 faculty members received $8,077 to attend professional conferences (out of a district allotment of $20,656). Instructors are allowed one allocation per school year for half of receipted expenses, up to a maximum of $400. Classified staff may receive $250 maximum per event, up to $500 per year. Tuition reimbursement is available for courses, workshops, or seminars related to one's field or employment. Six faculty members received $6,867 (out of an allocation of $11,057) to complete coursework in 2005-06. Administrators draw upon a separate fund for conference and tuition reimbursement.

Full-time faculty are required to fulfill 33.5 hours of professional development activities each year, known as their flex obligation. Adjunct faculty must fulfill one-half of the total number of hours of classes taught in both the fall and spring semesters. Instructors are given an extensive list of options to choose from to fulfill their obligation (6.41). Faculty can move up the salary schedule for completion of further education, and faculty, classified staff, and administrators receive differentials for advanced degrees, providing an incentive for continuing education.

Evaluation

Despite state budget cuts in 2002, which eliminated funds for staff development, the college has continued to offer some excellent professional development activities. The resources of the PMRC have been well utilized. However, the college needs to expand its professional development program. When surveyed, 62% of faculty and 43% of classified staff felt LAVC was effective or very effective at providing opportunities for professional development on campus. Only 38% of faculty and 41% of classified staff rated the college as effective or very effective in providing quality training to personnel in the use of information technology (6.7, 6.8). More such training should be offered, particularly for faculty to create department and instructor web pages, incorporate multi-media technology into their instruction, and

learn platform design for distance education. In 2004, 75% of the STARS presentations were conducted by LAVC faculty, which indicates that there is plenty of "homegrown" talent to keep the program now that the STARS grant has ended.

Since funds for tuition and conference reimbursement have not been fully utilized, all faculty and staff should be reminded of the availability of this resource. When funds remain at the end of the academic year, they revert to the district. The Professional Development Committee should consider determining a fair method to allocate additional reimbursement from leftover funds to individuals who have already been partially compensated.

Planning Agenda

Expand our staff development program *[Staff Development Director]*

- Seek alternative funding sources and utilize the expertise of our faculty and staff
- Set an annual calendar of classes and workshops and market them effectively *[beginning Fall 2007]*

III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Description

Participants in all of our staff development programs are asked to fill out evaluations at the conclusion of activities (6.42). Employee feedback and suggestions play a key role in adjusting our programs and creating future programs. In response to faculty requests for word processing instruction, the PMRC offered formal training in software applications, self-paced training (web-based NETg), and customized worksite training for staff using in-house trainers. Responses from Opening Day evaluations have driven decisions about subsequent programming. Evaluations of our sexual harassment prevention and diversity training sessions have yielded useful responses.

Every year STARS submits an annual report to FIPSE and to the college president in which the Office of Research and Planning sets goals for program improvement based on the results of workshop evaluations.

The results of our evaluations of Wizards of LAVC indicated that more efforts should be made to involve classified staff in such programs. At the end of the session, 93% of the participants rated the event as excellent or good.

Evaluation

All of our staff development programs include evaluation. Feedback is used to judge our efforts and plan future activities.

III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Description

Human resource needs are determined through program review (6.43) and the shared governance process (6.44). Based on program review and department needs, department chairs bring requests for new probationary faculty hires to the Instructional Programs Committee (IPC), a subcommittee of the Academic Senate, which prioritizes them by department and sends its recommendations to the college president, who makes the final decision. To facilitate hiring for the next semester, the IPC revised its process to begin earlier in the year. Full-time to part-time ratios in departments are used as one of the criteria for determining prioritization for hiring. The Budget Committee recommends how many faculty positions should be funded. Requests for faculty to fill special assignments in non-teaching positions are brought to the senate through the consultation process.

As a result of an ACCJC recommendation in 2001**,** the college formed the Classified/Administrative Staffing Committee. Its purpose is to establish short-term and long-range staffing plans for classified and administrative staff. To achieve this, the committee has created an organizational staffing plan showing numbers of positions needed and numbers of positions actually filled (6.45). The committee examines the plan when making hiring recommendations. Input from all departments through program review assist human resource planning by determining the needs of individual departments and programs. This input provides guidelines for the committee in their recommendations and decisions. Current staffing plans are reviewed throughout the year to determine how new hiring requests relate to the staffing plan. A classified staffing request form is used to establish a new classified position, reclassify a filled or vacant position, and make changes in position basis, shift, hours, or office location.

Evaluation

Staffing needs are considered as part of the program review process, which is an effective way of identifying department and program needs. Staffing decisions, however, rely heavily on financial realities. The Classified/Administrative Staffing Committee does an effective job of

addressing immediate staffing needs; however, long-range goals need to be better assessed on an ongoing basis.

The main obstacle in human resource planning is the difficulty of predicting future enrollment patterns and budgets. In order to achieve the college's mission and program goals, long-term staffing plans must be realistic. The Classified/Administrative Staffing Committee needs to continue its efforts to develop long-range staffing plans based on projected enrollments, budget allocations, and changes in college facilities.

Planning Agenda

Maintain the long-range staffing plans developed by the Classified/Administrative Staffing Committee, adjusting them as dictated by enrollment patterns and facility changes *[Classified/Administrative Staffing Committee]*

Evidence

6.1 Minimum Qualifications for Faculty and Administrators
6.2 Board Rule 10304.1, Chapter X, Article III
6.3 Hiring Handbook for Selecting Faculty
6.4 Faculty Equivalence Policy; application form
6.5 Personnel Guides; Classified Opportunities
6.6 Selection Procedures for Administrative Positions
6.7 Faculty Survey 2005
6.8 Classified Staff Survey 2006
6.9 LACCD/LA College Faculty Guild agreement
6.10 Personnel Commission Rule 702
6.11 Collective bargaining agreements
6.12 Classified evaluation form, calendar of evaluations
6.13 College-wide SLOs
6.14 Faculty Evaluation Task Force recommendations
6.15 Statement on Faculty Ethics
6.16 Board Rule 1204
6.17 Fact Book and Effectiveness Manual
6.18 Fall 2005 FT/PT report
6.19 Catalog 2006-07
6.20 Skelly guidelines
6.21 Classified employee handbook
6.22 Faculty Handbook
6.23 Adjunct Survival Guide; Opening Day workshops
6.24 Compliance Office information
6.25 Personnel updates (Project Maestro)
6.26 Human Resources guides
6.27 Notebook of diversity activities
6.28 Guidelines for Accessibility
6.29 Religious Accommodations
6.30 Faculty and Staff Diversity Survey Spring 2002 report
6.31 Workplace of Respect, Prevention of Sexual Harassment workshops
6.32 Statistical Summary of Complaints
6.33 Student Handbook
6.34 Schedule of Classes
6.35 Student Surveys 2000-2005
6.36 Staff Development Programs and PMRC utilization
6.37 Opening Day agenda, workshop descriptions
6.38 Wizards of LAVC materials
6.39 STARS programs
6.40 Conference and tuition reimbursement
6.41 Professional development obligation
6.42 Staff Development evaluations

6.43 Program Review Handbook
6.44 Shared Governance Handbook
6.45 Classified/Administrative Staffing Committee org charts

III.B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

Summary

Los Angeles Valley College is a spacious 105-acre campus located in Valley Glen in the heart of the San Fernando Valley in a neighborhood of single and multi-family residences and commercial businesses. The campus has 63 structures -- one and two story instructional and services buildings and gymnasiums. Our grounds contain athletic fields, several large parking lots, and attractive landscaping, including about 1,800 trees, which create a pleasant campus environment. However, funding for major repairs has been minimal, making it difficult to maintain existing structures, most of which were built from the early '50s through the '70s.

Since 2001, we have made quite a few improvements. We developed an energy management system that is the most efficient in the district. We added two-way radio communication for personnel in Maintenance & Operations (M & O), formerly Plant Facilities. We have automated our work and service order system for increased efficiency. To ensure further progress and accountability for M & O, Administrative Services has begun to conduct regularly scheduled program review.

The most exciting development for our campus since the last accreditation has been the passage of two district-wide bond measures, Prop A and Prop AA, and a statewide measure, Prop. 47, which, combined with state funding, have provided the college with over $286 million for long overdue capital improvements. Funding has made possible the first major construction, upgrading, and renovation at the college since its founding in 1949. Along with new construction is the demolition of several buildings and 66 bungalows. We have created a notification system to minimize disruption and maintain safety for everyone on campus.

Input from Building User Groups (BUGs) and the Facilities Master Plan and Design Review Committees all have been instrumental in formulating our campus Facilities Master Plan, the overall plan guiding the projects. The college and the community have had oversight of the process and been kept thoroughly informed at every stage. The college has begun to look ahead by drafting staffing plans for M & O as well as identifying energy savings that can be used to offset increased maintenance costs.

III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Description

The college has embarked upon a major project of planning, building, and upgrading its facilities, thanks to a large infusion of funds from local and state bond measures as well as state funding. Included are the construction of new buildings – Library and Academic Resource Center, Allied Health and Sciences Center, Maintenance & Operations/College Sheriff's Office (completed), Media Arts (not currently funded), and Student Services Center -- and the renovation and upgrading of existing facilities -- Planetarium, Engineering, Math/Sciences, Humanities, Foreign Language (completed), Behavioral Sciences (completed), Campus Center (completed), Art, Music, Gymnasium, athletic fields and stadium (completed) and facilities, Theater Arts, Business/Journalism, and Administration buildings. The college has been approved for state funding for two new buildings. The recent passage of Proposition 1D – Education Capital Projects -- will provide $36 million dollars toward the funding of the Library and Academic Resource Center and a new Child Development Center, which will allow the college to move local bond funds to other needed capital improvements.

A major restroom renovation project is currently underway. Roadways, walkways, grounds, parking lots, signage, and entrances will be improved. These projects, which are being completed over a 10-year period, will help the college maximize its use of available land and promote a sustainable campus to support educational programs and services for a maximum of 23,000 students (7.1).

LAVC staff take the following steps to maintain our campus facilities (7.2):

- Custodians report any safety or maintenance issues that they observe during the course of their work and conduct monthly inspections of fire extinguishers located in their work assignment areas. The gardener supervisor reports safety hazards related to trees and pavement. Sheriffs report on exterior lighting problems. Safety hazards that require immediate action are repaired or isolated to keep people away until the problem is corrected.

- Maintenance problems are identified and addressed through biennial inspections of our physical facilities by the M & O manager. Daily problems that arise are handled through work and service order requests submitted by faculty and staff via computer or by phone for urgent problems or safety issues.
- Hazardous waste from labs is disposed of on a quarterly basis by a certified hazardous waste disposal contractor. M & O has personnel trained by the district's occupational safety and health specialist to handle small emergency asbestos abatement. M & O has access to consultants contracted by the district to deal with interior air quality issues and provide inspection, air sampling, and testing services.
- M & O staff test the emergency backup generator for our Campus Center weekly, and our elevator maintenance contractor inspects the building's elevator monthly. Our electricians inspect our emergency lights quarterly. The energy management system allows M & O staff to monitor and control classroom temperature and replace air filters.
- To maintain our "urban forest," the college conducted a tree study to assess the conditions of our trees and make recommendations. The number one priorities identified have been completed.

The college regularly sends requests to the state, through the capital construction request process, for building upgrades and additions. These include items such as roof repair, replacement of sprinkler systems, safety identified physical plant upgrades, parking lot repair, and construction of new buildings. The process used to identify these repairs and upgrades includes input from M & O, Academic Affairs, Student Services, and the President's Office. Suggested requests are filtered through the shared governance process for information and input prior to forwarding to the state (7.3).

Evaluation

The college maintains its physical structures and resources in a manner that assures the safety of all students and employees. However, our physical facilities are showing their age, particularly the bungalows, most of which lack air conditioning and are beyond repair, impacting our ability to maintain them. When faculty were asked how effective our physical resources are in supporting our programs and services, the highest proportion of responses, 44%, was "somewhat effective" (7.4). As our renovation and construction projects are completed, we should see a change in the level of satisfaction.

Until that time, the college could do a better job of making efficient use of existing classroom space. At some days and times there are empty classrooms. The Office of Academic Affairs and the Instructional Programs Committee (IPC) is looking at scheduling to see how to better utilize our

facilities. While some departments provide office space for adjunct faculty to share, the lack of private offices where part-time faculty can work, store materials, and meet with students, is an issue in others.

Despite the challenges, our M & O staff responds as well as possible to requests for service. The new computerized work and service order request software system has streamlined the process so that work orders can be placed instantly and employees can see updates on the status of their orders. M & O tracks the number of orders generated annually, helping to project anticipated workloads and personnel requirements (7.5).

The college developed the Five Year Capital Outlay Plan to include several of the bond projects in order to obtain funds from this program and allow the maximization of the bond funds (7.6). The same strategy was used for the scheduled maintenance program (7.7). Bond projects that met scheduled maintenance criteria were identified and funding support was obtained from those funds.

Besides the construction and furnishing of new buildings, the bonds and state funds are making it possible for the college to renovate and furnish existing buildings, upgrade infrastructure, such as plumbing and electrical, and demolish the dilapidated bungalows, 17 in 2006, the rest by 2009**.** This should go a long way in ensuring that many of our current physical resource issues will be resolved.

III.B.1.b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Description

Following directives from the State Chancellor's Office, our director of Maintenance & Operations keeps the college in compliance with federal and state mandates to assure access to our facilities and a safe and healthful environment. Through shared governance, constituents provide input by bringing concerns to the shared governance Space and Work Committee. Recommendations are brought to the M & O staff for review and possible action.

Some college facilities have been upgraded through the years to achieve compliance with new standards that have come into existence since the structures were built. Our Prop A/AA renovation plans include updating existing restrooms to be ADA compliant and installing sliding automatic glass

doors for wheelchair access at the entrances of one-story facilities. Disabled Student Programs & Services (DSPS) has been included in the Prop A/AA construction and renovation development process. To ensure program accessibility, the college adopted a policy that allows the college to go beyond ADA requirements (7.8). To ensure safety on paths of travel from handicapped parking spaces to all campus facilities, the college hired an architect to develop an access plan. DSPS reviews the path of travel suggested by the construction project manager and provides feedback prior to the start of construction. As projects have progressed, we have developed a notification procedure to ensure safety for individuals on campus during the construction phase (7.9).

Security and law enforcement is provided 24/7 by the Los Angeles County Sheriff's Department, whose officers regularly patrol the campus to prevent crime and maintain safety by reporting unsafe conditions to M & O. Sheriff's Office personnel are trained to handle 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 (7.10). The college has implemented a sexual assault policy, involving cooperation between the college Sheriff's Office and the Valley Trauma Center (7.11).

The LAVC Emergency Response Plan (ERP) (7.12) describes how the college will manage and coordinate 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. Several workshops were held to train emergency operations center staff and building marshals, and an earthquake exercise was conducted, most recently in May 2006 (7.13).

As part of our Prop A/AA bond projects, the campus-wide fire alarm system will be upgraded with the latest state of the art system as part of the Central Plant and Infrastructure Project, to be completed in 2008, allowing all campus facilities to be monitored from one single point. Emergency exterior lighting will be provided for pathways to safely evacuate campus facilities. A system of surveillance cameras and call boxes in remote parking areas will be installed. All pedestrian walkway lights have already been upgraded, based on a study to determine the base light levels needed to provide a feeling of safety around walkways and pathways (7.14). These standards are being implemented as new lighting is installed or adjusted.

LAVC utilizes several off-campus sites for classes/programs, the number varying by semester. In 2005-06 we had 35 off-campus academic classes

taught in local high school classrooms. Our Departments of Biology and Earth Science/Anthropology conduct classes and laboratories at the district-owned Gold Creek site, about 15 miles away in the Angeles National Forest. Our Extension Program offers two not-for-credit paralegal programs annually at the Encino Regional Center of Pepperdine University. Service Learning links student volunteers to nonprofit agencies to gain hands-on work experience in the community. Students in programs such as Health Services, Nursing, and Child Development train in hospitals, childcare centers, and other facilities. CalWORKs students gain work experience at a variety of sites.

Evaluation

In Spring 2005, 85% of students surveyed felt safe and secure on campus (7.15). Most students, 81%, agreed that the grounds and public areas were clean and well maintained and 73% said that classrooms and labs were clean and well maintained, with restrooms receiving a slightly lower approval rating of 64%. Sixty-two percent of our students agreed that the parking lots were safe, well lighted, and well maintained, while 59% felt that the campus had adequate outside lighting after dark. Concern about inadequate lighting led to the ARUP survey to obtain recommendations on upgrading our lighting.

The Disabled Student Programs and Services (DSPS) staff has an effective working relationship with M & O, which is beneficial to the safety of the disabled students on campus. Following district regulations, DSPS makes accommodations requests for enrolled students, moving a class if the location, such as a bungalow, is not accessible. Students have the right to appeal decisions made by DSPS regarding accommodations recommendations, and a process exists for resolving disputes (7.16).

The written emergency plan has been completed and was tested on a limited basis. Recruiting volunteers to serve as building marshals and conducting widespread training are ongoing activities. To ensure the campus will be prepared in case of an emergency, the Emergency Response Committee was formed, charged with ensuring that the plan is understood and that personnel are trained, making recommendations, and advising the Emergency Operations Director (7.17). On Opening Day 2006, the VP of Administrative Services explained the plan to faculty, and the Chair of Emergency Services outlined duties during an emergency (7.18).

Concern about the health of our students and personnel prompted the college to set aside 12 designated smoking areas on campus in 2004. Containing smoking to these limited areas is an ongoing challenge. In a forward thinking effort to promote a cleaner, more healthful environment, the Board of

Trustees has mandated that all new buildings will receive at minimum a certified LEEDS rating by the U.S. Green Building Council (7.19). Our new buildings include "green" design features, such as solar, photovoltaic panels and green materials, which will not only conserve resources but also create a healthier environment, for instance, through the use of asbestos free insulation and nontoxic paint.

The college provides assistance to all instructional programs whether on campus or at another site. Most off-site facilities used by LAVC are public or private schools, agencies or hospitals, which are required to comply with regulatory agencies that oversee their operations. Students at off-site locations have a chance to comment on their facilities on the evaluation forms they fill out at the end of the program (7.20). A district committee oversees our Gold Creek site, which is serviced by the M & O staff (7.21).

Planning Agenda

Continue efforts to inform the college community about our emergency response plan and train our employees in the roles they may need to play in the event of a disaster or emergency *[VP of Administrative Services, Space and Work Committee]*

III.B.2. 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.

III.B.2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Description

Maintenance & Operations routinely reviews equipment and building components based on performance and cost to make sure the items purchased satisfy the needs of the campus. M & O staff also review project design to ensure the project can be maintained in a cost effective manner.

The Prop A/AA bond program has incorporated the elements of total cost of ownership in the design of each project. Two standards have been developed for design consultants. One list recommends materials and products based on performance, life cycle costs, energy use, and minimizing inventory (7.22). The second provides landscaping recommendations for drought tolerance and low maintenance (7.23).

Currently, LAVC is the most energy efficient campus in the district (averaging $2.03 per square foot compared to the district average of $3.68 per square foot), which is attributed to its Central Plant's usage of ice storage tanks for cooling and the utilization of the energy management system, which has allowed us to save about $250,000 in operating costs (7.24).

The central plant upgrade will provide an extremely efficient heating and cooling system for the expansion of our campus. The Facilities Master Plan and Design Review Committees, M & O, the Construction Project Manager (URS), and senior staff reviewed central plant equipment options based on operating and utility costs to determine which option would be most cost effective over a 30-year period. They selected the SunChiller system, which becomes operational in 2007. The system, which uses the heat of the sun to heat and cool the campus buildings, will be the largest installation of a sun heat/cool system in the world and will provide 350 tons of cooling, over the previous system's 10 tons. In addition, each of the new buildings is required to have 10% of its power demand be met with photovoltaic panels (7.25).

Evaluation

The Facilities Master Plan Committee has been diligent in examining different options for central plant operations and selecting the most cost effective technology. Since scheduled maintenance funding is inadequate to keep up with the requirements of our five-year scheduled maintenance plan on new projects, we have coordinated with the Prop A/AA Construction Project Manager to maximize the amount of work that can be done jointly. Through interaction with the architect and "value engineering" meetings, the college has been able to incorporate cost-saving maintenance features into the design of new and renovated buildings (7.26).

As part of Prop A/AA renovations, furniture is being selected in consultation with building users. Faculty and students tested two different types of classroom furniture for three weeks and reported on their level of satisfaction. The results guided the decision about which type of furniture to purchase (7.27).

Equipment purchases have been standardized in order to improve the cost of ownership. Two types of Canon copiers have been approved by Administrative Services. IT has researched and identified an approved list of faxes, printers, projectors, and computers as well as maintenance contracts. The equipment we select is based on duty cycle ratings. These are baseline standards that can be upgraded for special needs (7.28).

III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Description

The primary planning document for physical resources is the Facilities Master Plan (7.1), which has set the direction for future development based on the priorities outlined for all educational programs and services. It defines the goals and objectives for the college and serves as a document of guiding principle for facilities planning, with a focus on safe and sufficient physical resources to support programs and services. This plan, completed in 2003, replaced the plan begun in 2002 as part of our original Master Plan document. It was approved by the Board of Trustees in 2005 (7.29) and will be updated again in 2010.

All stakeholders in the college community are involved in developing sound college planning through the shared governance process, which ensures that all constituents are represented and have a voice in determining needs, providing input, and making recommendations to create a better campus environment. Discussions regarding the needs of programs and services occur at all levels on campus. The Space and Work Committee makes recommendations regarding the allocation and organization of space and its regular maintenance, the Technology Committee oversees, assesses, and makes recommendations for all the technology needs of the college, and the Budget Committee is responsible for deciding on the allocation of resources (7.30).

Through the program review process, department chairs and program directors identify their facility and equipment needs and set short-term and long-term goals for meeting those needs using surveys from the Office of Research and Planning to ensure feedback from all college users (7.31). Department chairs and program directors initiate action to obtain funding, order equipment, and submit work and service orders. In addition, requests can be made to the Block Grant Committee to obtain funds for needed repairs and new equipment at the program or department level (7.32).

The director of Instructional Media Services (IMS) assesses the college's equipment -- projectors, laptop computers, televisions, VCRs, DVD players, slide projectors, overhead transparency makers and projectors -- based on records of usage. The dean and the VP of Administrative Services take utilization data into account when assessing the need for large-scale college equipment, such as copy machines in reprographics (7.33). The area VPs deal with department needs by determining the need for replacement or

purchase. By looking at trends in the number and types of work and service order requests, the IT Help Desk may issue an ad hoc report to recommend purchase rather than replacement.

The passage of the Proposition A/AA and Prop 47 bond measures has substantially changed the nature and method of facilities planning for the college. Because of the 10-year time period anticipated for completion of the projects, our planning has become ongoing rather than ad hoc. To accomplish the extensive and comprehensive planning, budgeting, programming, and design for all of the building and renovation projects, the following committees were formed to facilitate participation:

- The Facilities Master Plan Committee, an advisory body to the college president comprised of representatives from various departments and programs, oversees the entire bond construction program and approves or revises the final plans submitted by the Design Review Committee and the BUGs. The committee reviews options for campus development and makes planning decisions that help fulfill the Facilities Master Plan based on strategies for space planning, new buildings and major renovations, and the location of programs in new and existing buildings. The committee uses reports about existing conditions, including campus evolution, zoning, vehicular circulation, and pedestrian roadways/landscaping. Minutes of its meetings are posted on the college website (7.34).

- The Design Review Committee, with input from students, staff, faculty, and administrators, reviews the overall design of each project, the criteria to be used, significant aesthetic and design issues, and project budgets. It is charged with creating the concept for the overall project and maintaining a uniform building design "vocabulary," an interior/exterior color palette, and appropriate landscaping. It makes recommendations to the Facilities Master Plan Committee for approval (7.35).

- Building User Groups (BUGs), consisting of representatives of all campus constituencies who will use the new or renovated building, provide input to the architect designing their facility. Members review the project scope and budget at various phases, from schematic design to construction. They work with programmers and architects to conduct detailed planning for the long term, including projections about the nature and size of their programs (7.36).

- The LAVC Prop A/AA Citizens' Committee meets bi-monthly to inform community members about the bond projects and their progress. Minutes are posted on the college website (7.37).

The college president has held at least a dozen town hall meetings to apprise the campus community about the projects (7.38). Notices of upcoming meetings are emailed to everyone on campus (7.39) and are posted on the college website at www.lavc.edu/propa/index.html. The site has a link to Proposition A/AA information, where extensive updates on the progress of the various projects are posted so that campus constituencies and the community at large can be kept abreast of the status of campus construction and renovation. Regular updates are printed in the Monarch News and bulletins (7.40). There are several Prop A/AA display cases on campus.

Evaluation

To improve our overall planning effectiveness, the academic senate is in the process of creating a new Education Master Plan, which is expected to provide the information necessary to prioritize expenditures and make physical and equipment resource decisions based on curriculum needs.

The college's program review process effectively identifies the needs of our departments and programs; however, these needs are not prioritized. To make it easier for M & O to more effectively fulfill individual program review goals, the shared governance Space and Work Committee, in conjunction with Administrative Services, should itemize the needs from program review on a separate list in priority order. Responding to the need to improve services, M & O changed the work shifts of its custodial staff in 2004, increasing supervision and improving custodial services. In the past, M & O had no way of knowing whether the college community was satisfied with the level of service it provided, other than feedback from student, staff, and faculty surveys. Now that we have begun to conduct regular program review for Administrative Services, we have a defined process to obtain feedback and make improvements.

The Prop A/AA planning process has been a challenging but rewarding experience. There was a learning curve for the participants (most of whom had never taken part in such an ambitious endeavor before) to determine what needed to be accomplished. There has been wide participation on the committees, numerous meetings, and a lot of dialogue. Through compromise, the groups have reached consensus to come in under budget. They have had to make many painful decisions, due to the unprecedented escalation in construction costs and materials, which have affected the scope and number of projects.

Evidence

7.1 Facilities Master Plan
7.2 Maintenance and inspection evidence, tree audit
7.3 Requests for state funding
7.4 Faculty Survey 2005
7.5 Work and Service Order system
7.6 Five-Year Capital Outlay Plan
7.7 Five Year Scheduled Maintenance Plan
7.8 LAVC College Access Standards (CAPED)
7.9 Construction notifications
7.10 Crime statistics
7.11 Schedule of Classes
7.12 LAVC Emergency Response Plan summary (full text in hard copy)
7.13 Emergency training
7.14 Lighting Survey (ARUP)
7.15 Student Surveys 2000-2005
7.16 DSPS Guidelines E100
7.17 Emergency Response Committee minutes
7.18 Opening Day 2006 agenda
7.19 Board policy on LEED standards
7.20 Survey of off-site facilities
7.21 Gold Creek committee
7.22 Campus-Wide List of Material/Product Standards
7.23 Landscape Standards
7.24 Comparative analysis budget 2005-06
7.25 Project documents, URS
7.26 Value Engineering meetings
7.27 FF & E furniture memo and form
7.28 IT Telecommunications Standards
7.29 Board of Trustees approval of Facilities Master Plan
7.30 Shared Governance Handbook
7.31 Program Review Handbook
7.32 Block Grant request form
7.33 IMS utilization data
7.34 Facilities Master Plan Committee minutes
7.35 Design Review Committee minutes
7.36 BUG Committee minutes
7.37 LAVC Prop A/AA Citizens' Committee
7.38 Town Halls on Prop A/AA
7.39 Project meetings
7.40 Monarch News

III.C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

Summary

Since the last accreditation visit, the college has made excellent improvements in technology. We have doubled the number of IT support staff and have met and exceeded the State Chancellor's Office Tech II baseline standards regarding access to services and hardware. We have streamlined and automated the tech support process. Through increased funding, largely from block grants and other grants, Program 100, specially funded programs, and local bond measures, we have made significant improvements in our telephone system, infrastructure, software, and computers. Online access to library resources has been expanded. We have implemented wireless Internet access at various locations on campus. A number of "smart classrooms" have been added, and all of our classrooms will be wired by the time our bond projects are completed. These advances support our programs and services and enhance our ability to function effectively.

To better integrate our planning processes, technology assessment is now incorporated into our program review process. Our block grant funding system has been revised to increase flexibility in the distribution of resources to support technology requests.

The creation of our comprehensive Technology Master Plan demonstrates the seriousness with which the college is addressing the issue of using technology to improve the institution and student learning. The survey and interviews conducted in its preparation produced a clear picture of the present state of technology and the needs of our campus community. The plan's recommendations give the college a road map for improving the presence, usage, and management of technology resources on campus. Among its overarching goals are to:

- Promote student success and students' educational and career goals through the collaborative use of new technologies across all departments and services
- Increase professional excellence through training
- Foster leadership and communication
- Provide a learning environment that supports technology
- Provide a secure technology environment

Now we need to devote the energy and resources to implement the Technology Master Plan by prioritizing its recommendations, setting goals and timelines for accomplishing them, and ensuring that they are integrated into our budget/planning process. To expand our distance education program, the duties of the director have been reorganized to allow a trainer to focus on recruiting, training, and supporting faculty in platform and delivery. The college needs to provide more ongoing professional development training in technology for all personnel and encourage faculty to incorporate technology into their instruction.

III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

Description

College constituencies – administration, faculty, classified staff, and students – have consistently provided input to identify technology needs [see III.C.2]. Multiple strategic oversight groups, planning processes, and informal mechanisms foster ongoing dialogue to further one of the college's stated goals: "Expand and develop the use of technology in both instructional and support areas to provide greater service to the students and the community" (8.1).

College-wide and district-wide communication is efficiently accomplished with our email network system. Recently, the college upgraded the phone system and purchased a new voice mail system with voiceover IP plugs, which can be connected to a computer. Our expanded online library services include a catalog listing materials in all district libraries and research databases that are readily accessible from any computer with Internet access (8.2). The district website gives employees access to forms related to their employment, job listings, and the ability to enter grades online, add and drop students, and check class registration (8.3). Students can access services, such as registration, transfer information, financial aid status, and classes available on all LACCD campuses (8.4). We have expanded access to student support services on our website, recently adding the student transfer information system (ASSIST) and the ability to make a counseling appointment and take an orientation session online (8.5). Counselors can use a document imaging system to access student transcripts during counseling sessions. A financial aid PC lab allows students to fill out their financial aid applications online.

The Professional Media Resource Center (PMRC), a state-of-the-art facility housing networked desktop PCs and mobile wireless notebook PCs can accommodate a variety of class sizes and configurations and is used for staff development, teleconferencing, videoconferencing, and satellite hook-ups (8.6). Our technology assists us in providing distance education for our online courses using ETUDES (8.7). Our 17 computer labs, staffed by instructional assistants, support computer needs for distance education and traditional coursework (8.8). The technology needs of departments and programs are identified in program review (8.9).

Evaluation

The college and the district have greatly improved the accessibility of resources online, especially for library research and student support services. The new voiceover IP phone system has the capability of allowing telephone functions to be carried out from any computer screen. The next step is to train personnel in its use. Although financial information is provided electronically, problems with the accuracy of the information provided by the district's reporting systems have created some frustration. The college recognizes the need to maintain and improve information access.

One area that should be expanded is distance education. The State Chancellor's Office distance education policy recommends a goal of offering 10% of courses online. While LAVC typically offers 750 courses annually, currently only 18 of them are available fully online. Since the majority of our students work at least part time (8.10) and have Internet access from home (8.11), many students would be likely to take advantage of online and hybrid courses if they were offered. Our distance education program has been growing slowly since 1999. To increase our online offerings, the functions of our distance education coordinator were divided into two positions. In Fall 2006, we hired a distance education trainer who began to actively recruit and train faculty in platform design for online instruction and develop a new website for the program.

III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Description

Our technological systems are used to increase the college's effectiveness. Our shared governance Technology Committee is charged with the task of ensuring that these systems support the smooth functioning of the college (8.12).

LAVC's Information Technology (IT) staff keeps our technology infrastructure running. Our IT Help web page has information about most of our IT systems and procedures (8.13). An automated work and service order system allows faculty and staff to place orders, a help desk deals with emergencies, and a telephone hotline is used for tracking the status of work and service orders. The IT manager conducts monthly meetings with instructional assistants who work in the various LAVC technology labs to discuss equipment needs, problems, and student requests for facilities and services support.

The college has a well-trained support staff. Our data communications specialist is now a certified network professional and our support staff are certified in Microsoft Office Specialist proficiency and applications. Our staff development training staff are certified Microsoft Office Specialists for Word and Excel (8.14).

Technology support services are also provided by Instructional Media Services (IMS) and Maintenance & Operations (M & O). IMS assists instructors by providing multi-media equipment for classroom instruction, e.g., projectors, laptop computers, televisions, VCRs, DVD players, slide projectors, overhead transparency makers and projectors, as well as supporting instructional programs and media needs, such as digital scanning and editing, multimedia training, photography, graphics, and public relations support (8.15). M & O assures that A/V equipment is functioning properly to support instruction and further supports non-PC related technologies in the labs.

Evaluation

We strive to keep our systems current and in good working order, a process that has been improved since we instituted our online work and service order system.

An essential element in offering adequate technical support has been the increase in IT staff from four in 1998 to a current staff level of eight professionals who support the information technology needs of the college. Under internal LAVC guidelines based on State Chancellor's Office Tech II baseline standards, which were adjusted for our multi-college district, we currently have the appropriate number of planned staffing positions for our campus. We are awaiting new guidelines from the state in order to assess our staffing level to meet the technology support needs of our campus.

Faculty surveyed about our campus technology have expressed a high level of satisfaction with email and the PMRC but cited a need for more appropriate facilities, support services, and hardware. Classified staff gave its highest ratings for campus services to IMS and the IT help desk but expressed dissatisfaction with the process of purchasing technology and software (8.16). Numerous suggestions to enhance the college's effectiveness were contained in the 60 interviews conducted while preparing the Technology Master Plan and were incorporated into the plan's recommendations (8.17).

To meet various departmental academic teaching labs' technology needs, significant investments have been made in specialized educational technologies (telescopes, microscopes, analyzers, etc.) that do not receive direct support by IT or college support staff.

III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.

Description

Credit classes on information technology are offered by the library (Library Science 101 and 102) and the Writing Center (English 67 and 69). Instructors bring their classes into the library for training sessions geared to specific assignments, such as research papers. The library also offers workshops on information technology (8.18). The Writing Center offers roundtable workshops and links to online tutorials. Assistants in the computer lab next door are on hand to answer students' questions about word processing, document formatting, and other technology-related questions (8.19). Many of our instructional programs teach computer technology (Computer Applications and Office Technologies, Technology/CSIT/Electronics/Engineering, Media Arts). Many "non-tech" departments, including Architecture, Art, Broadcasting, Business, Cinema, Geography, Journalism, and Commercial Music, use technology as an inherent part of their programs. Campus computer labs offer free computer services and Internet access.

For faculty and staff development needs, ongoing workshops and training in software and the use of instructional technology are provided in the PMRC (8.6), which in 2005-2006 served 3,174 individuals. Workshops are offered on topics such as email usage, Internet basics, submitting grades-on-line, digital graphics, and web-based training (8.20). In 2001, the district added info tech training staff, who have offered training on campus in various systems. Self-instruction tutorials in Netg on specific technical applications, such as Word, Access, Excel, and SAP, are accessible from any computer.

Our Opening Day sessions for faculty have included a technology strand, with workshops on topics such as website design, network security, and distance education (8.21). Our Strategic Team for the Advancement and Retention of Students (STARS) offered an interactive workshop to share practices for achieving outcomes to develop student information literacy (8.22).

Survey data, discussions (particularly feedback from students on the Technology Committee), and recommendations in program reviews are used to identify the needs of students, faculty, staff, and administrators for technology training. Workshops and curriculum have been designed to meet those identified needs. Workshop evaluations are reviewed to assure continued quality in subsequent sessions.

Evaluation

Training program support for faculty, administration, and classified staff has been continually upgraded to maintain relevancy to industry standards. Evaluations by faculty and staff give our training workshops in information technology applications good marks for effectiveness (8.23). LAVC is the largest trainer in the district for classified staff wishing to be trained as Microsoft Office Specialists, and staff trained at LAVC have earned high pass rates (8.14). To answer demand, classes are offered on Saturdays.

The need to update skills in technology on an ongoing basis places increased demands on the PMRC. There has been a significant decrease over the past three years in funding for human resources and CCC TTIP. Faculty and staff development funds were completely eliminated for the last several years, making it necessary to seek alternate sources of revenue for staff and operational planning training programs and special projects. Self-instruction is available, but workshop training sessions were cut.

In surveys conducted in 2005 and 2006, only 38% of faculty and 41% of classified staff felt that LAVC was effective or very effective at providing quality training to personnel in the use of information technology (8.24). On the Tech II surveys, classified staff expressed a need for more technology training and between 48% and 66% of faculty indicated an interest in being trained in skills such as website creation, the use of technology in instruction (e.g., videoconferencing), and the preparation of multimedia presentations (8.16). Only 38 instructors currently have web pages posted on the college website.

Using 2006-07 state funding, alternative funding sources, and the expertise of our own faculty and staff, the college should expand the level of information technology training for all employees.

Planning Agenda

Provide more information technology training for all personnel, particularly in distance education, web page design, and the use of multimedia technology in classroom instruction *[Staff Development Director]*

III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Description

The college's IT staff has created campus standards guidelines and operational procedures (8.25). A network infrastructure seeks to reduce the total cost of ownership as stipulated by TTIP guidelines set by the State Chancellor's Office. The IT staff utilizes a network management software program that effectively secures and maintains the institution's infrastructure integrity and maintains an in-house policy of acquiring only network infrastructure equipment that offers a lifetime warranty on products, which contributes to maximizing network resource availability and has the potential for reducing costs.

IT maintains and analyzes a database of all computers and labs on campus to determine equipment replacement cycles. In addition, 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.

As a way to better track equipment infrastructure, the IT staff maintains an inventory database of all equipment upgrades and any additions to the campus infrastructure. A logical map of all infrastructure interconnections is maintained at all times for better management and maintenance tracking**.** The inventory and infrastructure map work together with utilization software to detect trends and potential network chokepoints. The IT department maintains a database of each server and computer on campus, allowing it to more easily pinpoint in advance where and when hardware needs to be replaced. An essential part of the process is the interaction of IT personnel with all departments to identify emerging infrastructure needs as the network grows and evolves.

A highly sophisticated, secure, and redundant network infrastructure is employed to provide system reliability, security, and disaster recovery. The use of server firewall hardware and software provides intra-structure and institutional privacy protection. To assure network data reliability, the IT department regularly updates its existing servers and adds new ones as necessary. The college also participates in the Corporation for Education Network Initiatives in California (CENIC) to facilitate backbone Internet network infrastructure services throughout the state. Our on-campus servers employ network data storage protection to guard against data loss in the event of drive failure. To maintain minimal Internet connectivity in the event of a disaster, LAVC provides for a single-site cable modem connection through a commercial vendor. The IT department is considering a plan to secure operation-critical LAVC data on remote servers.

For individual network computers, password security is employed for network access, email access, and on-campus wireless access points. In addition, the college maintains a commercial site license for anti-virus software, as required by LACCD software usage policies. In addition, the campus promotes physical security policies to protect its technology assets, including computers, cameras, VCRs, and miscellaneous media support devices**.**

Evaluation

Our 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 TTIP guidelines regarding compliance with Internet access, and, according to its own assessment, it has improved the responsiveness and reliability of the network while reducing its infrastructure.

A substantial, technology-focused curriculum framework exists at LAVC. According to state guidelines, the majority of computers for departmental, faculty, administrative, and in-classroom usage are current, i.e., three to five years or newer. Procedures are in place for replacement of PCs on a five-year basis (8.26); however, lack of funding has made this goal difficult to achieve.

A major initiative on the part of IT in 2004-2005 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 and high density, highly manageable blade server infrastructure. This has allowed the college to reduce the number of distinct servers, the physical space needed, and power and cooling needed to operate a data center infrastructure.

Given budget realities, we do our best to ensure that facilities and equipment meet our needs. Of students surveyed, 88% felt that computers and software were up-to-date, 84% said instructional equipment for lectures was sufficient and up-to-date, and 85% said the same for equipment in the labs (8.11).

III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Description

Currently the campus has over 2,000 PCs, over 200 Macintoshes, and over 300 laptop computers. The college supports the PMRC, which provides videoconferencing and satellite downlinks, and 17 computer labs. Each full-time faculty member is provided with a computer for his/her office, if requested. Part-time faculty have access to computers in the PMRC.

Specially funded programs receive resources to acquire technology based on their specific program objectives and/or work plans for individual projects. These programs include DSPS, Job Training, CalWORKs, Vocational/Technical Education, and Staff Development. Program directors poll their staff to establish technology criteria. To assure accountability, specially funded programs and grants that have technology components must report on a regularly scheduled basis about their progress in meeting their stated objectives approved by the granting agency.

The college meets required ADA standards and is evaluating the college's capability of implementing Section 508 standards for electronic accessibility for students with disabilities by distributing proper resources campus wide (8.27).

Thanks to Prop A/AA bond funds, the college has turned existing classrooms in the Foreign Languages, Behavioral Sciences, and Campus Center buildings into "smart classrooms" with patch panels and overhead projection systems. When our new buildings and the rest of our renovations are completed, all of our classrooms will be "smart classrooms." Wireless Internet access is now available in 10 locations, including the cafeteria, the Fireside Room, Monarch Hall, and the library group study room and periodicals room.

Evaluation

The distribution and usage of technology resources support LAVC's program services overall. Survey results show that most students use computers at home, but a small percentage use computers and access the Internet at the college. Of students surveyed, 83% agreed that computers were available for use on campus when needed (8.11). When surveyed, 44% of faculty and 62% of classified staff rated the college as effective or very effective in using technological resources to support programs and services (8.24).

Although adjunct faculty utilize the PMRC during the day, the facility is not available evenings (when a large number of adjuncts are teaching) or when it is being used for programs or meetings, and printing of materials in the PMRC is limited. Department offices are usually closed in the evenings. The Office

of Academic Affairs recently conducted a survey to determine the computer needs of full-time and part-time faculty (8.28). The information will be used to assess the need to upgrade or provide computers to full-time faculty and increase access for adjunct faculty.

III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Description

Technology planning is accomplished through institutional processes that allow the college to evaluate, plan, and improve our technology to meet our goals for student access and success. Planning processes address campus technology needs on a continual and systematic basis:

Technology Master Plan

Our comprehensive, long-range Technology Master Plan (8.29) has been created to address the need for ongoing and systematic evaluation, planning, implementation, and evaluation of technology on campus. Although the college had previously made efforts to base technology decisions on needs, there was no formal ongoing review process and no integrated technology plan. The plan examines the computing and technology needs of the college through the next few years, including computer systems and services, network development, equipment and training needs, institutional telecommunications, and instructional technology applications. The plan was driven by guidelines in the State Chancellor's Office Tech II Strategic Plan 2000-2005.

Based on program and service needs identified by college constituents, 90 recommendations and an implementation plan were developed. These recommendations are intended to support student learning outcomes and organizational needs by providing key services and resources, with the goal of promoting student access to instruction and support services and, ultimately, success in educational and career goals. Transcripts from Master Plan interviews conducted in 2000-2001 (8.30) were compared with current results, yielding information that showed progress and highlighting areas needing direction.

Surveys

Data obtained from campus-wide and program review surveys conducted by the Staff and Operational Planning Office and the Office of Research and

Planning guide our planning efforts (8.31). Our Tech II surveys (8.16) have given us useful feedback. As part of the preparation of our Technology Master Plan, more than 60 in-depth interviews were conducted with each campus constituency, including faculty, department chairs, managers, project directors, supervisors, classified staff, students, and administrators. Besides providing information on access, skill levels, campus services, usage, and current and future technology needs, the interviews promoted dialogue concerning the college's mission and direction (8.17).

Shared Governance

The majority of decisions about the purchase of technology resources are made through the shared governance process. The four standing committees may present recommendations to the College Council, which submits them to the college president for final approval. The Technology Committee, comprised of 21 classified staff, faculty, administrators, and students, meets monthly to address campus technology issues, serving as the central body for overseeing technology on campus and identifying and evaluating technology needs (8.12). Fulfilling its stated purpose to provide the "vision, leadership planning, and coordination for campus-wide computing, telecommunications, and technology..." it took the lead role in developing the Technology Master Plan. The committee reviews and advises on the appropriation of technology set-aside funds, 1% of the total college budget.

Program Review

Based on a recommendation in the Technology Master Plan, each academic department must now include a review of technology needs and implementation in the program review process, the main mechanism for departments to assess their needs and make plans. New forms require program reviews to include technology planning – IT and non-IT based (8.9). Departments and programs need to evaluate their requests based on the Technology Master Plan. This helps to ensure that technology is a key element in departmental planning and that the plan is integrated on a department and program level.

Budget and Planning Process

Requests to fulfill technology needs determined in four key areas -- Academic Affairs, Student Services, Administrative Services, and the President's Office -- are made as part of the budget request and approval process. Department chairs and program directors meet with area administrators to identify technology needs prior to submitting budget proposals to the area vice presidents and college president. For campus servers and overall technology

infrastructure, such as wired and wireless networks, security, etc., department chairs and program directors consult with the IT department as part of their decision-making process to assure that core IT needs are considered (8.32).

The Block Grant Committee conducts a formal application and review process for requests for block grant funds provided by the State Chancellor's Office (8.33). Specially-funded block grant projects require that technology needs and objectives be identified and linked to the college mission as part of any block grant request for Technology Committee review. This includes approximately $30,000 of block grant funds set aside for computers for faculty leadership. The Vocational and Technical Education Act (VTEA) further requires department chairs to submit requests that identify and justify technology equipment needs in their proposals (8.34).

Staff Development and Operational Planning

Forums and workshops on campus have included discussions and evaluation of technology needs on campus. Deans and the staff development director attend conferences to find out about new technologies to consider their possible use at the college. Vendors inform the departments of technology updates. Department chairs and the distance education director participate in district committees convened from all campuses to discuss and review technology developments. This collegial discourse often results in formal recommendations, which make their way through the shared governance review and funding process.

Evaluation

LAVC has made significant strides in integrating technology planning with institutional planning. In response to a mandate by the State Chancellor's Office, the college developed the Technology Master Plan to systematically assess the need for and effective use of technology resources. Through the shared governance process, the plan underwent a multi-tiered process of review to assure that it matched institutional needs before being approved in May 2005 (8.35).

More communication among the different entities dealing with technology planning would improve decision-making. The Technology Committee should be the driving force in determining the priorities of the Technology Master Plan.

As part of the development of the plan, using State Chancellor's Office baseline standards for technology implementation as guideposts, the IT

department conducted an assessment to determine gaps (if any) between current, existing practice and minimum standards. The college met or exceeded these standards in all areas (8.36). A new assessment will be conducted to update progress in maintaining or exceeding the guidelines for academic year 2006-2007. To further support our commitment to ongoing evaluation, the IT department manager should conduct these reassessments every three years. As the plan moves into the implementation phase, there will be more opportunities to evaluate each recommendation in light of stated and revised objectives.

While we have a formalized process to reflect technology needs and prioritize purchase decisions, as well as funding structures to support these needs, the approach is sometimes inconsistent. Although the College Council decided to set aside 1% of the budget each year for technology, some of those funds are redirected to other purposes when the college has a budget shortfall. This leaves departments dependent on block grants, for which some are not eligible. Some feel their department's needs are not being met, since funds are not usually sufficient to fill all requests lower than #1 priorities. Some departments have old equipment, and in certain instances, have opted to buy their own equipment out-of-pocket.

Nevertheless, the block grant process has recently been improved to be more integrated and consistent. Revisions to the program review process have increased its flexibility in the distribution of resources. Proposals for block grants must now be linked to goals spelled out in program review. A survey on our learning labs' computer technology needs in Fall 2006 yielded information that will be used to strategize a replacement cycle and set priorities for requests for funding (8.37).

The Block Grant Committee makes judgments based on the merit of each proposal to meet student learning needs (for example, that equipment used in the classroom takes priority over equipment for solely the instructor's use) and when the department last received funding. The committee does not currently have a process to determine whether the technology funding requests are related to the State Chancellor's Office baseline standards. We recommend that the committee consider them in the future.

Planning Agenda

Implement the Technology Master Plan *[VP of Administrative Services, IT Manager, Technology Committee] [complete the major portion by the end of Fall 2007]*

- Prioritize recommendations based on instructional needs
- Evaluate recommendations to demonstrate how they support our college-wide SLOs
- Set goals and timelines for accomplishing the recommendations
- Integrate the recommendations on all levels of the budget/planning process (departments, programs, services)

Evidence

8.1 College goals
8.2 Library online resources
8.3 LACCD faculty and staff resources
8.4 LACCD student information
8.5 Student Services online resources
8.6 Professional Media Resource Center
8.7 Distance Education webpage
8.8 Computer labs on campus
8.9 Program Review Handbook
8.10 Exit Survey
8.11 Student Surveys 2000-2005
8.12 Technology Committee
8.13 IT Help Page
8.14 Staff certification
8.15 Instructional Media Services
8.16 Tech II survey results
8.17 Technology Master Plan interviews
8.18 Library workshops
8.19 Writing Center services
8.20 Staff Development Program and PMRC utilization
8.21 Opening Day workshops
8.22 STARS information literacy workshop
8.23 Workshop evaluations
8.24 Faculty Survey 2005; Classified Staff Survey 2006
8.25 IT standards and guidelines
8.26 Computer Cascade Policy
8.27 Section 508 compliance
8.28 Survey on faculty access to computers
8.29 Technology Master Plan
8.30 LAVC Master Plan interviews
8.31 Office of Research and Planning webpage
8.32 Purchase order requests
8.33 Block grant request form
8.34 VTEA requests
8.35 College Council minutes May 2005
8.36 Baseline Standards survey
8.37 Computer Survey

III.D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

Summary

The college has sufficient revenues to support student learning programs and services. Although we are still feeling the effects of a $3 million budget cut in 2002-03, the college has adjusted and has been able to increase FTES since that time. However, because college funding is based on projected student enrollment established by the district, a drop in enrollment caused the college to fail to reach its target FTES in fiscal year 2005/06. As a result, the college had to return unearned funding, which contributed to an operating deficit. Nevertheless, the college's financial security is ensured by the availability of district reserves, if needed. To boost FTES, the college has turned its attention to enrollment management and has increased marketing efforts to attract and retain students.

Since the last accreditation, the college has received $286 million from the passage of several bond measures as well as state funding, making possible long overdue capital improvements. The college and the broader community have been involved every step of the way in the planning, financial decision-making, and oversight of these projects. These and all financial resources, including revenue from numerous grants and our foundation, are managed with integrity.

The college communicates information about our budget and processes. Glitches in the new district financial management system, SAP, have made it difficult for the college to ensure the accuracy of expenditure projections and financial information. Nevertheless, the college has risen to the challenge by using internal sources and preparing reports manually. One of the ways we intend to improve understanding of our budget process is to create a handbook to describe it more thoroughly, provide better training to department chairs and program directors on budget development, and post the information on the college website.

The college's resource allocation process provides a means for setting priorities for funding college operations. All college constituencies have opportunities to participate in developing plans and budgets. Budget requests are tied to program review, annual departmental goals, and our college mission and goals so that our focus is on programs and services that support student learning. The Budget Committee, comprised of members representing all constituencies, provides guidance on the distribution of funds to meet our needs. In order to see "the bigger picture," the committee is in the process of redefining its role and examining ways to become more instrumental in overall college financial planning.

III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.

III.D.1.a. Financial planning is integrated with and supports all institutional planning.

Description

Budget needs for programs are prioritized on the basis of departmental annual goals. As part of the annual planning process, department chairs and program directors determine funding needs and justify them when they meet with their deans. The chairs and directors, deans, and area vice presidents discuss budget submissions to ensure that requests connect to the college mission. Annual and long-term budget requests are based on the evaluation of goals in program review or annual reports and plans. Program review is used as a factor in making budgeting decisions that involve expansion or contraction of programs (9.1).

The campus uses a structured planning approach in setting up and organizing its annual operations, in which financial planning is an integral part. To establish the instructional budget, after receiving the college's FTES targets as determined by the Chancellor's Cabinet, the college's Instructional Programs Committee (IPC), an Academic Senate committee, analyzes the previous year's FTES figures, comparing the needed increase or decrease in FTES allocation. Then IPC distributes FTEF on a department basis. Each department chair creates the annual operating plan based on FTES allocation, program review, and the mission and goals of that department. This information is then reviewed with the area dean or vice president for reasonableness and accuracy of FTES and non-salary costs.

All operating plans or budgets are then collected in the College Budget Office and entered into the district budget preparation program as a preliminary document, which is reviewed by the Budget Committee, a shared governance committee comprised of representatives of all college constituencies. The Budget Committee may make recommendations for adjustments to be sent back to the departments. If the college's operating plan has insufficient funds, the committee can recommend adjustments in funding to allow all departments to meet their goals for the year.

The Budget Committee discusses the college's financial situation and reviews budget requests (9.2). It created funding prioritization criteria for ancillary needs that reflect the college's mission and goals (9.3). Members consider requests in light of college goals, the Educational Master Plan, Facilities Master Plan, and Technology Plan. The committee considers reports from the

IPC on funding faculty positions and from the Administrative/Classified Staffing Committee on funding classified staff and administrator positions. Recommendations on filling vacancies are forwarded to the College Council and then to the college president, who makes the final decision with input from senior staff.

Evaluation

This is a time of transition for the college in regard to planning, with each planning body reviewing and revising its processes. Many changes have recently been made to improve the planning process. Completion of program review is now a prerequisite for budget requests and priority in the ranking of probationary positions, support staff, and equipment. The revised annual budget and planning calendar links the creation of a budget with institutional planning, based on program review or operational plans and now includes reports on hiring prioritization (9.4). New budget and planning request forms now include a section for listing long-term needs (9.5).

The Budget Committee has had many discussions of its role in resource allocation and institutional planning and routinely reviews and adjusts its purpose and goals (9.2 – see minutes of 3/8/05 and 4/12/05). To enable the committee to have a broader perspective, it should examine ways to become more instrumental in overall college financial planning, utilizing our Education Master Plan when revision is completed. Committees or groups making recommendations involving finances should consult with the Budget Committee before sending them to the College Council.

Planning Agenda

Redefine the role of the Budget Committee to become more involved in overall college financial planning *[Budget Committee] [Spring 2007]*

III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Description

The college's overall unrestricted budget for fiscal year 2006/07 totals $51,444,704. For 2005/06 it was $46,693,035; the total budget, including unrestricted, restricted, block grants, categorical, enterprise, grants, and other specially funded programs was $354,384,465. Department chairs and program directors have an opportunity each fall to apply for block grants, which the college relies on to pay for technology needs and library support.

The college receives funding according to its share of the LACCD allocation, including COLA, growth, growth over cap, lottery funds, and non-resident tuition. In 2005-2006, we did not meet our target FTES and had to return unearned funds. The college receives several growth-affected adjustments (P1 and P2) to its base annual funding and may receive either increases or decreases in funding as a result of those adjustments.

The college develops its annual Operation Plan (9.6) following the district's budget allocation model, which is based on resource availability and student enrollment. Throughout the budget development process, the District Budget Committee (DBC) reviews the college's revised allocation and makes recommendations to adjust it based upon available resources. The Board of Trustees reviews the plan and adopts it as part of the final budget for the LACCD. To assess our resources, the college president, VP of Administrative Services, and Associate VP of Administrative Services frequently meet with the district about the budget. Along with the chair of our Budget Committee, they inform the district controller about the college budget situation every quarter, and these reports are forwarded to the DBC.

Quarterly and monthly reports detailing actual and projected expenditures and FTES are presented to the Budget Committee to provide them with a realistic picture of resource availability (9.7). The committee reviews all budgetary requests and salary projections and assists in hourly instructional rate budget projections.

The college receives 5-8% of total available program funds from qualified specially funded programs and categorical funds, with administrative set-asides that can be used to offset expenses. Grants and specially funded programs have provided increased funding to offer additional support services for our students.

Evaluation

Taking into consideration anticipated increases in any of these areas, the college ensures that all mandated commitments (salaries, benefits, and utilities) are fully funded prior to funding ancillary needs, such as supplies, student workers, printing, and equipment. Funding for these expenses has been reduced in recent years. In fiscal year 2003/04, funding for these areas was made available at 90% of the funds expended during fiscal year 2002/03. Subsequently, in fiscal years 2004/05 and 2005/06 funding for these areas has remained for the most part at the 2004/05 levels. The Budget Committee makes recommendations concerning spending priorities with the goal of keeping spending within a balanced budget.

To create a more clearly defined budget development process, we have paid more attention to enrollment management as a factor in our financial picture. Every semester the district's Associate Vice Chancellor of Instructional and Student Support Services holds a session for deans, VPs, faculty leaders, and the Budget Committee chair, among others, to discuss and plan our FTES targets and the challenges we face in meeting them. The session provides a breakdown of the way the college receives state funding, and the FTES analysis confirms the validity of our planning numbers. Through these sessions, more people have become involved in the process and aware of enrollment issues.

The Office of Academic Affairs, IPC, the Enrollment Management Task Force, and the Office of Research and Planning work together to plan the schedule, given the available allocation and targets. The task force has developed initiatives, such as targeted marketing, a new student welcome day, and a one-stop registration day for continuing students, in order to attract and retain students and increase our resources (9.8).

III.D.1.c. When making short range financial plans, the institution considers long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

Description

Planning for some long-range expenditures, such as workers compensation, insurance liabilities, and retirement health benefits costs, is a district responsibility. To begin to address our GASB liability, the district arranged for an actuarial study to be conducted (9.9). Bargaining units and the district have reached an agreement to put aside 1.92% of the COLA for benefited employees for 2006-07 into an irrevocable trust to begin to pre-fund retiree health benefits.

With respect to long-term planning, the college controls the Five Year Capital Construction Plan, any geographical and demographic changes and trends for FTES planning, and the continued maintenance of a college reserve of 1%. While generally considered short-term financial responsibilities, the college does an analysis of future liabilities and plans for contracts, utilities, and salary requirements before preparing its annual budget.

With regard to long-range needs involved in our construction projects, the Classified/Administrative Staffing Committee has created an organization chart that projects out seven years to ensure staffing and maintenance will be provided for our new buildings (9.10).

Evaluation

Since the college is primarily dependent upon annual state funding allocated by the district, the Budget Committee works within narrow parameters, focusing on annual operations as opposed to long-term goals. These needs are considered, but planning for the long term is managed through district operations with the exception of those areas that the campus controls directly. While the college makes a best effort to create a long-term plan, this plan is necessarily limited in scope; fiscal planning looks ahead about one-and-a-half years.

III.D.1.d. 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.

Description

The college follows a prescribed procedure for preparing its budget, based on an annual budget and planning calendar. The Operation Plan, quarterly and monthly projection reports, and all summary reports are combined into one presentation provided to the Budget Committee for review, discussion, and clarification. Meetings are open to all college employees and students, and anyone in attendance may ask questions about the information presented.

All constituents have a chance to participate in developing plans and budgets by providing input to department chairs, program directors, managers, and committees.

Evaluation

The college follows its prescribed procedures for making budgetary decisions and encourages participation from all campus constituencies by announcing meetings on the campus website calendar and making meetings open to all. Minutes describing recommendations made by the Budget Committee are posted on the college website. Members of the committee, as well as senior staff, may be contacted to answer questions, and committee members are expected to pass information along to their constituents. The Los Angeles College Faculty Guild chapter held an informational meeting on shared governance that included an explanation of the work of the Budget Committee (9.11). To explain the budget process and the role of the committee, the college president held training sessions in 2004 and 2006 to orient new Budget Committee members and give current members a refresher course on the budget process (9.12).

Nevertheless, many faculty and staff claim to lack knowledge of the budget process. In surveys, 55% of faculty and 53% of classified staff indicated that they were not aware of the way budget decisions are made (9.13). The budget and planning form used by department chairs and program directors in developing their budgets does not fully explain the budget process. A narrative description would help to clarify the budget process, both in helping those who need to prepare budgets and for a better understanding by the college community in general.

Planning Agenda

Clarify the budget process *[by end of Fall 2007]*

- Create an ad hoc task force to prepare a training manual describing the budget process, including the link to long term planning, with guidelines on how to develop a budget, make purchases, and access financial information *[Budget Committee]*
- Provide training workshops for department chairs and program directors on how to use the information in the manual *[Administrative Services, Staff Development Director]*
- Post the manual on the website *[webmaster]*

III.D.2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

III.D.2.a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Description

The Operation Plan, which includes our budget, reflects an accurate statement of the programs our funds are to be used for. The firm KPMG conducts the independent audit of the basic financial statements for the district, including LAVC (9.14). All of these audits reflect the appropriate allocation and use of financial resources to support student learning programs and services. Upon request, the results of these audits are available for review in the college's business office and the district office. The LACCD responds to the audit reports and implements changes, or directs the college to do so, if necessary.

Evaluation

Budgeting and monitoring of expenditures is a shared process, which is confirmed by independent audits. We prioritize expenditures to ensure that our funds go directly to support our programs and services to students. When feasible, the recommendations that call for changes to be made are implemented. District responses to audits are timely and open.

III.D.2.b. Appropriate financial information is provided throughout the institution.

Description

The college and the district use a variety of means to provide financial information. These include dissemination of written documents, such as the Operation Plan and monthly and quarterly operating statements. Financial information is available online through the district intranet financial system, Business Warehouse, which is updated every 24 hours. Budget and expenditure information is made available to those involved in the development of the annual budget process through the online financial system, SAP, which provides users with budget information by line item, expenditure commitments, actual expenditures, and balances (9.15).

The College Budget Office provides budget information reports requested by any member of the college. Official reports are prepared monthly, quarterly, and annually for presentation to the Budget Committee and senior staff. The College Budget Office provides instruction to department chairs and others on budget operations as needed and conducts formal training sessions, such as sessions offered on Opening Day (9.16), to help people understand financial information systems.

The college president provides periodic updates about the budget at town hall meetings, which are open to all. In these sessions, she has explained our financial situation and elicited suggestions (9.17). To improve understanding of how the LACCD distributes funds to its nine colleges, the senior vice chancellor gave a detailed presentation to the College Council and fielded questions (9.18).

Evaluation

In July 2005, when the human resources module was added to the financial management system, SAP, numerous problems arose. The various software systems were not able to consistently interface. Some employees have received the incorrect amount of pay or have not been paid on schedule, and

some have been paid from the wrong program funds. End users have to conduct research and make corrections, although some errors cannot be corrected at the college level. Inaccurate data on expenditures and budget balances have created budgeting issues for department chairs and program directors.

In an effort to make expenditure projections and provide accurate information, the college does not depend solely on information provided by SAP. Many reports have had to be created manually, using internal data sources based on verifiable information and comparing the information to data provided by SAP to detect errors and make corrections. The correct information is shared with the district to try to resolve problems at the source.

Given this challenge, the college communicates as accurate a picture of its finances as possible. Financial information is available in hard copy as well as online. Financial reports, including expenditure projections, are updated on a monthly basis and provided to the Budget Committee, whose members are expected to pass the information along to their constituents.

III.D.2.c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Description

The primary sources of college funding are through general apportionment and funds from categorical programs. The college sets aside funds for fixed costs, including ongoing obligations. Any general funds not spent by the district or the colleges are placed in the colleges' and ultimately the district's ending balance at the end of the fiscal year. In spite of recent financially challenging years, the college has maintained positive ending balances in its unrestricted accounts, with the exception of this past year. Ending balances for the last several years have been as follows (9.19):

2002-2003	$ 553,728
2003-2004	$ 1,084,278
2004-2005	$ 19,152
2005-2006	$ -1,800,000 (may be adjusted)

The LACCD maintains an annual contingency reserve, which in 2005 was 3% (9.20). The college is now required to keep a 1% reserve as well. In case of major financial emergencies for which the college is unable to supply the needed funding from balances within its own budget, the college president can request the use of a portion of the district's contingency reserve. If the

need arises, excess dedicated revenue from self-generated funds, such as facilities rentals, bookstore profits, community services profits, parking revenues, and parking tickets, can be utilized to backfill the college's unrestricted budget.

The district maintains sufficient insurance coverage for the college to cover workers' compensation and property, liability, and vehicle insurance. To comply with board policy, the district has a risk management department to ensure that it meets all legal requirements and provides protection and/or insurance against loss, damage, or disability in accordance with state education, government, and insurance codes. This includes loss and damage to property, workers' compensation, and liability of the district, the board, and employees.

Evaluation

Despite budget shortfalls, LAVC has been able to manage its challenges. During the state's financial crisis of 2002-2003, facing a sudden mid-year reduction in apportionment, the Budget Committee decided where cuts should be made, and the college was able to return approximately $3 million to the state. Despite the crisis that year, LAVC's ending balance was in excess of $500,000. In each of the four years noted above, the Budget Committee decided not to replace nonessential equipment and office supplies with unrestricted funds, using block grant funds instead, and the administration elected not to replace retiring staff or faculty positions. The college has a technology set-aside as well as block grant funds that are available for new and replacement equipment.

Although additional income generated by a variety of campus programs assists the college periodically, these funds cannot be depended upon to cover all its needs. In 2003/04 an emergency fund was created within the President's Office to cover emergencies dealing with unanticipated expenditures. The receipt of revenues does not pose a cash flow problem for the college because of the manner in which the LACCD makes funds available. We are able to rely on the district for risk management and financial emergencies.

The college is still working on resolving its deficit of 05-06 and is looking into the possibility that some of it may be attributable to mistakes in the SAP reporting system. The college is obligated to repay our current deficit in three equal installments in 2007-2008. Since the drop in enrollment contributed to our deficit, we have stepped up marketing efforts to boost our FTES through the initiatives of the Enrollment Management Task Force.

III.D.2.d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Description

The district's controller, budget office, and accounting office monitor all transactions of the college to ensure compliance with regulations pertaining to expenditures and compliance with accounting and program standards. The college's vice presidents are accountable for maintaining effective oversight of finances for their respective areas of responsibility. Any purchases or commitments of funds require the approval of a vice president and then the VP of Administrative Services. Additionally, the department chairs, directors, and managers are tasked with ensuring that their departments, regardless of funding source, maintain fiscal integrity and break-even balances**.**

The Budget Committee monitors the college budget and discusses issues concerning the budget and the appropriate use of funds. Monthly fiscal reports from the VP of Administrative Services update committee members on the college's financial status (9.7). Grants and externally funded programs are monitored by the program directors and area VPs for program requirements and reporting to the funding agency and the state. The dean of Administrative Services monitors and maintains a close working relationship with program directors to provide oversight of finances for these programs. 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.

Bookkeeping and accounting for the Patrons Association, our primary fundraising foundation, are maintained by its director and monitored by its treasurer, who is not a district employee. An independent CPA prepares its financial statements (9.21). All fundraising activities are under the supervision of a dean, a vice president, or, in the case of the foundation, the President's Office. The associate dean of Student Services, the college fiscal administrator, and the ASU treasurer oversee the finances of the Associated Student Union.

Contracts, such as those entered into by our Job Training Program, are monitored by the district, which also handles investments and assets.

Evaluation

The college's fiscal office adheres to standard accounting practices to maintain effective oversight. External audits, including an independent audit of all of the college's finances, have shown no irregularities.

III.D.2.e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

Description

Auxiliary financial resources support the mission and goals of the college. Funds raised by the Patrons Association are used solely for its stated purposes -- the awarding of scholarships to students and the furthering of fundraising efforts (9.22). The foundation bestowed $105,000 in scholarships to students in 2005-06. The student fees collected by the ASU are used solely for student programs.

Grants are monitored by the recipient program's director and supervising dean as well as the district's accounting office. Many of the grants are audited for compliance by the grantors themselves. Only those funds identified as being available for administrative support provided either by the college or the district are used for that purpose and then only with the prior approval of the grant director. The district controls the transfer of these administrative support funds so that funds are transferred only as earned.

The financial resources of auxiliary activities -- the cafeteria, the bookstore, and Community Services -- are used to support those operations. The district provides the college with monthly operating statements (9.23). For four years the cafeteria was running a deficit that had to be offset each year from the college's general fund. As a result, cafeteria service was taken over by a contract vendor in Fall 2005. The bookstore has been and continues to be self-sufficient.

Decisions about the appropriate use of over $286 million in capital construction funds are made by the Facilities Master Plan Committee, guided by our Facilities Master Plan, with oversight by the college president and the LAVC Prop A/AA Citizens' Committee (9.24).

Evaluation

Oversight of financial resources is scrupulous, and there have been no complaints of irregularities.

III.D.2.f. 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.

Description

LAVC currently maintains numerous contractual agreements with external agencies, such as the City and County of Los Angeles, other colleges, and hospitals (9.25). All agreements must meet the rules and regulations established in the Education Code and by the LACCD Board of Trustees (9.26). 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 the VP of Administrative Services signs off on them. The college utilizes the services of a college procurement specialist, which it shares with two other LACCD colleges, who assists in preparing contractual agreements and reviews them for compliance. Additionally, all contractual agreements are reviewed by the district's contracts office for legal sufficiency before being finalized.

Evaluation

LAVC makes sure that any contractual agreements it enters into are consistent with its mission and are handled with integrity and in compliance with LACCD policies, rules, and regulations relating to contract issues.

III.D.2.g. The institution regularly evaluates its financial management processes and the results of the evaluation are used to improve financial management systems.

Description

At the college level, the Budget Committee evaluates and monitors the college's financial management processes. The district utilizes an external auditor to assess the adequacy of the systems and procedures, compliance with rules and regulations, and internal controls. The District Budget Committee, comprised of members from all district constituencies, reviews budgeting, resource allocation, and the financial condition of the district and its colleges. It reviews audited statements to evaluate their financial management processes.

The district is responsible for maintaining a financial management system that provides appropriate financial information to the college. The SAP financial system and instructional assignment system, PROTOCOL, were adopted by the district in 2003 and 2004 respectively and now serve as the

systems for all financial transactions and instructional assignments. To evaluate whether the district is providing appropriate and adequate systems to meet our needs, all constituents who use financial management processes provide input on their effectiveness to the College Budget Office, the Budget Committee, and the VP of Administrative Services. The college provides feedback to the district concerning effectiveness and any problems encountered with the systems.

Evaluation

As noted earlier, there have been numerous problems with the new SAP system, which the district has been working to resolve. The situation has created a lack of confidence in the system in addition to creating more work for users. Faculty and staff have expressed frustration about the entire modernization project, from the selection of SAP and the software modules to implementation strategies, support, management, and consultants. Responding to concerns, the district formed an SAP Steering Committee, tasked with the evaluation and improvement of the systems. An administrative analyst has been assigned to each campus as a single point of contact (SPOC) for employees with payroll problems. The district recently added an HR Help Desk to handle problems by phone and email (9.27).

III.D.3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Description

The use of financial resources is evaluated at the department and program level by comparing established program goals with actual outcomes. For instructional programs, the comparison of FTEF expenditure with the FTES class averages serves as one measure of a department's efficiency and is evaluated on a session-by-session basis. Instructional programs also collect data on graduation numbers for each department and make adjustments using that information. The Student Services Division measures the number of students served (which will be a number greater than the total FTES) per dollar spent in the area. Administrative Services' M & O and IT departments evaluate each area on a client service basis using work and service orders completed as a measure. In addition, each of these departments evaluates general operations and makes recommendations for the next year's budget based on surveys and subjective evaluations of accomplishments.

On a college-wide level, evaluations of the way our resources are spent are made through collaboration among members of the IPC, Budget Committee,

College Council, and administration, who regularly evaluate the attainment of department goals in comparison to expenditures. All of this information is used in year-end evaluations and the creation of the next year's operation plan.

The Enrollment Management Task Force uses a global approach to evaluate our efficiency in using funds to attain our FTES goals. It analyzes data to determine geographical areas in which to concentrate marketing efforts and evaluates services to adjust them to better serve students.

Evaluation

The measurement tools the college uses to evaluate expenditures have been effective. As the Budget Committee examines its role to be more instrumental in overall college financial planning, it will be looking at mechanisms for further assessing our effective use of resources.

Since the majority of the budget goes to employee salaries, benefits, and fixed or mandated costs, there is a limited amount of discretionary funding (about 3% of the total college budget) available for ancillary uses, such as supplies and student workers. The Budget Committee has struggled to wisely allocate these resources, basing its decisions on established priorities as well as analysis of previous effectiveness. For example, evaluation of statistics demonstrating increased student success from tutoring led the committee to place a priority on funding for student tutors (9.28).

Evidence

9.1 Program Review Handbook
9.2 Budget Committee minutes
9.3 Budget Priority Rating Sheet
9.4 Budget and Planning Calendar 2007-2008
9.5 Budget request form
9.6 Operation Plan, annual budgets
9.7 Monthly and quarterly operating reports
9.8 Enrollment Management Task Force initiatives
9.9 GASB actuarial study, pre-funding agreement
9.10 Organizational staffing chart
9.11 LA College Faculty Guild chapter meeting agenda
9.12 Budget Committee training session
9.13 Faculty Survey 2005, Classified Staff Survey 2006
9.14 KPMG independent audit
9.15 District SAP information (accessible from on-campus computers)
9.16 Opening Day workshops
9.17 State of the Campus Town Hall presentation
9.18 College Council minutes 5/24/05
9.19 LAVC Year-End Report
9.20 District Year-End Report
9.21 Patrons Association financial reports
9.22 Patrons Association annual reports
9.23 Bookstore monthly operating statements
9.24 LAVC Prop A College Citizens' Committee
9.25 Contractual agreements with external agencies
9.26 Board Rules Chapter VII, Article I
9.27 HR Help Desk flyer
9.28 Budget Committee minutes





STANDARD IV

LEADERSHIP AND GOVERNANCE

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

STANDARD IV TEAM MEMBERS

Co-Chairs:	
Florentino Manzano	Administrator, Dean, Enrollment Management
Jim Marteney	Faculty, Speech
Dorothy Bates	Classified, Child Development Center
Selma Cohen	Classified, Counseling, AFT Staff Guild Chapter Chair
Rachel Davis	Student
Gary Honjio	Faculty, Men's PE
Leon Marzillier	Faculty, Mathematics, District Academic Senate President
Larry Nakamura	Faculty, Biology
Olivia Njuki	Student
Dr. Shannon Stack	Faculty, HHLPS, LAVC Academic Senate President
Katie Tejeda-May	Faculty, DSPS
Joanne Waddell	Faculty, Women's PE, LA College Faculty Guild Chapter President
Marvin Zuckerman	Administrator, Dean of Academic Affairs (retired)

IV.A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

Summary

Los Angeles Valley College has an established shared governance process that includes systemic participation by representatives of all campus constituencies. Since our last accreditation visit, the college has held several events to promote more involvement by classified staff in decision-making. The governance process is clearly delineated in our shared governance handbook, which is revised when necessary. Names of committee members are published. Constituents have established avenues through which to bring items of concern to campus leaders for consideration and action.

The working relationship among college constituencies -- faculty, staff, administrators, and students -- is collegial and cooperative. Representatives of the faculty union and the Academic Senate work very well together. The consultation process is a useful vehicle to allow an exchange of ideas and information with the college president. The environment on campus is one in which all viewpoints may be expressed openly. The college enjoys an excellent relationship with the district and our governing board of trustees as well as with outside agencies.

Some aspects of the governance process need to be strengthened. The process would be improved with broader participation to better reflect all constituencies, particularly students, whose attendance at committee meetings tends to be inconsistent. It remains a challenge to involve more faculty rather than relying on the few overburdened volunteers who serve on multiple committees term after term.

Communication regarding college governance could be more effective. Leaders need to impress upon the college community the importance of staying informed about decisions. The feedback loop – garnering input from the college community and sending information back regarding decisions made – needs to be improved. New committee members, as well as continuing members, would benefit from training about their roles and responsibilities as well as training to facilitate more productive meetings.

Leadership processes and structures have been revised over the years and can be improved even further. Consistent evaluation of shared governance would be beneficial to the shared governance process. Having a large

number of campus committees makes it difficult to find members to fill all the positions. The college needs to assess whether these committees should be reorganized, combined, or eliminated.

IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in 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 discussion, planning and implementation.

Description

LAVC maintains an environment of inclusive participatory governance to promote our mission and vision for the college. Our structures bring all of our constituent groups together to participate in planning, decision-making, and conflict resolution. Our leaders are the college president, administrators, and the College Council, comprised of administrators and representatives of our campus constituencies – Academic Senate, employee unions, and the Associated Student Union (ASU). The college follows the mandates for shared governance of AB1725, the Education Code, Title 5 regulations, collective bargaining agreements, and LACCD policies (10.1).

Within these parameters, each college president in the district negotiates with its college's academic senate to agree on the governance structure that is best suited for that college. The present shared governance process was negotiated between the senate and college president in the 1990's. During the intervening years, the structure has been modified by joint agreement. Our structure is explained in our Shared Governance Handbook (10.2).

Our primary shared governance body, the College Council, serves as a clearinghouse for recommendations presented by its four standing committees:

- **Budget** monitors the college budget to ensure that it supports the college mission
- **Space and Work** deals with issues involving campus space utilization, the work environment, and the Facilities Master Plan
- **Student Services** deals with all issues related to our variety of student services
- **Technology** deals with all issues related to campus technology

These committees, which include representatives of all campus constituencies, meet monthly to consider issues affecting the campus and forward recommendations to the College Council. When the council accepts a recommendation, it is forwarded to the college president. If the president does not accept the recommendation, the compelling reasons for non-acceptance must be sent in written form to the council.

LAVC has numerous shared governance committees and subcommittees through which members of the campus community can provide input and make suggestions to improve the college (see the Handbook for a complete listing). Among them are the Diversity Committee, the Professional Development Committee, the Classified Staff Development Committee, the Classified/Administrative Staffing Committee, and the Building User Groups (BUGs) for our Prop A/AA projects. Ad hoc committees and task forces are set up as needed. Members of the college community participate in district-wide shared governance committees, including the District Budget Committee, the Joint Labor Management Benefits Committee, and the Equal Employment Opportunity Advisory Committee.

Monthly consultations with the college president are another vehicle for shared decision-making and problem solving outside the scope of the formal shared governance committee structure. Topics pertain to working conditions and academic and professional matters. Senior staff, the Los Angeles College Faculty Guild chapter president, and the academic senate president attend, although meetings are open to anyone. A regularly scheduled monthly consultation is held with the chapter chair and grievance representative of the AFT Staff Guild, the union representing classified staff. Separate consultations may be held between the college administration and the leadership of other classified unions, as needed. Leaders of any of the groups participating may add items to the agenda for discussion (10.3).

Evaluation

LAVC's institutional leaders foster a collegial environment in which viewpoints are expressed and in which all constituencies are openly invited to contribute their opinions and suggestions. The college's administrators work respectfully with all segments of the campus community. Those who participate in institutional governance have forged an effective working relationship with their colleagues. Faculty Guild and Academic Senate leadership cooperate well during the consultation process. For example, although the bargaining agreement establishes policies for deciding which courses should be combined or advanced, the two agreed that the Academic Senate's Curriculum Committee should be the body that establishes the processes for evaluating proposals.

Since the College Council is primarily an advisory body, and the ultimate authority for decisions affecting the college rests with the college president, sometimes people feel that the processes in place are merely information exchange sessions. Nevertheless, participants feel listened to and that their concerns are taken into account, even though the final decision may not be to everyone's liking.

IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

IV.A.2.a. Faculty and administrators 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. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Description

Our Shared Governance Handbook clearly identifies the role of faculty, administrators, classified staff, and students on all our shared governance, departmental, and other policy and planning committees. The names and terms of office of committee members are listed. Any member of the campus community may bring an item of concern to the College Council's agenda through his/her constituency representative on the council or on any of the four standing committees. Meetings are open, and anyone may attend (10.4). Students' concerns may be brought to the council by the ASU President, the VP of Student Services, or the chair of the Student Services Committee. The names of the College Council's constituency representatives are listed in the handbook, which is posted on the LAVC website and linked from the online Faculty Handbook.

Emphasizing the importance of faculty participation, the LACCD/Los Angeles College Faculty Guild agreement spells out faculty representation from the union and senate on shared governance committees (10.5). Committee work is considered part of a contract faculty member's responsibilities (Article 32), and faculty evaluations consider performance of responsibilities, which includes this participation (Articles 19, 42). For key shared governance positions that require intensive use of time, the college provides reassigned or released time. The academic senate receives 1.4 FTE (0.6 for the president, 0.4 for the curriculum committee chair, 0.2 for the SLO committee chair, and 0.2 for the Executive VP). The faculty guild receives 0.6 FTE (0.4 for the chapter president and 0.2 for the grievance rep). Each faculty shared governance committee chair receives 0.2 FTE.

Faculty members have many opportunities to participate in shared governance and serve on committees, to which they are appointed by the Academic Senate president and the Faculty Guild chapter president. At the annual Opening Day, which all probationary and tenured faculty are required

to attend, faculty are informed about college governance and given a participation form (10.6). A Spring 2005 Faculty Guild chapter meeting featured a session, "How does the work of shared governance committees affect you?" (10.7). Some adjunct faculty participate on committees and in the Academic Senate. A new provision in the faculty collective bargaining agreement specifies that adjuncts may be compensated for service, and the college has developed guidelines to facilitate payment (10.8).

Two classified representatives serve on the College Council, one from the AFT Staff Guild, usually the chapter chair, and one elected from among the non-AFT classified employees: SEIU Local 99 (custodians and gardeners), SEIU Local 347 (classified supervisors), the Building/Trades Council (painters, carpenters, etc.), and local 911 Teamsters (administrators). The non-AFT classified College Council member appoints representatives from these constituencies to the other shared governance committees.

Administrators are appointed by the college president to shared governance committees based on their areas of expertise. Students are represented by the ASU, whose president is a voting member of the College Council, and whose members serve on the four shared governance committees. Opportunities to participate are featured on campus-wide flyers advertising the availability of student government positions. Student participation in shared governance is spelled out in the student activities section of the catalog (10.9) and delineated in district board rules (10.10).

Evaluation

Although the information is available, there are still some who do not understand how to initiate change or bring suggestions to the proper committee for implementation. The college should continue to promote an understanding of how to bring forth ideas for change by publicizing the process in each department and making sure that all constituents understand the information in the Shared Governance Handbook.

Although full-time faculty are obliged by their bargaining agreement to fulfill their professional duties by serving on <u>at least</u> one departmental, college, or district-wide committee, faculty may ignore this policy without any repercussions, except that it may be noted on their peer evaluations. Sometimes it has been difficult to secure volunteers to serve on committees even though 84% of faculty said they were aware of their obligation to participate (10.11).

On Opening Day, the Academic Senate president and the Faculty Guild chapter president attempt to solicit shared governance committee volunteers.

At the beginning of the Fall 2005 semester, only 15 people indicated an interest in serving on a committee, and that number dropped to seven when assignments were finalized. Leaders of these constituencies make appointments; committee chairs often fill vacancies by asking members of their departments. Faculty who are willing to serve tend to be appointed to multiple committees, so not only do they feel overburdened, but others complain that too many of the same people serve on more than one committee. More effort should be made to recruit a broader base of members, to better reflect the campus community [see planning agenda for I.B.4].

Some classified staff members are reluctant to get involved in shared governance, and only 67% of those surveyed were aware of opportunities to serve on committees (10.12). Classified staff contracts do not require participation. In order to promote more involvement among classified staff, the college featured a presentation on shared governance opportunities at The Wizards of LAVC event in January 2006 (10.13). The event energized staff to become more involved in decision-making on campus. Comments included a desire to have their departments "become involved in these positive activities, like the evaluation process for accreditation and the staff development committee," "to get staff more involved in giving ideas," and have "more participation in all areas of the campus" (10.14).

Student participation in shared governance has been inconsistent. Although our website has information about the role students can play, that information is not routinely distributed. In a student survey, 57% of the respondents said they were not aware of opportunities for involvement with ASU and campus governance. Of those who were aware, 56% felt that adequate opportunities were available for student involvement, but 69% said they would not want to volunteer to sit on a committee (10.15). Students might become more aware of the benefits of serving if opportunities were publicized in the catalog, Student Handbook, or schedule of classes. Incentives such as credit through Cooperative Education, Service Learning, or directed study might encourage more participation [see planning agenda for I.B.4].

IV.A.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Description

The college's academic senate, comprised of faculty members elected by their peers to represent them in all academic and professional matters, plays a leadership role in recommending instructional policy and changes in instructional programs and student services. It meets at least once a month, as does its executive committee. Through monthly consultation, the senate forwards policy recommendations to the college president.

The senate has eight standing committees that deal with a range of academic issues. The Instructional Programs Committee (IPC) deals with FTE, program review, faculty hiring prioritization, and the Education Master Plan. The Curriculum Committee makes recommendations on all college policies concerning curriculum and monitors all curriculum changes, additions, and deletions. Chaired by the VP of the academic senate, it is comprised predominantly of faculty. Subcommittees of the Curriculum Committee include the Student Learning Outcomes Committee, which revised the mission and vision statements, drafted our college-wide SLOs, and is taking the lead in incorporating SLOs into the college culture (10.16).

Faculty play a substantial role on faculty hiring committees [see III.A.1.a], in faculty evaluation [see III.A.1.b], and in departmental program reviews [see I.B.4 and II.A.2.a], which directly impact student learning programs and services. Academic administrators serve on all shared governance bodies. They participate actively or serve as resources.

Evaluation

Faculty play a central role in decision-making, discussion, and compromise regarding student learning programs and services, realizing that it is the administration's prerogative to make final decisions.

The academic senate is a crucial body on campus, but participation has not been growing, and some committees have empty seats. In an effort to encourage more participation, the senate president has been mentoring and recruiting members to take the place of some of the longer-serving members. The senate would benefit from a healthy infusion of new leadership.

IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

Description

All the processes are in place for everyone involved in the college to work together for the common good. Following district policies, our structures allow for participation by all of our constituencies.

One recent change serves as a case study of how our structures have adapted. During the 2004-2005 academic year, the college's growth was slowing, a significant problem, since growth is tied to budget. Early indicators pointed to the problem becoming even greater during 2005-2006. The college president had previously created an ad hoc marketing task force comprised of administrators, the Enrollment Management Task Force, which was working well when enrollment was increasing. However, when it became clear that the college had a problem – seriously declining enrollment – that was not being addressed successfully by the current decision-making processes, the college president expanded task force membership to include input from faculty and classified staff, who worked together to examine demographic data, scheduling issues, and course offerings. The group came up with a number of strategies aimed at reversing our declining enrollment [see I.B.4 on task force efforts].

Responding to changes in the faculty contract, requiring a new committee with the functions of this task force, the Academic Senate created an Enrollment and Educational Planning Committee (EEPC), which was in place for about six months. With two committees now charged with accomplishing the same function -- enrollment management -- it was suggested that the senate disband the EEPC and work through the existing task force.

Evaluation

Shared governance brings everyone to the table. Participants feel that they have a voice in decision-making, although not everyone feels empowered. On the College Council, only one person represents all of the non-AFT bargaining units, reflecting a larger statewide issue regarding representation in shared governance.

Announcements of Board of Trustees' decisions and actions are communicated regularly via email bulletins and posted on the LACCD website. However, decisions made by our shared governance committees are sometimes not effectively communicated to the college community. Survey results show that 55% of faculty and 53% of classified staff were not aware of the way budget decisions are made, and only 44% of faculty and 30% of classified staff felt that communication regarding decision-making processes about programs and services was effective or very effective (10.11, 10.12).

While College Council, Budget Committee, and Technology Committee minutes are posted on the college website, as are recommendations taken to the council by shared governance committee chairs, the minutes of the other committees are not posted. Not everyone checks the website. Information needs to be disseminated to groups or individuals affected by plans that are being considered so that they have the opportunity to provide input before decisions are made.

Meetings would be more productive with more frequent training in facilitation skills, such as the one held in 2005 (10.17). A refresher course in interest based problem solving would also be useful. When people are assigned to committees, they need to be trained on their roles and responsibilities in order to be more effective members.

Planning Agenda

Strengthen communication involving college governance

- Post all shared governance committee minutes on the college website and impress upon the college community the need to stay current on decision-making [*College Council*]
- Improve communication with constituents who might be impacted so they have the opportunity to provide input before decisions are made [*committee chairs and members]*

Provide training on the roles and responsibilities of new as well as continuing committee members, including training to facilitate productive discussions *[Staff Development Director] [as needed]*

IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationship with external agencies. It agrees to comply with Accrediting Commission Standards, policies, and guidelines and Commission requirements for public disclosure, self-study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Description

Los Angeles Valley College 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 (e.g., BCIAS [formerly INS], financial aid, VICA). Some of our programs are audited by outside agencies, such as the National League of Nursing Accreditation Committee. We have dealings with the U.S. Department of

Education, the NCAA, the Commission on Athletics, and other colleges through articulation. Through CalWORKs, TANF, and Service Learning, we interact with many community-based organizations.

Our Job Training Program interacts with a large number of San Fernando Valley enterprises, providing job training, job shadowing, internships, and non-credit classes for prospective employees and workers already employed by businesses and county agencies. Vocational Advisory Boards made up of local business leaders and workers are regularly convened to advise our deans and instructors regarding our vocational programs. Our dean of economic development maintains relationships with businesses in the San Fernando Valley and with its chambers of commerce and the San Fernando Economic Alliance. The construction and renovation made possible by Prop A/AA bonds have required the college to meet with community representatives (LAVC Prop A/AA Citizens' Committee) and neighborhood associations and coordinate with governmental agencies (10.18).

Whenever LAVC has been involved in accreditation-related processes, it has prepared appropriate interim reports, midterm reports, and self studies. In all cases, LAVC has fully complied with Accrediting Commission standards, policies, and guidelines, including requirements for public disclosure, team visits, and prior approval of substantive changes.

Evaluation

In all our relations with external agencies, LAVC has always maintained and displayed the very highest ethical standards of honesty and integrity. Relationships with other colleges, college districts, neighborhood associations, the media, the district and state chancellors, and governmental agencies have all been above-board and honest. In all of its contacts with businesses, there have never been any instances of malfeasance or false dealing. All contracts have been honored and promises have been kept. Never has the college had to go before any judicial body or otherwise rationalize any of its business dealings with commercial enterprises.

LAVC has been in full compliance with past Accreditation Commissions. The Interim Visit Report, November 8, 2002 (10.19) and the Midterm Report, March 2004 (10.20) are evidence of the college's responsiveness to Commission recommendations.

IV.A.5. The role of leadership and the institution's governance and decision-making structures 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 of improvement.

Description

Structured evaluations are carried out at all levels of leadership in order to strengthen good practices as well as to change procedures that have not proven to be effective. Regularly scheduled evaluations are in place for the college president, the vice-presidents, the deans, the department chairs, and faculty members who direct programs or work on special assignments. These evaluations contain recommendations as well as commendations (10.21).

Regularly scheduled elections provide another method of evaluating leaders. The leadership of both the faculty union and the academic senate is determined by elections. Members of the faculty union elect the chapter president and delegates to its executive board every two years. The members of the Faculty Association elect the senate president and other officers every two years, the senators at large every three years. Each of the College Council shared governance committees has established terms of service for members, who must actively participate in order to remain members (10.2).

The annual College Council retreat is an established forum set up to give all shared governance committee members a chance to engage in dialogue. During the year, committee members have the opportunity to review their committees' goals in light of the college's mission statement. As a result of this review, goals are adjusted. New ones may be added and no longer relevant ones deleted.

As part of our accreditation self study process, our Office of Research and Planning conducted faculty and staff surveys, which included questions on governance and made the information available to the college community (10.22). Extensive discussion has taken place among team members evaluating our leadership and governance structure, as cited here as well as in standards I.B.2 and I.B.4.

Evaluation

Past College Council retreats have been devoted to discussing other issues that affect the college. However, the retreat held in June 2006 was a productive session in which 30 participants in five workgroups tackled issues regarding shared governance raised during the accreditation self study process. The groups came up with suggestions to increase participation, evaluate our college committees, standardize agendas and forms, examine committee goals annually, improve communication, and glean ideas from ACCJC recommendations (10.23). These suggestions resulted in revisions to the shared governance handbook. At a minimum, our shared governance

structures and procedures should be reviewed every other year [see Planning Agenda for I.B.6].

On the whole, faculty seem satisfied with college leaders, while classified staff are not as content. When surveyed, 76% of faculty rated faculty leadership (i.e., Academic Senate, Faculty Guild, shared governance chairs) as effective or very effective, whereas only 49% of classified staff rated their leadership as effective or very effective. Regarding administrative leadership, 73% of faculty and 53% of classified staff felt they were effective or very effective (10.11, 10.12).

Among the 105 faculty responses to the question, "What does shared governance mean to you and how do you participate in it?" were many positive comments, like these:

- "Faculty has a voice and representation in decisions via committees."
- "Administration avoids making unilateral policies."
- "We all have a say about what's decided and done at LAVC."
- "Everyone participates in decision-making; feedback is welcome."

There were also some criticisms:

- "I don't believe there really is shared governance."
- "Faculty has some input in governance but the administration holds the hammer."

Planning Agenda

Assess the large number of established college committees to determine whether they should be reorganized, revitalized, or eliminated *[College Council, Academic Senate] [by summer 2007]*

Evidence

10.1 Board Rules Chapter XVIII, Article I
10.2 Shared Governance Handbook
10.3 Consultation agendas
10.4 College Council agendas
10.5 LACCD/LA College Faculty Guild agreement
10.6 Opening Day agenda, committee survey
10.7 Faculty Guild meeting May 2005
10.8 Ancillary pay guidelines
10.9 Catalog 2006-07
10.10 Board Rules Chapter XVIII, Article II
10.11 Faculty Survey 2005
10.12 Classified Staff Survey 2006
10.13 Wizards of LAVC agenda
10.14 Wizards of LAVC Evaluation
10.15 ASU Survey 2003
10.16 SLO Committee webpage
10.17 Facilitation training session
10.18 LAVC Prop A College Citizens' Committee
10.19 Interim Visit Report, November 8, 2002
10.20 Midterm Report, March 2004
10.21 Administrator evaluations
10.22 Office of Research and Planning webpage
10.23 College Council Retreat minutes June 23, 2006

IV.B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

Summary

Being part of a nine-college district is a similar to being part of a family. The college benefits from being part of a large entity with numerous resources that can provide services we cannot easily obtain on our own. On the other hand, we need to abide by decisions made by the "head" of the family and must cooperate and share, thinking of the good of all members as well as our own interests.

We have been fortunate to have a board of trustees that takes a hands-on interest in the colleges, with meetings rotated among the campuses and frequent visits to hear the views of the college community. Thanks to its initiative, the colleges have received billions of dollars in bond funds, enabling us to make long-overdue capital improvements. The board had the foresight to ensure that our new construction meets "green" standards for energy savings. The board's Committee on Planning and Student Success has taken an active role in the accreditation process. Our visionary new chancellor, whose inauguration address was delivered at a swearing-in ceremony on our campus, has laid out exciting goals for the district (11.1). He has expanded efforts to attract students with an innovative marketing campaign. With direction set by the board and the chancellor, the district enjoys a collegial working relationship with the academic senates and employee unions, resulting in successful contract negotiations and effective problem solving.

Our college president has provided stable and effective leadership for the college for the past 12 years. She has been supportive of the effort to incorporate SLOs into the college culture and has promoted ongoing dialogue on teaching and learning. She oversees a well-functioning administrative structure and has created a collegial environment for shared governance. She has been an excellent representative of the college to the community.

The district has devoted a great deal of energy to delineating district/college roles and continues to involve the colleges in clarifying areas of responsibility and suggesting changes to improve effectiveness. The district has created an ambitious five-year Strategic Planning Initiative with input elicited from the college community. It is hoped that these efforts will strengthen

district/college relationships and address priorities voiced by college constituents.

As part of a multi-college district, we struggle to find our place and define our role in the context of a bureaucracy that some feel is impersonal and slow to respond to local needs. The district's modernization of its HR system, a transition that has not gone smoothly, has created difficulties for each college. The district administration needs to move swiftly to fix the glitches in the system. Lack of communication has been cited as a deficiency; the district needs to improve communication with the colleges. The district administration should complete its analysis of district office effectiveness, develop a cycle of assessment, revision, and improvement, and make its evaluation widely known.

IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Description

The Los Angeles Community College District comprises nine related colleges, each of which is directly answerable to a seven-member board of trustees, in accordance with the Education Code (11.2). LACCD board members are elected for four-year terms district-wide by voters in the city of Los Angeles. Trustee elections are held on a staggered basis, with three or four seats being filled every two years. At their annual organizational meeting, board members elect a president and vice president to serve one-year terms. A district-wide student election is held annually to select a student member for a one-year term.

Board meetings are held both at the district's central office downtown and at each of the nine college campuses during the academic year. They are publicized and open to the public. The trustees meet approximately twice a month to consider and vote on policy. All nine college presidents, district office senior staff, representatives of employee unions, and students sit at the resource table and may participate freely in the discussion of issues.

All rules and regulations of the LACCD must be approved by these elected representatives of the community. On all matters deemed to be academic and professional, the board has agreed either to rely primarily on the advice of, or to reach mutual agreement with, the District Academic Senate (DAS). For the creation of collective bargaining agreements, the trustees delegate authority to the chancellor and his human resources team to bargain in good faith with agents of the six unions representing employees in the district.

Evaluation

As officials elected at large, the board represents the interests of a broad range of constituencies. An independent policy-making body, its members are elected at large across one of the most demographically diverse urban

areas in the U.S. Its odd-year election schedule gives board races greater visibility on the ballot but also results in lower voter turnout.

Board members work together collegially to support the interests of the district. The board takes an active role in advocating for the interests of the colleges and the students they serve and in defending the colleges from undue interference. For example, board members have on several occasions united to support local college master planning decisions that were made through sound shared governance processes, despite the opposition of some community-based interest groups. Recently, the board resisted public pressure to interfere in educational planning decisions made at Los Angeles Mission College that involved the re-structuring of academic departments (11.3).

IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Description

The LACCD Board of Trustees exercises oversight of the college's educational programs by means of board rules and administrative regulations that establish standards for graduation, set policies for curriculum development, and detail the faculty's role in educational matters in accordance with the district's stated mission (11.4). The board has set policies in relation to the curriculum approval process and its role in ensuring the quality of the college's academic offerings as well as the central role played by the district and college academic senates in relation to academic and professional matters (11.5). The board also must approve or disapprove all changes to the curriculum that are brought before it from the district's Office of Instructional and Student Support Services or the DAS.

The board is directly responsible for guaranteeing the colleges' integrity and financial health by periodically reviewing and approving the colleges' mission and vision statements and by requiring regular reports from the college presidents on the colleges' budgets. Through district administrative offices, the board is also responsible for overseeing compliance with all federal, state, and local policies in relation to student financial aid and other fiscal programs.

Evaluation

During the past six years, district administrators, the Council of Academic Affairs, and the DAS have worked to streamline procedures for the approval

of academic programs and courses. As part of this effort, administrative regulations have been revised to decentralize the curriculum approval process and empower local college faculty. A policy on emergency equivalencies has also been adopted to facilitate the hiring of adjunct faculty. In addition, the district adopted a series of board rules mandating program review, biennial review of vocational programs, program viability review, and program discontinuance processes at the college level. These and other aspects of decentralization allow local college academic programs to be more responsive to local stakeholders (11.6).

Board members regularly meet with state lawmakers and educational leaders to promote legislation and other initiatives aimed at improving college access for students and securing funding for special projects. The board played a central role in promoting the Prop A and AA bond initiatives passed in 2001 and 2003 that have provided more than $2 billion in badly needed capital construction funds for projects on all LACCD campuses that will directly benefit instructional programs. Several board members worked closely with district organized labor groups to raise funds to establish a district-wide Labor Studies Center.

IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Description

The board monitors the educational quality of all LACCD programs through its Committee on Planning and Student Success, which addresses all issues related to educational effectiveness, student achievement, and educational program support. In addition, it oversees the accreditation process and reviews and comments on college accreditation reports. In conjunction with the chancellor's office and district general counsel, the board is apprised of and assumes responsibility for all legal matters associated with the operation of all nine campuses. It has three lawyers on staff and hires other counsel to take on specific tasks as needed. The District Budget Committee (DBC) bears responsibility for monitoring all aspects of district and college finances. An independent audit of the district's and the colleges' financial statements and accounting practices is made annually by an outside agency (11.7).

Evaluation

The ultimate responsibility for policies and decisions impacting all nine colleges lies with the board. Over the past six years, the board and district administration, working cooperatively with the employee unions, have addressed past accreditation concerns related to college funding in order to

secure the financial future of the nine LACCD colleges. The DBC was reconstituted in 2003 to assure broader faculty and staff participation. Under its guidance, allocation procedures and policies were revised to more accurately reflect the needs of each college's educational programs. Cooperation among the board, district, and unions has also resulted in positive ending balances and a healthy district-wide contingency fund, another result of board and district involvement in overseeing the fiscal health of the colleges. The maintenance of this significant contingency fund has allowed the district to minimize the impact of state budget cuts on local college programs and has also made it possible for smaller LACCD colleges to seek additional funding, when needed, to support educational offerings.

IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Description

The duties and responsibilities of the board are defined externally by the State Education Code, Section 70902, and internally by board rules (11.8). The chancellor and general counsel also play an important role in monitoring board responsibilities. The bylaws and policies are published on the district's website.

Evaluation

According to the district's self study (11.9), the LACCD's own internal checks and balances have generally been effective in ensuring compliance with the board's externally and internally defined duties and responsibilities.

IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Description

The process for the adoption of board rules and the administrative regulations that support them are outlined in Chancellor's Directive Number 70, District-wide Internal Management Consultation Process (11.10). These rules and regulations established through the consultation process are subject to regular review and revision by district administrative staff to ensure that they remain appropriate and effective. Revisions are reviewed and considered for adoption at the board's regular semi-monthly meetings. The board relies on the chancellor and the college presidents to ensure that all

rules and regulations are implemented uniformly and effectively across the district. The district's legal counsel conducts regular reviews of all board rules and policies to ensure that they are relevant and up-to-date. When it is considered that board rules or policies are in need of revision, they are directed to the appropriate constituencies for review.

Evaluation

The trustees consistently act in accordance with established board policies. When constituents bring issues to the board's attention, policies are revised as needed. For instance, when it was brought to its attention that board rules precluded adjunct faculty from serving on presidential selection committees, the board changed the rule to allow participation. Working in collaboration with the DAS, the board revised district hiring procedures by adopting the state minimum qualifications for all faculty positions. The board also revised district-wide faculty hiring policies to streamline procedures and give campuses direct control over their own hiring processes. The board is working on a process for the cyclical, automatic review of all policies and regulations, which it expects to complete by the end of Fall 2006.

IV.B.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Description

Over the past two years, the board, through the chancellor's office, has instituted an orientation process for new members and has engaged in a series of all-day retreats devoted to self-evaluation and agenda setting. These annual retreats, involving the chancellor, other key district personnel, and, when appropriate, the college presidents, are intended to assist the board in strategic planning and goal setting (11.11).

Two half-day retreats were held in September and October of 2006, dedicated to review of the draft District Strategic Plan and issues arising from past accreditation recommendations. The board has developed procedures for the orientation of student trustees (11.12) and is working on the development of a formal policy on board member orientation.

Evaluation

While there is no formal guarantee of continuity of leadership, the staggering of board elections does provide some consistency. The fact that incumbents

are frequently re-elected to their positions provides a measure of continuity to governance.

IV.B.1.g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Description

The board's formal policy on self-evaluation was adopted on June 28, 1995. The board periodically used the 18-item self-evaluation checklist included with this policy over the next decade to evaluate its overall effectiveness. In June 2005, the board reviewed and amended its self-evaluation process, this time expanding it to include additional feedback on its performance from college presidents, district senior staff, and union and academic senate representatives, who regularly sit at the resource table during board meetings. Using this revised process, the board conducted a self-evaluation and issued a formal report, offering a self-assessment and the summarized evaluations of constituency representatives. This was made available to the public and discussed during open session in September 2005 (11.13).

A more recent self-evaluation was conducted in October 2006 at the board's annual retreat. Board members, senior staff, college presidents, and resource table representatives rated the board, giving it an overall average score of 3.6 out of a possible 4, up from 3.5 a year ago.

Evaluation

The board meets the standard.

IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Description

The board adopted a Statement of Ethical Values and Code of Ethical Conduct in October 2005, which requires each member to adhere to values of honesty, integrity, reliability, and loyalty (11.14).

Evaluation

The board has a clear code of ethics. With input from district legal counsel, it is in the process of developing a policy for disciplining board members in case of ethics violations.

IV.B.1.i. The governing board is informed about and involved in the accreditation process.

Description

The governing board's Committee on Planning and Student Success monitors the accreditation self-study processes of the nine colleges by receiving regular reports on their progress and reviewing their midterm and final accreditation self-study reports (11.15). The board works with this committee to ensure that past recommendations are effectively and appropriately addressed. During site visits, board members meet with visiting teams, respond to questions and concerns, and may participate in other forums, meetings, and receptions.

As part of the board's new study session series, board members attended a workshop on the history of student learning outcomes and assessment movements and learned about ACCJC expectations on identifying and assessing SLOs for institutional improvement (11.16).

As part of the Multi-College Pilot Project (MCPP) undertaken in collaboration with the ACCJC, the district completed its first formal self study in Spring 2001 and revised it in 2003 (11.9). Since the initial project, the board has taken a much more pro-active role in the accreditation process. In response to ACCJC recommendations, the chancellor created the position of Chancellor's Liaison for Institutional Effectiveness to coordinate board activities and work closely with the Committee on Planning and Student Success. The Chancellor's Liaison meets regularly with faculty accreditation chairs and ALOs to coordinate efforts and compare best practices. The chancellor's office has sponsored several district-wide workshops for college accreditation steering committees and chairs. Most recently, accreditation self study participants from three colleges met at LAVC to compare planning agendas and discuss progress (11.17).

Evaluation

Through the active oversight provided by the board's Committee on Planning and Student Success, district colleges have engaged in more positive and productive accreditation processes since 2000. Over the past six years, all district colleges have participated in new rounds of accreditation and have emerged with generally positive evaluations. More importantly, the accreditation self study process at all district colleges has become much more pro-active, collaborative, and collegial than in past years. District colleges are now approaching accreditation self studies as essential elements in their

strategic planning and institutional goal setting processes, and are using accreditation to address serious institutional issues.

IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Description

In accordance with board rules, the governing board bears primary responsibility for selecting the district chancellor and evaluating his/her performance annually. The chancellor and senior staff oversee the administrative tasks of the district. The chancellor also oversees the district foundation to obtain additional resources. He meets regularly with the cabinet, comprised of senior staff and the college presidents, and has regular consultations with leadership of the unions and the DAS. The chancellor considers recommendations on financial matters from the District Budget Committee (DBC) and on employee benefits from the Joint Labor Management Benefits Committee (JLMBC). In keeping with the provisions of the Education Code, the board delegates authority to the chancellor, gives him the autonomy to make decisions without interference, and holds him accountable.

The board shares responsibility with the chancellor for hiring and evaluating the performance of district vice chancellors, college presidents, and the general counsel. The selection process for the chancellor and other key administrative positions typically involve national searches. Hiring committees are comprised of representatives of all stakeholder groups, including faculty, students, staff, and community representatives. In accordance with the Brown Act, the board approves employment contracts and compensation in open session. The chancellor conducts regular evaluations of the college presidents in accordance with board rules and makes recommendations to the board on the renewal of their contracts.

Evaluation

New hiring procedures implemented by the board in 2000 have increased community and faculty involvement in the selection of college presidents (11.18). In the past, there was some question about the consistency and thoroughness of the evaluation of district administrators and college presidents. However, a new process has been adopted that mandates the hiring of an outside consultant to facilitate the evaluation of key administrative personnel through interviews with relevant college constituency groups. This process appears to have worked well over the past three years and will continue to be used in future evaluations. The board has also adopted a similar consultant-led process for the periodic evaluation of the chancellor.

When surveyed in 2005 and 2006, only 37% of our faculty and 35% of our classified staff felt district leadership (the Board of Trustees and the chancellor) was effective or very effective, with 34% of faculty and 32% of classified staff rating it as somewhat effective. Perhaps more telling was the fact that 24% of faculty and 16% of classified staff did not know (11.19). It will be interesting to see if these perceptions change under the leadership of Darroch "Rocky" Young, who became chancellor of the district in 2005.

IV.B.2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

IV.B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Description

The president directly supervises a staff of three vice presidents of Academic Affairs, Student Services, and Administrative Services. The VP of Academic Affairs is supported by four deans and one associate dean. In monthly meetings with all of the department chairs, she serves as a liaison between the faculty and the administration. The VP of Student Services is supported by one dean (enrollment management) and two associate deans (financial aid and ASU advisor). The VP of Administrative Services is supported by an associate vice president, a dean, and an athletic director (11.20).

The president meets weekly with her vice presidents as a group so they may present any issues requiring her direction. She also meets and works directly with the individual vice presidents to address areas of particular challenge. The VPs supervise the other college administrators and are delegated responsibility for and authority over their functions. The president conducts a monthly administrators meeting so that all of the college's management team may discuss issues, problem solve as a group, and exchange news of projects and activities. She also directly supervises the associate dean of research and planning, the compliance officer, her executive assistant, the executive director of the foundation, the director of staff development, and the public relations specialist.

The president is responsible for the performance evaluations of her vice presidents, who conduct evaluations of their subordinates. All evaluations are first submitted to and discussed with the president, whose input is included in the final version that is presented to and discussed with the administrator. She serves on the final interview panel and makes the final decision on the hiring of all probationary faculty members, administrators, and program directors.

Evaluation

The president has created a well-functioning administrative structure for the college and is actively involved in overseeing, evaluating, and communicating with her administrative staff. The Administrative/Classified Hiring Committee provides input on the appropriateness of administrative hiring. Evaluations of administrators now include input from department and division staff. When surveyed, 73% of faculty and 53% of classified staff rated college administrators as effective or very effective (11.19).

IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:

- *establishing a collegial process that sets values, goals, and priorities;*
- *ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;*
- *ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and*
- *establishing procedures to evaluate overall institutional planning and implementation efforts.*

Description

The president has participated in the establishment of processes that guide the college in improving the teaching and learning environment. She was

instrumental in the formation of the Student Learning Outcomes (SLO) Committee and in assigning it the task of revising the college's mission and vision statement and incorporating learning goals, approved in Spring 2006, to reflect and drive the college's objectives. The president was a driving force behind the Strategic Team for the Advancement and Retention of Students (STARS), which has promoted student centered learning and innovative teaching strategies. She was key in forming the Classified Staff Development Committee, with leadership comprised of classified staff, which has offered activities that have promoted the involvement of classified staff in college governance, the accreditation self study, and the development of student learning outcomes (11.21).

Acting on an ACCJC recommendation, the president established and staffed the Office of Research and Planning, ensuring that data (both internal and external) is scientifically gathered and evaluated. She has taken the lead in developing a college-wide acceptance of and reliance upon this office for information to be used by departments and programs.

To ensure that educational planning is integrated with resource planning and distribution, the president works closely with her vice presidents of Academic Affairs and Student Services. She assigns the VP of Academic Affairs to work with the Academic Senate and the Curriculum Committee on educational planning. The president ensures that all programs and departments regularly accomplish program review. She requires an annual report for Student Services. The President's Office and Administrative Services, as well as the offices of Academic Affairs and Student Services, have begun to implement comprehensive, regularly scheduled program review for all of their functions, a process that includes the incorporation of student learning outcomes.

The college president participates in shared governance processes, serving as an ex officio member of the College Council, the college-wide shared governance committee representing all college constituents, attending its monthly meetings, and giving a president's report. She encourages the evaluation of shared governance processes, when needed. She attends all of the meetings of the Budget Committee, a standing committee of the College Council. In a collaboration that supplements the College Council, she meets in monthly consultation with the Academic Senate president and Los Angeles College Faculty Guild chapter president. She also meets monthly with AFT Staff Guild representatives. Over the past five years, the president has worked actively in a process that has included wide college participation to oversee the implementation and progress of the Prop A/AA renovation and construction projects.

Evaluation

The president has provided good, stable leadership for the college. With hands-on participation and through established processes, she ensures that the college continually works to improve teaching and learning. This is evidenced by her wholehearted support for STARS, which she has promised to continue despite the end of the FIPSE grant, which has funded the initiative. Her encouragement of the activities of the SLO Committee has energized a group of faculty to take the lead in creating a more learning-centered environment. She has enthusiastically supported the work of the committee that is revising the Education Master Plan.

The president works closely with all constituents to ensure that the campus maintains a collegial environment. She attends numerous college meetings and consistently encourages classified staff and student participation in college committees and decision-making. Under her direction, leaders are encouraged to revise and strengthen the college's planning and governance processes.

IV.B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Description

The president serves on the district's Infrastructure Committee and attends all Board of Trustees meetings, a monthly Chancellor's Cabinet dinner and monthly all-day meeting, and a portion of the board's annual retreat. As co-chair of the DBC, she is a liaison between the district's and the college's budgeting process.

The president arranges for the director of staff development to teleconference workshops offered by the Southern California Community College Districts' Employment Relations Consortium on issues involving state statutes and regulations and their proper implementation so that our supervisors and administrators can attend these sessions on campus.

The president hired a full-time compliance officer, a position that had been part-time until April of 2001. The compliance officer conducts extensive workshops and training for faculty and staff on such issues as the prevention of sexual harassment and policies prohibiting discrimination. The president also disseminates this information at senior staff and administrators meetings.

Evaluation

The president handles these duties diligently and effectively. Her participation at the district level allows her to communicate governing board policies, statutes, and regulations to college leadership and ensure that the setting of college goals and priorities are closely coordinated with the district. Regular, close communication with district senior staff, the Board of Trustees, and other college presidents assist her in ensuring that practices at the college level are consistent with the mission and policies of the LACCD.

IV.B.2.d. The president effectively controls budget and expenditures.

Description

The president attends all of the college's Budget Committee meetings and works with its members, as well as the College Council, to ensure that the college's resources are managed properly. The largest portion of the college's budget, over 95%, is allocated to employee salaries and benefits. As much as possible, the college president controls these costs by working closely with the Administrative/Classified Hiring Committee. She takes prioritization recommendations for faculty hiring, made by the Instructional Programs Committee, into consideration before making a final decision. She meets with members of the district's Operations Division on a quarterly basis along with her vice presidents to review expenditure projections and meet budget targets established through mutual consultation on the DBC.

To bring additional resources to the college, the president established the position of dean of economic development in 2002. The efforts of the dean, working with the associate dean of research and planning, have resulted in the college receiving several significant grants, most notably the STARS FIPSE grant, Associate Degree Nursing Grant, Tutoring and Mentoring Program Nursing Grant, Associate Degree Nursing Regional Collaborative Grant, Fast Track Nursing Career Path Grant, State Chancellor's Infant/Toddler Grant, USDA WINGS Grant, U.S. Dept of Education MEISP Mathematics Grant, State Chancellor's Competitive Edge Manufactures Institute Program Grant, HUD Project Valley Works, NASA Grant, and a Biotech Grant (11.22).

Evaluation

The president exercises effective control over the college budget. Her creation of the position of dean of economic development has greatly benefited the college by an infusion of grant funding. Due to an enrollment decline in 2004-05, the college failed to meet its WSCH targets, resulting in a budget deficit, the first time the college had experienced a budget deficit in

her 11 years as president. Recognizing the need to improve enrollment management, the president stepped up efforts by our task force on enrollment management. She has also recommended that the Budget Committee be more actively involved in overall college budget decision-making.

IV.B.2.e. The president works and communicates effectively with the communities served by the institution.

Description

In 2001, the president hired a public relations specialist, whose office publishes a semi-annual newsletter sent to 1,200 recipients and regularly sends press releases to the media and the community. A cable television program on Adelphia Cable Network has showcased departments and programs at LAVC to a large portion of the San Fernando Valley.

To bring more community members into contact and interaction with the college, the president hired an executive director for the college foundation and asked him to expand the number of community and alumni members on its board of directors. The foundation publishes a semi-annual newsletter, increased Alumni Association recruitment, expanded its board from 10 to 18, revitalized the LAVC Retirees Association, and helped to form a board to oversee and raise funds for the Museum of the San Fernando Valley, located on our campus.

The president maintains regular contact with the LAUSD high schools in our area. She serves as principal for a day each year at one of our feeder schools and hosts annual breakfasts for counselors and principals. She serves on numerous boards, committees, and commissions, including the mayor's library commission, and has received several prestigious awards (11.23).

Evaluation

The president does an exceptional job of representing our college and communicating with the community we serve.

IV.B.3. In multi-college districts or systems, the district/system provides primary 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. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

IV.B.3.a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

Description

The areas of responsibility of the district office and its nine colleges are governed through legislation, the Education Code, board rules, administrative regulations, and current and past practices. In the past few years, the Board of Trustees has pursued a policy of partial administrative decentralization, which has shifted additional responsibility and accountability for planning and decision making to the local college level. Since the board formally adopted the principle of decentralization in 1999, the district and the colleges have been working to clarify and delineate operational responsibilities.

Six years ago, the district participated in a pilot program organized by the ACCJC aimed at clarifying lines of accountability and authority in districts with multiple colleges. Known as the Multi-College Pilot Program (MCPP), this effort involved members of accreditation committees, who, with input from district administration, the board, the academic senate, and union leadership, examined district/college roles and responsibilities. Meetings led to the creation of a functional map, which was revised several times over the years (11.24). The map delineated whether functions outlined in accreditation standards belonged to the district, the nine colleges, or a district-wide body.

In 2005, the district initiated a review of all district office functions and replaced the functional map with district office service outcomes, specifying user constituencies, areas of responsibility, and expected outcomes for all services (11.25). These process maps were shared with faculty and administrative leaders at the DAS annual summit in September 2006 (11.26). A panel presentation explored the current state of decentralization and district/college relations, with breakouts focusing on specific areas, such as payroll, HR, and marketing. The schemas were also shared with the three vice president councils.

Evaluation

As a separate entity that is part of a multi-college district, it is an ongoing challenge to delineate our roles. Decentralization is a work in progress that requires periodic review and alterations. Our district has become partially decentralized, with some decisions made locally and others made by the district. In curriculum, some aspects of a course are considered college variables, such as hours, and some are district attributes. For example, the fact that prerequisites are a college attribute poses a challenge in that the

same courses within the district can have different prerequisites at different sister colleges. Many aspects, such as hiring decisions, are totally decentralized, as they should be.

While the functional map was developed and modified, it was not widely disseminated and understood in detail by individual staff and faculty members at all colleges. However, the district's efforts in the last two years to develop revised functional schemas have been aimed at addressing this problem.

IV.B.3.b. The district/system provides effective services that support the colleges in their missions and functions.

Description

The district's primary purpose is to provide operational and logistical support to the colleges. In this effort, the district office offers an array of support services to the colleges. The main services involve instructional and student services support, institutional research, human resources, business services (including contracts and risk management), financial services (budget and accounting), legal services, public relations and marketing, facilities planning (including oversight of the $2 billion-plus construction program by the executive director of facilities planning and development in conjunction with project managers, DMJM/JGM), and information technology. Collaborative procedures between the district and the colleges include the budget allocation model, codes for student conduct, and implementation of board rules. Each college, through its funding allocations, determines specific operational and educational priorities, which may vary from college to college.

Evaluation

The district assesses its effectiveness through self-study and audit reports (11.9). In addition, the district has been engaged in a two-year process of self-analysis that will result in recommendations for the re-organization of administrative unit structures and the refinement of their functions. Involving input from all nine colleges, this re-organization will also result in the establishment of clear outcomes for all district administrative offices, which will then be used to measure the effectiveness of support services. This may help to address some concerns, particularly by those who feel that the needs of the college are not responded to as quickly as they should be, creating delays that impact programs. The study will also look at procedures like the rating in process, which needs to be streamlined.

Although many administrative functions have been decentralized to the nine colleges, most of the functions the district performs are, for technical or

financial reasons, best carried out centrally. Although the previous DEC system was antiquated, the new HR system, SAP, has created many challenges for the college, including incorrect information in reports, errors on paychecks (or no pay at all), and miscommunication on assignments. The various IT systems are not communicating to manage human resources. Personnel placed on each campus (Single Point of Contact staff, or SPOCs) have been valiantly trying to deal with the problems as they arise. A Help Line has also been instituted.

Facing a drop in enrollment, the district hired a PR firm to conduct a marketing campaign to help with recruitment. Creating a more positive image for the district may yield positive results although some feel the money might be better spent locally to promote individual colleges.

Planning Agenda

The college recommends that the district administration take all necessary actions to ensure that all reporting systems (financial, payroll, HR, etc.) provide accurate and timely information *[LACCD Vice Chancellor].*

IV.B.3.c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

Description

The District Budget Committee (DBC) develops and oversees implementation of the district's resource allocation model (11.27). In 1999, the DBC was restructured in response to a district-wide budget crisis in order to include additional faculty representation and expand union and academic senate participation. It is now comprised of the nine college presidents and representatives from the administrative units, the DAS, and the collective bargaining units. This newly constituted committee has revised the budget allocation model used to distribute funds to the colleges. Prior to 1999, district colleges were funded on an expenditure model that did not encourage effective resource management or fiscal restraint and often led to large negative balances. Responding to ACCJC recommendations, and after the district embraced the principle of partial administrative decentralization, the DBC adopted a revenue-based model that mirrored allocation formulas in place at the state level. The model is consistent with board policy, which stipulates that college funding be allocated in the same manner that revenues are received by the district. Under the state program-based funding model, the district and, subsequently, the colleges receive revenues based on workload measures, including faculty-student head count and full-time equivalent students (FTES).

Periodically, the DBC reviews the allocation model and recommends changes when deemed necessary (11.28). Among these have been changes to the way colleges receive growth funds and basic skills money, as well as the implementation of targets and growth ceilings. In 2002, the DBC adopted a "window shade' approach to the allocation of growth dollars to ensure that each college that grew to its funded growth cap would receive the dollars it earned, based on FTES. (The previous version ensured only that a college would receive its percentage of total growth FTES generated by the district.) Additionally, the DBC recommended the creation of growth targets/ceilings, designed to maximize FTES growth and basic skills revenue while protecting colleges from expending resources to generate FTES for which they would not be funded.

In response to the suggestion that the FTES funding base formula does not adequately provide resources necessary for colleges to serve their communities, the senior vice chancellor convened an FTES Allocation Taskforce in Fall 2005. It gathered geographic service areas and data on student attendance by zip code and looked at attendance by college age students. After careful deliberation, the taskforce concluded that the base allocation formula was appropriate to the populations in their service area and should be continued.

In response to the situation of smaller colleges that have had trouble balancing their budgets, the DBC instituted allocation grant procedures. A college ending the year in deficit can request the intervention of the DBC Grant Allocation Taskforce, comprised of administrators, faculty, and staff from other colleges in the district. The college submits a fiscal self-study to assess the causes of its deficit. Members of the taskforce review the data, visit the college, meet with administrators, faculty, and staff, and issue recommendations to help the college reach financial independence. If the college follows these recommendations, a portion of the deficit is offset with funds from the district's contingency reserve.

Since the passage of SB 361, the DBC has established a subcommittee to revisit and revise the district allocation model so that it will reflect the new foundation grant/FTES approach to college funding. This subcommittee will consider whether or not the smaller colleges should receive additional support in the form of increased foundation grants.

Evaluation

The allocation of resources is the district's most challenging task. The process allows for input and room to change. Revisions made by the DBC to the allocation process in the past few years have created a fairer system.

Perceptions vary, and because there is never enough funding from the state, some feel the process is consistent but not necessarily always equitable. However, the allocation grant process appears to be successful. As the result of district intervention, one of our colleges in need, Los Angeles Harbor College, saw its deficit reduced from $3 million to $1 million since the implementation of the taskforce's recommendations.

Most recently, as a result of accreditation recommendations directing the district to assure that the allocation model treats all colleges fairly and provides adequate support for their educational programs, the chancellor engaged an outside consultant to work with district and college staff to review the current model again and make recommendations, if warranted, for its modification. The final report of this effort is expected during the 2006-2007 academic year.

IV.B.3.d. The district/system effectively controls its expenditures.

Description

Meeting on a monthly basis, the DBC, with administrative, faculty, and staff representation from all nine LACCD colleges, monitors all college budgets and expenditures. College budget projections, including reserve funds, are tracked from quarter to quarter, and district staff meet with college administrators as needed to address budget problems before they arise. As a result of these procedures, the district has maintained at least a 3% contingency reserve fund every year since the reform of the DBC and allocation formula in 2000 (11.29). The district's outside audit assesses the effectiveness of its financial management. The Board of Trustees, college presidents, and the public are provided periodic updates and presentations regarding the district's financial condition (11.30).

In order to maintain some level of control over health benefit costs for employees, the district and employee unions formed the Joint Labor Management Benefits Committee (JLMBC), which decides collaboratively on medical insurance carriers and plans.

Evaluation

The district effectively controls its expenditures. The maintenance of a significant contingency fund has allowed the district to minimize the impact of state budget cuts on local college programs and has made it possible for our smaller colleges to seek additional funding to support their offerings. The JLMBC has been a successful model for savings in an environment of spiraling health care costs. It won the 2004 AFT Saturn/UAW Partnership Award as an

exemplary model of labor-management collaboration that has resulted in delivering cost effective, efficient, high quality services (11.31).

IV.B.3.e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

Description

College presidents undergo annual review conducted by the chancellor and a consultant-administered evaluation every third year. Evaluations contain clear grades for effectiveness in key areas. These evaluations are reviewed and approved by the Board of Trustees.

Evaluation

Since the adoption of administrative decentralization as the current approach to district/college relations, presidents have enjoyed additional freedom to make key decisions and have also been held more directly accountable for their actions than they were in the past.

IV.B.3.f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

Description

The district office has several vehicles for communicating with the colleges. The district provides reports pertaining to such areas as finance, personnel, and demographics. District-wide committees, such as the Presidents' Cabinet, the Vice Presidents of Academic Affairs Council, the Vice Presidents of Administrative Services Council, and the Chief Student Services Officer Council, facilitate the sharing of information, which attendees bring back to their campuses. The chancellor visits the colleges and conducts cabinet meetings and other sessions with the college presidents and staff. The district's mainframe computer database, DEC, allows personnel to access student information and information related to college operations and enrollment management. Information is exchanged through courier and email. Recently, the chancellor's office has begun sending out emails to all users at the colleges.

Representatives from constituency groups (all collective bargaining units, including faculty, staff, and administration, the academic senate, and

students) have seats at the resource table at every board meeting, and comments from the resource table are a standing item on each agenda. Representatives also have the opportunity to take part in the discussion of any item that comes before the board for a vote.

Changes in board rules and resolutions passed are communicated to the college presidents via email and forwarded to all users on campus (11.32). Before board meetings, agendas are posted near the mailroom, in the cafeteria, in Maintenance & Operations, and on the district website. The college's president, vice presidents, academic senate president, and AFT faculty and staff guild chapter presidents receive them in advance. Minutes of meetings are posted on the district website.

Evaluation

One area that the college has identified as a district weakness is communication. Some college employees do not know who is in charge of a particular function and it is often difficult to reach staff in the district's administrative offices by phone. A list with the titles and contact information of district personnel responsible for various functions should be readily accessible.

Although changes affecting programs are discussed at district councils, and representatives are supposed to report back to the college, constituents sometimes feel they have not been appropriately informed about decisions or notified of changes in a timely manner. For instance, when the district gave student tutors pay increases, college tutoring lab coordinators did not find out for two months, so the number of hours of tutoring service needed to be decreased.

The chancellor's district-wide emails are a step in the right direction. Communication on matters that affect the colleges, especially policy changes, should be sent out regularly.

IV.B.3.g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Description

The LACCD has a policy in place to identify, consider, and act upon operation and policy matters and specify the form of board rules and administrative

regulations issued through the chancellor's office. The policy engages the three councils of vice presidents and the Chancellor's Cabinet (the chancellor and college presidents) in the policy development and review process. When appropriate, other district-wide committees and constituency groups (academic senate, bargaining units, Student Affairs Committee) are consulted as well.

The delineation of district/college roles and functions is reviewed and revised regularly [see IV.B.3.a]. The results of the recent study of district office service outcomes were presented to the vice presidents' councils and the DAS in Fall 2006 for discussion and feedback.

In Spring 2006, the district initiated a formal strategic planning process to assess progress made toward achieving past goals as detailed in its self studies and informal planning activities and to establish new district-wide goals and objectives. Informal SWOT analysis focus groups were held at each college that semester. Participants identified district-wide strengths and weaknesses and suggested future priorities (11.33). A draft of the District Strategic Plan 2006-2011 (11.34) was circulated in Fall 2006 and discussed in open forums held on the campuses and at the DAS annual summit. Final approval by the board is expected in January 2007.

Evaluation

The district's governance and decision-making structures are collegial and inclusive, with constituents working together to help the colleges reach their educational goals. District leadership actively seeks the participation of local college leaders in decisions that affect all of the colleges. Faculty and staff are well represented on district-wide committees. Students have a voice through a student trustee, who sits on the College Planning and Advisory Councils and college president selection committees, and convenes the Student Affairs Committee, in which the trustee and the nine student body presidents consider policy impacting students.

The recent effort by the district office to clarify and analyze its functions is a positive step toward improving its processes. In order to evaluate the district's effectiveness, it needs to establish a regular cycle of assessment, revision, and improvement.

The strategic planning initiative has involved all the colleges in dialogue on ways to work together to achieve mutual goals. The district needs to keep up the momentum by continuing to engage all stakeholders in following through on these priorities.

Planning Agenda

The college recommends that the district administration complete the analysis of district office functions, including the establishment of clear benchmark measures that can be used in assessing their effectiveness, and more effectively communicate the results of district evaluations *[LACCD Chancellor]*.

Evidence

11.1 Chancellor's inaugural address
11.2 Board Rules Ch. II, Article I
11.3 Board minutes on resistance to public pressure
11.4 Board Rules Ch. I, Article II mission
11.5 Board Rules Ch. VI, Article I; Admin Reg E-64; Board Rules Ch. XVIII, Article I
11.6 Admin Reg E-65, Board Rule 10305, Personnel Guide B 342, Board Rules 6801-6803.10
11.7 KPMG audit
11.8 Board Rules Ch. II, Article III
11.9 District Self Study 2001, 2003
11.10 Chancellor's Directive #70, District-wide Internal Management Consultation Process
11.11 Annual retreats
11.12 Student trustee orientation procedures
11.13 Board minutes September 21, 2005; results of evaluation
11.14 Board Rule 2300.10 Code of Ethics
11.15 Committee on Planning and Student Success minutes
11.16 Study Session series
11.17 Valley-Side Accreditation Meeting
11.18 Board Rule 10308, Chapter X, Article III
11.19 Faculty Survey 2005, Classified Staff Survey 2006
11.20 College organization chart
11.21 Classified Staff Development Committee
11.22 Grants list
11.23 Resumé of Dr. Tyree Wieder
11.24 Functional Map
11.25 District Office Service Outcomes
11.26 District Academic Senate Summit September 2006
11.27 DBC minutes
11.28 Allocation model changes
11.29 District contingency reserve fund
11.30 Reports to the Board of Trustees
11.31 JLMBC Saturn Award
11.32 Email on board resolution
11.33 LAVC SWOT results
11.34 District Strategic Plan 2006-2011





PLANNING AGENDA SUMMARY

PLANNING AGENDA SUMMARY

Our action plans are listed here under the sections of the self study in which they originated. Since many of them apply to more than one area, the applicable standards are noted in parentheses. *Responsible parties and timelines, when appropriate, are indicated in brackets. When no timeline is given, it is implied that these are ongoing activities.*

Mission

(I.A, I.B) Communicate the revised mission and vision statements to the campus community *[College Council, Public Relations Specialist]*

- Make the mission and vision statements more visible by printing them on college publications and displaying them on campus
- Feature the mission statement on all shared governance committee agendas

Improving Institutional Effectiveness

(I.B) Set measurable targets to assess the achievement of goals *[academic year 2007-08]*

- Review and modify former PFE targets regarding college goals (e.g., transfer, basic skills, degrees and certificates, voc ed) *[appropriate college committees, Office of Research and Planning]*
- Disseminate these goals and targets widely to the campus community *[College Council/shared governance process]*

(I.B, IV.A) Encourage broad-based participation in the planning process that is more reflective of the campus as a whole

- Recruit a wider base of faculty members to serve on shared governance and college committees, as well as the Academic Senate, and discuss the feasibility of term limits *[LA College Faculty Guild chapter president, Academic Senate president]*
- Increase efforts to encourage more classified staff to participate
- Actively recruit more students, especially from the non-ASU population, and consider offering incentives, such as credit through Service Learning or directed study *[Associate Dean of Student Services, ASU president, Service Learning Coordinator]*

(I.B, IV.A) Evaluate the effectiveness of the College Council and its committees to be sure they stay on course in following newly revised processes that link ongoing planning, budget, and evaluation *[College Council][beginning Spring 2006, every other year]*

Instructional Programs

(II.A) Address the student need for flexible scheduling and nontraditional delivery systems by expanding alternatives such as short term, online, and hybrid courses *[Office of Academic Affairs, department chairs, Instructional Programs Committee (IPC), Distance Education Coordinator, Distance Education Trainer]*

(II.A, II.B. II.C) Establish SLO assessment cycles throughout the college

- Incorporate SLOs through program review, with each department/area identifying program level SLOs that link to college-wide SLOs, as well as course level SLOs *[department chairs/program directors, appropriate committees]*
- Use program reviews to support the updated Education Master Plan, the document through which SLO assessment cycles will be implemented *[IPC]*
- Include five-year assessment cycles with progress on meeting goals to be updated annually *[department chairs/program directors, appropriate committees]*
- Communicate SLOs to the college through the Education Master Plan, website, catalog, schedule, annual reports, course syllabi, student orientation and handbook, staff development, graduation, etc. *[SLO Committee]*

Student Support Services

(II.B) Develop more effective strategies to assist the large number of at-risk students, students on academic and progress probation, and students who are undecided on educational and career goals *[Student Services Committee] [Fall 2007]*

Library and Learning Support Services

(II.C, III.C) Strengthen information competency throughout the college *[Library Department Chair, Staff Development Director, tutoring supervisors]*

- Promote our existing information competency courses and workshops to students
- Offer more workshops for faculty on best practices for incorporating research into the curriculum
- Regularly incorporate library information competency workshops into tutor training

(II.C, III.C) Create guidelines for staffing ratios and support levels in open computer labs to ensure that student needs are met *[VP of Academic Affairs] [Fall 2007]*

Human Resources

(III.A) Offer annual training for supervisors, department chairs, and evaluation committees on the evaluation process *[appropriate collective bargaining agents, college and district administration]*

(III.A) Maintain sufficient numbers of full-time classroom and non-classroom faculty by replacing permanently vacated positions with new tenure track candidates within a year, if feasible. Achieve and maintain appropriate staffing levels of classified support staff and administrators, taking into account financial realities and the college's needs *[IPC, Classified/Administrative Staffing Committee, Budget Committee, college president]*

(III.A, III.C) Expand our staff development program *[Staff Development Director]*

- Seek alternative funding sources and utilize the expertise of our faculty and staff
- Set an annual calendar of classes and workshops and market them effectively *[beginning Fall 2007]*

(III.A) Maintain the long-range staffing plans developed by the Classified/Administrative Staffing Committee, adjusting them as dictated by enrollment patterns and facility changes [*Classified/Administrative Staffing Committee*]

Physical Resources

(III.B) Continue efforts to inform the college community about our emergency response plan and train our employees in the roles they may need to play in the event of a disaster or emergency *[VP of Administrative Services, Space and Work Committee]*

Technology Resources

(III.C, II.A) Provide more information technology training for all personnel, particularly in distance education, web page design, and the use of multimedia technology in classroom instruction *[Staff Development Director]*

(III.C) Implement the Technology Master Plan *[VP of Administrative Services, IT Manager, Technology Committee] [complete the major portion by the end of Fall 2007]*

- Prioritize recommendations based on instructional needs
- Evaluate recommendations to demonstrate how they support our college-wide SLOs
- Set goals and timelines for accomplishing the recommendations
- Integrate the recommendations on all levels of the budget/planning process (departments, programs, services)

Financial Resources

(III.D, IV.A) Redefine the role of the Budget Committee to become more involved in overall college financial planning *[Budget Committee] [Spring 2007]*

(III.D) Clarify the budget process *[by end of Fall 2007]*

- Create an ad hoc task force to prepare a training manual describing the budget process, including the link to long term planning, with guidelines on how to develop a budget, make purchases, and access financial information *[Budget Committee]*
- Provide training workshops for department chairs and program directors on how to use the information in the manual *[Administrative Services, Staff Development Director]*
- Post the manual on the website *[webmaster]*

Decision-Making Roles and Processes

(IV.A, I.B) Strengthen communication involving college governance

- Post all shared governance committee minutes on the college website and impress upon the college community the need to stay current on decision making *[College Council]*
- Improve communication with constituents who might be impacted so they have the opportunity to provide input before decisions are made *[committee chairs and members]*

(IV.A, I.B) Provide training on the roles and responsibilities of new as well as continuing committee members, including training to facilitate productive discussions *[Staff Development Director] [as needed]*

(IV.A) Assess the large number of established college committees to determine whether they should be reorganized, revitalized, or eliminated *[College Council, Academic Senate] [by summer 2007]*

Board and Administrative Organization

(IV.B, III.D) The college recommends that the district administration take all necessary actions to ensure that all reporting systems (financial, payroll, HR, etc.) provide accurate and timely information *[LACCD Vice Chancellor].*

(IV.B) The college recommends that the district administration complete the analysis of District Office functions, including the establishment of clear benchmark measures that can be used in assessing their effectiveness and more effectively communicate the results of its evaluations *[LACCD Chancellor]*.