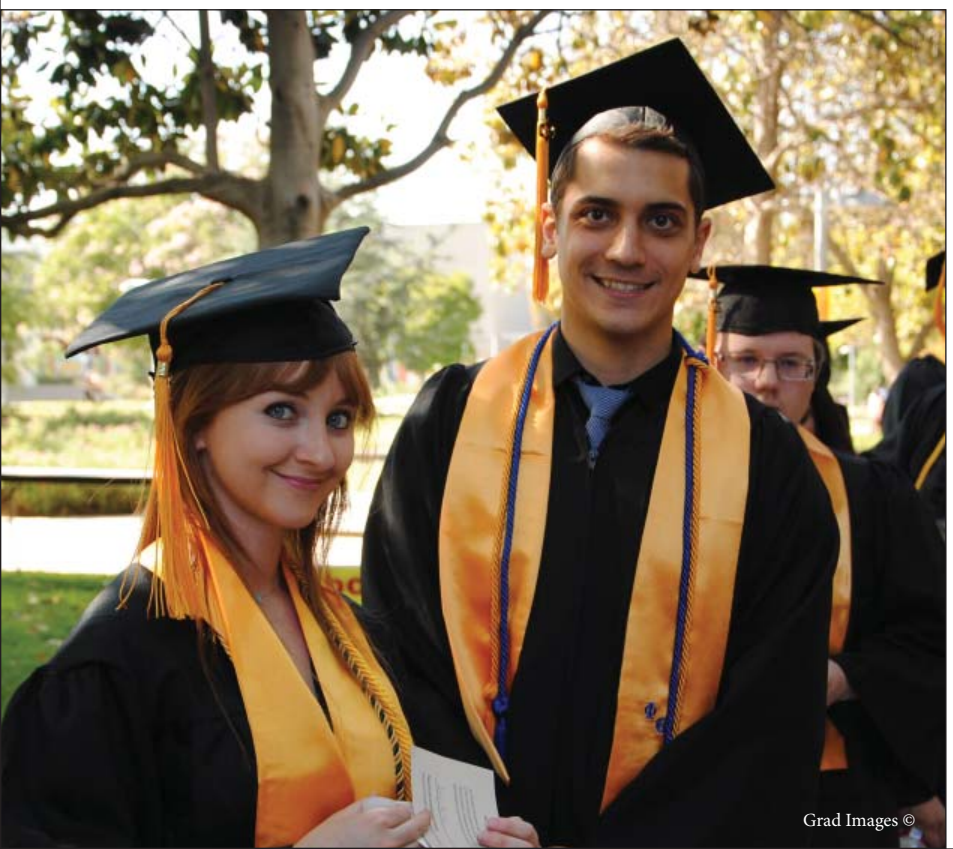
Los Angeles Valley College

Institutional Self Evaluation Report 2013 for the

REAFFIRMATION OF ACCREDITATION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Institutional Self Evaluation Report

Los Angeles Valley College

Self Evaluation Report of Educational Quality and Institutional Effectiveness

Support of Reaffirmation of Accreditation

Submitted by:

Los Angeles Valley College

5800 Fulton Avenue

Valley Glen, CA 91401

Accrediting Commission for Community and Junior Colleges,

Western Association of Schools and Colleges

Submitted January 2013

Certification of the Institutional Self Evaluation Report

To: Accrediting Commission for Community and Junior Colleges,

Western Association of Schools and Colleges

From:

Dr. A. Susan Carleo, Chief Executive Officer

Los Angeles Valley College

5800 Fulton Ave., Valley Glen, CA 91401

This institutional Self Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was broad participation by the campus community, and I believe the Self Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

A. Susan Carleo — 12/10/12

Dr. A. Susan Carleo, Los Angeles Valley College President — Date

Steven Veres — 12/19/2012

Steve Veres, Los Angeles Community College District Board of Trustees President — Date

Daniel LaVista — 12/19/2012

Daniel LaVista, Los Angeles Community College District Chancellor — Date

JMH — 12·19·12

Josh Miller, Academic Senate President and IEC Chair — Date

Karen Daar — 12-10-12

Karen Daar, Accreditation Liaison Officer — Date

Deborah Kaye — 12/10/2012

Deborah Kaye, Faculty Accreditation Co-Chair — Date

Lynne Brower — 12/11/12

Lynne Brower, Faculty Accreditation Co-Chair — Date

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Introduction

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LAVC History

Los Angeles Valley College was established in 1949 in response to the higher education needs of the rapidly growing San Fernando Valley. The College was officially chartered by the Los Angeles Board of Education in June of 1949 and opened its doors on September 12th of that year on the campus of Van Nuys High School. We began our first academic year with 439 students enrolled, 23 founding faculty members, and five bungalows that constituted the campus. The library housed a collection of 150 books.

Remembering Our Early Beginnings

By 1950, the College established an evening division, adding 12 classes. LAVC moved to its permanent 105-acre site in Van Nuys in 1951. The campus began with 33 temporary bungalows, which increased to 45 over the next five years. During the first three years of operation, enrollment expanded quickly. By fall 1952 enrollment exceeded 2,300 students. Within the next two years the college established 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.

Creating Campus Facilities

Over the decades the college continued to grow with the San Fernando Valley. A comprehensive transfer program, as well as a number of vocational programs led to the need for instructional facilities. By 1959 Phase I of the Master Building Plan was completed, adding Engineering, Chemistry, Physics, Foreign Language, Administration, and the Library buildings. By 1961, the Music, Theater Arts, Life Science, and Cafeteria buildings were added. In 1963, the buildings for Business-Journalism, Math-Science, Art, and the Planetarium were completed. In the 1970's the college added the Gymnasiums, Behavioral Science, Humanities, and Campus Center buildings.

Creating the LACCD

In 1969, the nine two-year colleges that had been part of the Los Angeles Unified School District became the Los Angeles Community College District (LACCD). The first independent Board of Trustees for the LACCD was elected that year.

Reflecting on LAVC Today

Today, Los Angeles Valley College serves approximately 20,000 students from the communities of Van Nuys, North Hollywood, Panorama City, Pacoima, Sherman Oaks, Valley Village, Studio City, Encino, Tarzana, and Burbank. Designated as a Hispanic-serving institution (HSI), its student body is comprised of a diverse mix of ethnicities that reflect the communities it serves, the majority being of Hispanic descent. LAVC is a student-focused institution known for high quality educational courses that prepare students for university or vocations. More than 140 associate degree programs and certificate programs are offered. Popular majors include Accounting, Administration of Justice, Biology, Business Management, Child Development, Computer Science Information Technology, Engineering, English, Liberal Arts & Sciences, Media Arts, Music, Psychology, and Sociology. The school is also known for exceptional vocational programs in Registered Nursing, Fire

Technology and Respiratory Therapy. In addition, LAVC offers a wide selection of online and hybrid courses.

Revitalizing Valley College

With the passage of three district wide bond measures, Proposition A in 2001, Proposition AA in 2003, and Measure J in 2008, Los Angeles Valley College has been undergoing a $626 million expansion and renovation construction program designed to renovate existing structures, upgrade infrastructure, and construct new buildings. New facilities include the Maintenance and Operations/Sheriff's Station (the first LEED-certified building in the LACCD), an Allied Health and Sciences Center with state-of-the-art classrooms and labs, and the Belle & Harry Krupnick Media Arts Center featuring a state-of-the art television studio. Most recently, the College added a new Aquatics Center with an Olympic-sized pool, an Adapted Physical Education Center for students with disabilities, a Student Services Complex, and a Library and Academic Resource Center. Five other buildings are scheduled to begin construction in the next year.

Serving Our Students

Under the stable leadership of College President Dr. A Susan Carleo, who was appointed in 2008, LAVC has made a number of advances to increase institutional effectiveness. We created several new certificate programs, revitalized our total college offerings, added new courses in many departments, and increased the number of evening courses to meet the needs of working students. We continue to expand technological capabilities, increasing access to research databases from on and off-campus and information on our college and District websites. Dr. Carleo expanded the research office to include institutional planning. Our focus on student success, starting with the STARS initiative, which engages students and faculty in dialogue about teaching and learning, was expanded in 2011 when LAVC became an Achieving the Dream Institution

Serving Business and Industry Needs

Los Angeles Valley College is known for our ability to serve the needs of local business and industry. Our Job Training Program provides employee training and our Faculty/Staff Resource Center serves as a training facility for the College and area businesses. LAVC has received numerous awards, including being inducted into VICA's (Valley Industry and Commerce Association) "San Fernando Valley Business Hall of Fame" and receiving the Valley Economic Alliance's "Valley of the Stars" Education Award.

Serving Our Community

LAVC serves as a hub for cultural and community events and offers recreational opportunities (athletics, community services 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.

We are proud to be known as "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 2012

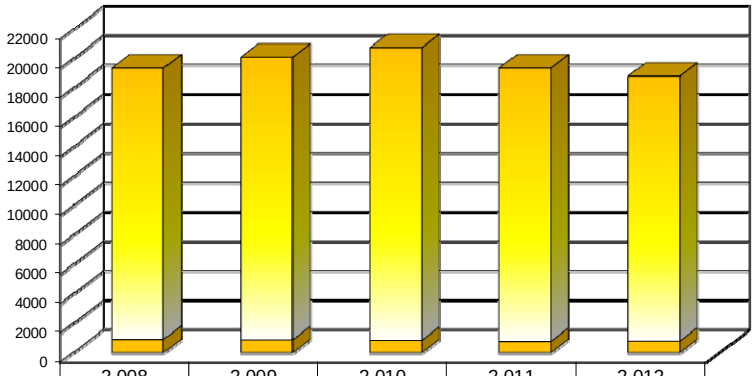
Los Angeles Valley College draws diverse students from surrounding communities, the greater San Fernando Valley and Los Angeles area. The majority of LAVC's student population resides in the nearby communities of North Hollywood, Van Nuys, Burbank and Panorama City. The College looks at employment trends in the area and regularly reviews employment data as part of CTE biennial review (program review/annual plan).

Many LAVC students are financially challenged. The median household income for major feeder areas is lower than that of the entire San Fernando Valley and Los Angeles County. About 67 percent of LAVC students are designated as low income and between 60-70 percent receive some form of financial aid. About 40 percent of LAVC students work more than 20 hours per week and 15 percent work full-time. Most students (82 percent) who attend LAVC are part-time students. About 42 percent are identified as day only and 27 percent as evening only students.

The major feeder areas of North Hollywood and Van Nuys have lower percentages of high school graduates (69.5 percent and 70.8 percent, respectively) compared to Los Angeles County (75.2 percent). Feeder high school API scores are often low. These areas also have a lower percentage of the population with a Bachelor's degree or higher (21.6 percent and 17.2 percent) compared to 28.1 percent for the County. At LAVC, 40 percent of our students are first generation college students. The majority (over 70 percent) of LAVC students place below college level in English and math assessments.

In the last decade, LAVC student headcount peaked in fall 2010 at almost 20,000 (credit). In the two years since, enrollments have declined and fall 2012 enrollments include 18,000 credit students and 785 noncredit students. In fall 2012, 18 percent of students were identified as first time freshman.

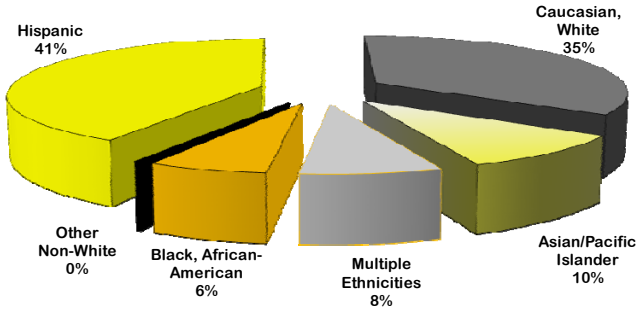
Credit & Noncredit Headcount
Fall 2008 - Fall 2012



	2,008	2,009	2,010	2,011	2,012
Credit	18,436	19,205	19,888	18,571	18,000
Noncredit	899	877	839	762	785
Total HC	**19,335**	**20,082**	**20,727**	**19,333**	**18,785**

LAVC's diversity is represented in many ways. One-third of the student population is under age 20, with a median age of 26. In fall 2012, the student population was about 57 percent female. More than eight percent indicate that they have resided in the U.S. for five years or less. The Hispanic student population is 41 percent, and 10 percent list Spanish as their primary language. Additionally, 10 percent list Armenian as their primary language.

Ethnicity



Currently, more than half (51 percent) of students indicate an educational goal of degree or transfer, 18 percent indicate a vocational or job-related goal, and about eight percent list personal development. LAVC grants an average of 1,300 awards (credit degrees and certificates) annually. In 2011-2012, 55 percent of awards were certificates and 45 percent were Associates degrees. Top areas of study are CSU Breadth, Child Development, IGETC, Nursing, and General Studies: Social & Behavioral Science and General Studies: Natural Science. Despite recent declines in UC and CSU admissions, LAVC continues to transfer over 750 students to these institutions annually.

Sources: CSUN 2010 Economic Summit Report, LAVC Fall 2012 Profile, LACCD Student Survey Spring 2012

LAVC Community, Demographic Data and Trends

Gender Comparisons		
	Female	**Male**
LAVC Students	60%	40%
San Fernando Valley	51%	49%
Los Angeles County	50%	50%
California	50%	50%
United States	51%	49%

Age Comparisons					
	Under 20	**20-24**	**25-34**	**35-54**	**55+**
LAVC Students	25%	32%	23%	17%	4%
San Fernando Valley	28%	7%	14%	30%	22%
Los Angeles County	29%	7%	14%	29%	20%
California	29%	7%	14%	29%	21%
United States	27%	7%	13%	29%	24%

Ethnicity Comparison							
	American Indian/ Other Non-White	**Asian/ Pacific Islander**	**Black, African-American**	**Caucasian, White**	**Hispanic**	**Multiple Ethnicities**	**Some Other Race**
LAVC Students	0%	9%	6%	32%	38%	7%	8%*
San Fernando Valley	0%	10%	4%	42%	42%	2%	0%
Los Angeles County	0%	13%	8%	29%	48%	2%	0%
California	0%	13%	6%	42%	37%	2%	0%
United States	1%	4%	12%	65%	15%	2%	0%

*Note: LAVC 'Some Other Race' group includes students with Unknown Race/Ethnicity.

Hispanic Ethnicity Comparison			
	Not Hispanic	**Hispanic***	**Unknown**
LAVC Students	40%	36%	24%
San Fernando Valley	58%	42%	0%
Los Angeles County	52%	48%	0%
California	63%	37%	0%
United States	85%	15%	0%

*Note: Based on Hispanic flag variable. Not all respondents indicate a specific ethnic group and not all individuals with an ethnic group responded to Hispanic background question.

Educational Attainment (Age 25+)							
	8th Grade or Less	**Some High School**	**High School Graduate**	**Some College**	**Associate's Degree**	**Bachelor's Degree**	**Graduate/ Professional Degree**
San Fernando Valley	13%	9%	21%	19%	7%	21%	10%
Los Angeles County	14%	10%	21%	20%	7%	18%	10%

Source: Community data is from the Census Bureau's 2008 American Community Survey. LAVC data extracted from CEN_RDB and DEC SIS database for Fall 2012 semester.

Top 25 Communities of LAVC Students Fall 2012					
City	**Count**	**Percent**	**City**	**Count**	**Percent**
North Hollywood	3696	21%	Northridge	358	2%
Van Nuys	3084	17%	Granada Hills	291	2%
Burbank	1034	6%	Sylmar	278	2%
Panorama City	995	6%	Studio City	264	1%
Sherman Oaks	878	5%	Canoga Park	241	1%
Los Angeles	853	5%	Encino	238	1%
Sun Valley	772	4%	Tarzana	199	1%
Arleta	566	3%	Woodland Hills	199	1%
North Hills	525	3%	Mission Hills	153	1%
Valley Village	411	2%	Winnetka	150	1%
Reseda	398	2%	San Fernando	127	1%
Glendale	396	2%	Valley Glen	106	1%
Pacoima	379	2%	All Other Cities	1409	8%

Source: Data extracted from CEN_RDB database for fall 2012.

Income by Community			
Community	**Total Households**	**Median Household Income**	**Mean Household Income**
Calabasas - Agoura Hills	23,945	$111,261	$167,310
SW Valley	42,230	$81,657	$109,755
Canoga Park Area	25,560	$52,003	$60,647
Tarzana-Encino Area	31,705	$72,209	$129,389
Reseda - Van Nuys Area	59,325	$45,576	$61,168
Sherman Oaks-Studio City	56,010	$70,608	$101,366
North Hollywood Area	64,055	$42,884	$63,245
Burbank	42,340	$62,259	$79,713
South Glendale	46,740	$40,742	$54,446
North Glendale-La Canada	41,330	$94,633	$127,324
Sunland - Sun Valley Area	34,890	$56,169	$70,522
Panorama City-Arleta Area	23,435	$44,836	$54,070
Sylmar-San Fern. Valley Area	36,145	$53,178	$66,318
Granada Hills - Mission Hills	44,125	$63,071	$82,885
Chatsworth - Northridge Area	44,375	$76,479	$104,142
San Fernando Valley CCD Tracts	584,645	$58,511	$82,954
Los Angeles City	1,280,535	$48,882	$78,541
Los Angeles County	3,168,362	$55,499	$81,169
California	12,176,760	$61,021	$84,275
United States	113,101,329	$52,029	$71,498

Source: Census Bureau's 2008 American Community Survey.

Gender Trends												
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Female	9,942	59%	11,022	60%	11,166	58%	11,488	58%	10,724	58%	10,260	57%
Male	6,792	41%	7,414	40%	8,039	42%	8,400	42%	7,847	42%	7,740	43%
Total	**16,734**	**100%**	**18,436**	**100%**	**19,205**	**100%**	**19,888**	**100%**	**18,571**	**100%**	**18,000**	**100%**

Age Trends												
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Under 20	3,852	23%	4,551	25%	6,558	34%	8,014	40%	4,368	24%	5,801	32%
20-24	5,449	33%	5,886	32%	5,161	27%	4,631	23%	6,395	34%	5,351	30%
25-34	3,885	23%	4,214	23%	3,941	21%	3,798	19%	4,350	23%	3,685	20%
35-54	2,859	17%	3,088	17%	2,883	15%	2,792	14%	2,772	15%	2,524	14%
55 and over	689	4%	697	4%	662	3%	653	3%	686	4%	639	4%
Total	**16,734**	**100%**	**18,436**	**100%**	**19,205**	**100%**	**19,888**	**100%**	**18,571**	**100%**	**18,000**	**100%**

Ethnicity Trends												
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
African-American	1,037	7%	1,152	7%	758	6%	1,176	7%	1,095	7%	1,066	6%
Asian/Pacific Islander	1,839	12%	2,008	12%	1,368	11%	1,940	11%	1,752	10%	1,644	10%
Hispanic	6,494	42%	7,248	43%	5,386	44%	7,255	41%	6,715	40%	6,863	41%
Other Non-White	890	6%	879	5%	634	5%	51	0%	37	0%	38	0%
White	5,311	34%	5,716	34%	4,018	33%	6,365	36%	5,875	35%	5,745	35%
Multiple Ethnicities*							896	5%	1,228	7%	1,256	8%
Total	**15,571**	**100%**	**17,003**	**100%**	**12,164**	**100%**	**17,683**	**100%**	**16,702**	**100%**	**18,000**	**100%**

Data excludes unknown respondents.

*Students can indicate more than one ethnic group as of the 2010-2011 academic year. Students are coded as multiple ethnicities if they indicated ethnicities belonging to more than one of the groups above. Those who indicated multiple ethnicities within a group were recoded to that group.

Unit Load Trends												
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
12 or more	3,692	22%	3,966	22%	4,411	23%	4,625	23%	4,393	24%	3,199	18%
6 to 11.5 units	6,197	37%	6,811	37%	6,998	36%	7,462	38%	6,755	36%	6,481	36%
Fewer than 6	6,845	41%	7,659	42%	7,796	41%	7,801	39%	7,423	40%	8,320	46%
Total	**16,734**	**100%**	**18,436**	**100%**	**19,205**	**100%**	**19,888**	**100%**	**18,571**	**100%**	**18,000**	**100%**

Educational Goal Trends												
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Associate Degree	1,146	7%	1,213	7%	1,138	6%	1,255	7%	1,138	7%	1,130	7%
Personal Development	1,754	11%	1,933	11%	1,879	10%	1,801	10%	1,553	9%	1,403	8%
Transfer	6,353	39%	7,006	39%	7,334	41%	8,004	43%	8,263	48%	8,562	51%
Undecided	2,583	16%	2,944	16%	2,950	16%	2,942	16%	2,813	16%	2,765	16%
Vocational/Job-Related	4,579	28%	4,805	27%	4,786	26%	4,449	24%	3,482	20%	2,949	18%
Total	**16,415**	**100%**	**17,901**	**100%**	**18,087**	**100%**	**18,451**	**100%**	**17,249**	**100%**	**16,809**	**100%**

Primary Language Trends												
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
English	10,680	64%	12,182	66%	13,114	68%	13,866	70%	13,052	70%	12,943	72%
Armenian	1,774	11%	1,880	10%	1,874	10%	1,987	10%	1,954	11%	1,857	10%
Chinese	35	0%	50	0%	46	0%	46	0%	38	0%	43	0%
Farsi	185	1%	185	1%	172	1%	242	1%	218	1%	229	1%
Japanese	44	0%	38	0%	37	0%	27	0%	24	0%	22	0%
Korean	84	1%	85	0%	81	0%	75	0%	67	0%	41	0%
Russian	445	3%	412	2%	421	2%	455	2%	442	2%	421	2%
Spanish	2,485	15%	2,584	14%	2,450	13%	2,222	11%	1,971	11%	1,710	10%
Filipino	223	1%	255	1%	242	1%	220	1%	207	1%	192	1%
Vietnamese	43	0%	66	0%	57	0%	55	0%	37	0%	43	0%
Other	622	4%	624	3%	656	3%	651	3%	529	3%	468	3%
Total	**16,620**	**100%**	**18,361**	**100%**	**19,205**	**100%**	**19,888**	**100%**	**18,539**	**100%**	**17,969**	**100%**

Incoming Student Status Trends												
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Continuing	9,038	54%	10,284	56%	11,122	58%	12386	62%	11,844	64%	11,751	65%
New	5,594	33%	5,759	31%	5,885	31%	5628	28%	4,736	26%	5,109	28%
Returning	2,102	13%	2,393	13%	2,198	11%	1874	9%	1,991	11%	1,140	6%
Total	**16,734**	**100%**	**18,436**	**100%**	**19,205**	**100%**	**19888**	**100%**	**18,571**	**100%**	**18,000**	**100%**

First Generation College Students by Ethnicity							
	Asian	Black	Hispanic	White	American Indian & Other	Unknown/ Decline to State	Total
First Generation College Student	22.1%	26.8%	61.3%	23.1%	36.6%	35.4%	39.7%
One Parent At Least Some College	20.4%	36.4%	22.3%	22.7%	21.1%	23.9%	23.3%
Both Parents At Least Some College	57.5%	36.8%	16.4%	54.2%	42.3%	40.7%	37.0%
Total	**421**	**269**	**1,515**	**1,244**	**71**	**209**	**3,729**

Source: Spring 2012 District Student Survey. LAVC respondents only.

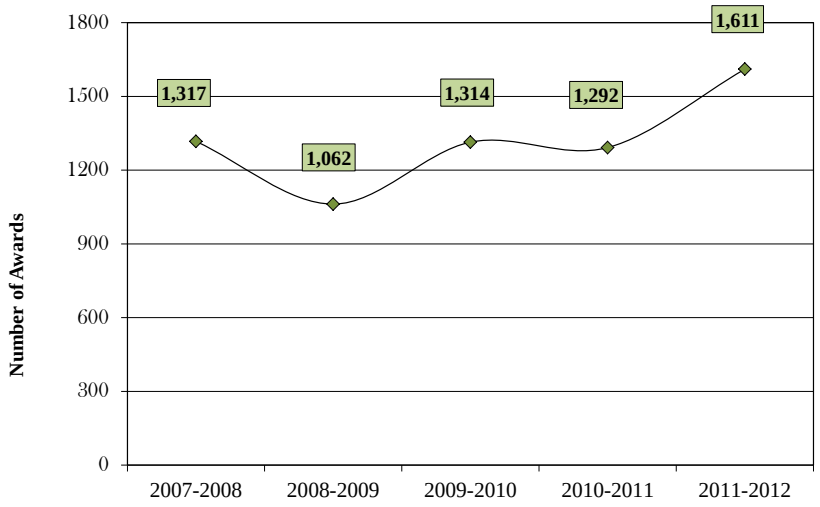
Prior Educational Status Trends												
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Special student currently enrolled in grade 12 or below	731	4%	814	4%	755	4%	548	3%	784	4%	464	3%
Passed the GED or received a certificate of H.S. equivalency	700	4%	803	4%	886	5%	962	5%	842	5%	864	5%
Not a High School graduate, currently enrolled in adult school	117	1%	159	1%	140	1%	135	1%	99	1%	102	1%
Not a High School graduate	498	3%	595	3%	582	3%	518	3%	484	3%	413	2%
Earned California High School Proficiency Certificate	235	1%	205	1%	260	1%	273	1%	294	2%	261	1%
Earned a U.S. High school diploma	10,309	62%	11,336	61%	12,143	63%	12,810	64%	12,119	65%	12,026	67%
Earned a Foreign Secondary diploma or certificate of graduation	1,860	11%	1,984	11%	1,934	10%	2116	11%	1,987	11%	2,061	11%
Earned a Bachelor's or higher degree	1,485	9%	1,691	9%	1,745	9%	1735	9%	1,363	7%	1,227	7%
Earned an Associate degree	785	5%	828	4%	744	4%	779	4%	591	3%	572	3%
Total	**16,734**	**100%**	**18,436**	**100%**	**19,189**	**100%**	**19876**	**100%**	**18,563**	**100%**	**17,990**	**100%**

Note: Unknown are excluded from analysis.

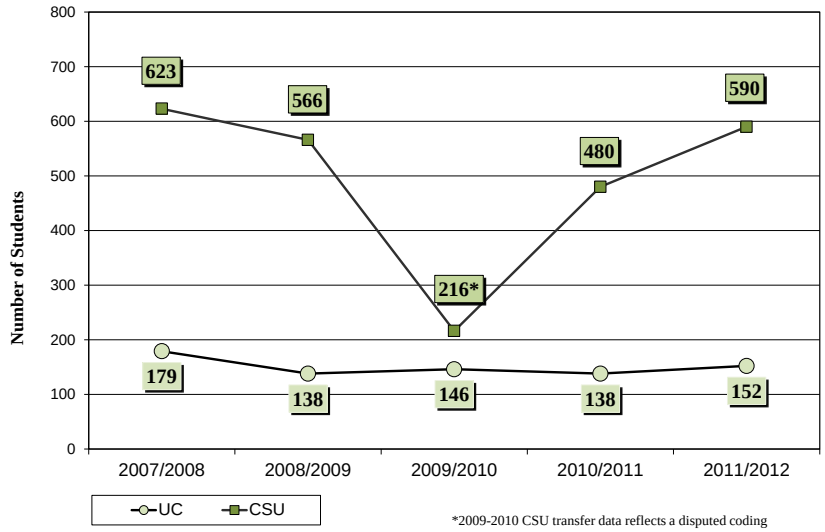
Fall-to-Fall Persistence for First Year Students					
	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Cohort Count	2321	3227	3540	3517	3397
Persistence to following Fall	46%	42%	41%	46%	44%

Success and Retention Rates						
	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Retained	84%	84%	85%	87%	87%	87%
Success	62%	63%	64%	65%	66%	67%

LAVC Degrees & Certificates Awarded
2007/2008 – 2011/2012



LAVC Transfers to UC & CSU
2007/2008 – 2011/2012



LAVC Transfers to In State Private & Out-of-State Four-Year						
	2004-2005	**2005-2006**	**2006-2007**	**2007-2008**	**2008-2009**	**2009-2010**
In State Private	245	219	279	306	242	280
Out-of-State Four-Year	126	96	118	135	136	169
Total	**371**	**315**	**397**	**441**	**378**	**449**

Source: Transfer data available from CCCCO:
http://extranet.cccco.edu/Divisions/StudentServices/Transfer/TransferData.aspx

Source: Compiled by the Office of Research & Planning. LAVC student demographic and performance data extracted from CEN_RDB and DEC SIS databases. Fall Semester Student Profiles are available at: http://www.lavc.edu/research/FB.html

Organization of the Self Evaluation Process

Over the past two years, Los Angeles Valley College has been engaged in dialogue and research to examine our institution and assess how we are doing. The college president selected accreditation tri-chairs, consisting of an administrator, a faculty member, and a classified staff member to head the ten standards committees. The Accreditation Liaison Officer (ALO), faculty co-chairs, and Dean of Research and Planning guided our efforts, meeting weekly to assess progress and plan next steps. An executive steering committee of campus leaders met periodically to examine the findings and solidify the actionable improvement plans.

Accreditation newsletters, campus meetings, and the LAVC Accreditation webpage kept the college community apprised of activities and invited participation. The process was collegial and productive, with all constituencies represented. The standards committees were called "teams," to create a feeling of teamwork and cooperation. On many of the committees, when issues were discovered, the groups came up with constructive ideas to address them. The process was truly a group effort, and the product created was an accurate appraisal of our college, a chronicle of where we have been, and a vision of where we hope to be.

Executive Steering Committee
Dr. A. Susan Carleo, President
Karen Daar, Vice President, Academic Affairs, ALO
Thomas Jacobsmeyer, Vice President, Administrative Services
Florentino Manzano, Vice President, Student Services
Michelle Fowles, Dean, Research and Planning
Deborah Kaye and Lynne Brower, Faculty Accreditation Co-Chairs
Josh Miller, President, Academic Senate
Larry Nakamura, Chapter President, LAVC College Faculty Guild
Cyndi Maddren, Classified Staff Representative

Chairs and Team Members

Standard I – Institutional Mission and Effectiveness

I.A. Mission

Chairs: Sherri Rodriguez, Administrator; Ruby Christian-Brougham, Faculty; Maria Real, Classified	
Sue Carleo, Administrator Veronica Enriquez, Classified Spencer Fuller, Student	Ian Lewis, Faculty Lynda Toth, Faculty Jason Webber, Student

I.B. Improving Institutional Effectiveness

Chairs: Deborah diCesare, Administrator; Michael Atkin, Classified Manager; Rebecca Stein, Faculty; Chana Held, Classified	
Emilda Baghdaserians, Faculty Beth Brown, Faculty	Ashley Ann Michaels, Student Vivian Mun, Faculty

Spencer Fuller, Student Adam Littig, Faculty Maggie Lopez, Classified	Amadeo Quilici, Faculty Sally Raskoff, Faculty Laura Scott, Faculty

Standard II – Student Learning Programs and Services

II.A. Instructional Programs

Chairs: Carole Yee, Administrator (retired); Sheri Berger, Administrator (formerly faculty); Cyndi Maddren, Classified	
Eleanora Antonyan, Student Rebecca Frank, Faculty Phung Huynh, Faculty Tiffany Lanoix, Faculty Chauncey Maddren, Classified Jim Marteney, Faculty	Keidra Morris, Faculty Meder Padilla, Student Sally Raskoff, Faculty Luz Shin, Faculty Darby Southgate, Faculty

II.B. Student Support Services

Chairs: Elizabeth Ortiz, Administrator; Rick Brossman, Faculty; Roana Thornock, Faculty; Veronica Mosqueda, Classified	
Kristine Aslanyan, Faculty Ovames Chobanian, Student Harry Fink, Faculty Suzy Khrom, Student	Nathan Placencia, Faculty Joyce Romero, Faculty Barbara Schneider, Faculty Bill Wallis, Faculty

II.C. Library and Learning Support Services

Chairs: Dennis Reed, Administrator (retired); Scott Weigand, Faculty	
Xiaoyang Behlendorf, Faculty Evans Contrano, Classified Elina Davtyan, Student Member John Kawai, Faculty	Teresa Sutcliffe, Faculty Laura Sweetman, Faculty Phyllis Yasuda, Faculty

Standard III – Resources

III.A. Human Resources

Chairs: Raul Gonzalez, Administrator; Lilit Davoyan, Faculty; Yasmin Aviles, Classified	
Violet Amrikas, Administrator Mary John, Classified	Gregory Morrison, Faculty

III.B. Physical Resources

Chairs: Tom Lopez, Administrator; Josh Miller, Faculty; David Valentino, Classified	
Luke Davis, Classified Brian Everitt, Classified Jim Fenwick, Faculty	David Greene, Administrator Duane Smith, Classified Arlene Stein, Classified

III.C. Technology Resources

Chairs: Laurie Nalepa, Administrator; Jackie Hams, Faculty; Claudette Belmonte, Classified

Ashley Dunn, Classified Khaled Hussein, Faculty	Raquel Sanchez, Classified Jim Marteney, Faculty

III.D. Financial Resources

Chairs: Raul Castillo, Administrator; Doug Marriott, Faculty; Tom Aduwo, Classified	
Violet Amrikhas, Administrator Don Gauthier, Faculty Tom Jacobsmeyer, Administrator	Larry Nakamura, Faculty Tyler Prante, Faculty Deidre Stark, Faculty

Standard IV – Leadership and Governance

IV.A. Decision Making Roles and Processes

Chairs: Annie G. Reed, Administrator; Rick Murray, Faculty; Dorothy Bates, Classified	
Silvia Diaz, Classified Israel Ortiz, Classified	Christopher Pallotti, Faculty La Vergne Rosow, Faculty

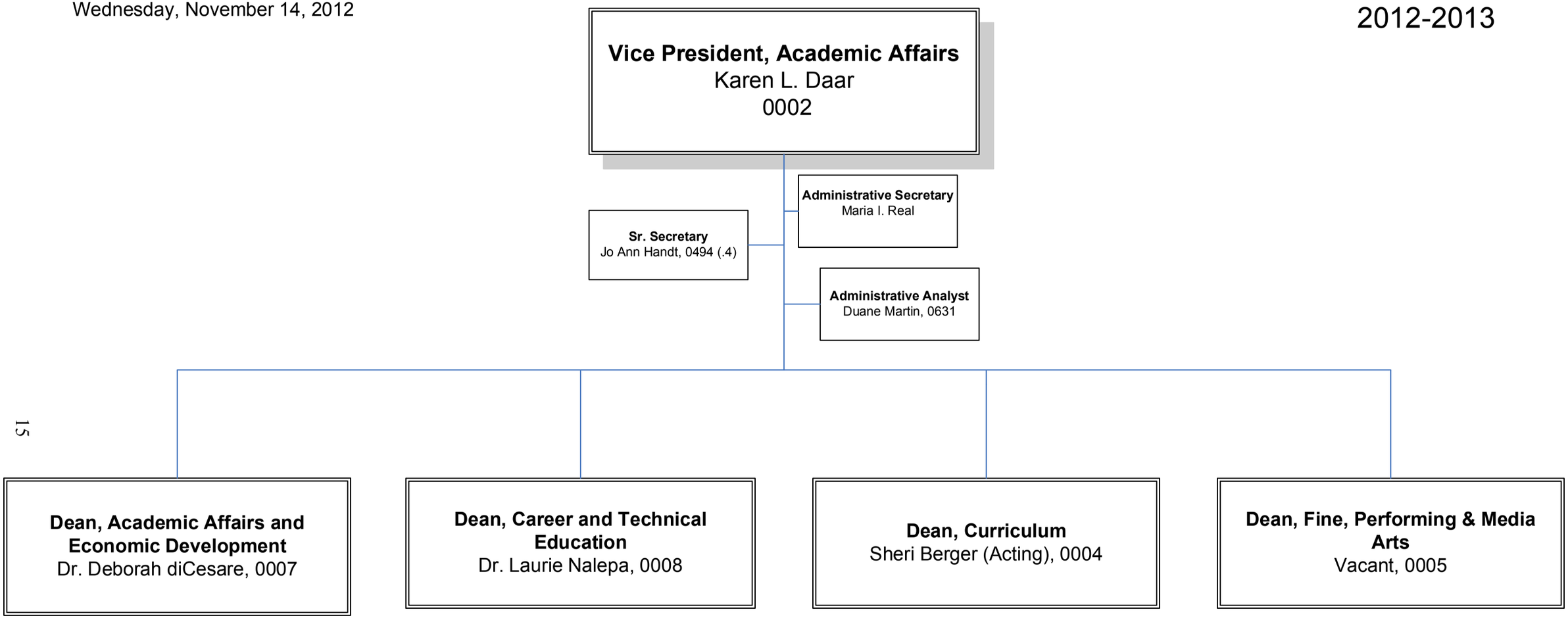
LAVC Self Evaluation Timeline

February – March 2011	• Executive steering committee meets to begin organizing self evaluation process • Ten standard teams, comprised of faculty, staff, administrators, and students are created
April – May 2011	• A SharePoint site is set up to post resources and documents • Several training sessions for team chairs are held • Steering committee members attend ACCJC training • An all-team orientation kick-off is held May 4
June, July, August 2011	• Teams meet to begin compiling the report, gathering evidence, and evaluating how the College is doing to meet the standards • Opening Day Jeopardy quiz provides key points about the process
September – December 2011	• Teams continue to meet, discuss, gather information, and write self evaluation report sections and gather evidence • First draft is due to faculty co-chairs November 30 • Faculty co-chairs identify gaps and additional evidence needed
January – March 2012	• Team chairs meet to provide missing information and compile actionable improvement plans January 31 • An all-team mega meeting is held March 16 • Second draft is due to faculty co-chairs March 30 • Faculty co-chairs compile Self Evaluation draft
April –May 2012	• Teams review and approve edited versions of the Self Evaluation • Steering committee selects actionable improvement plans April 30
June, July, August 2012	• Faculty co-chairs meet with team chairs to go over drafts and prepare report draft • Opening Day skit informs faculty about progress on the Self Evaluation process

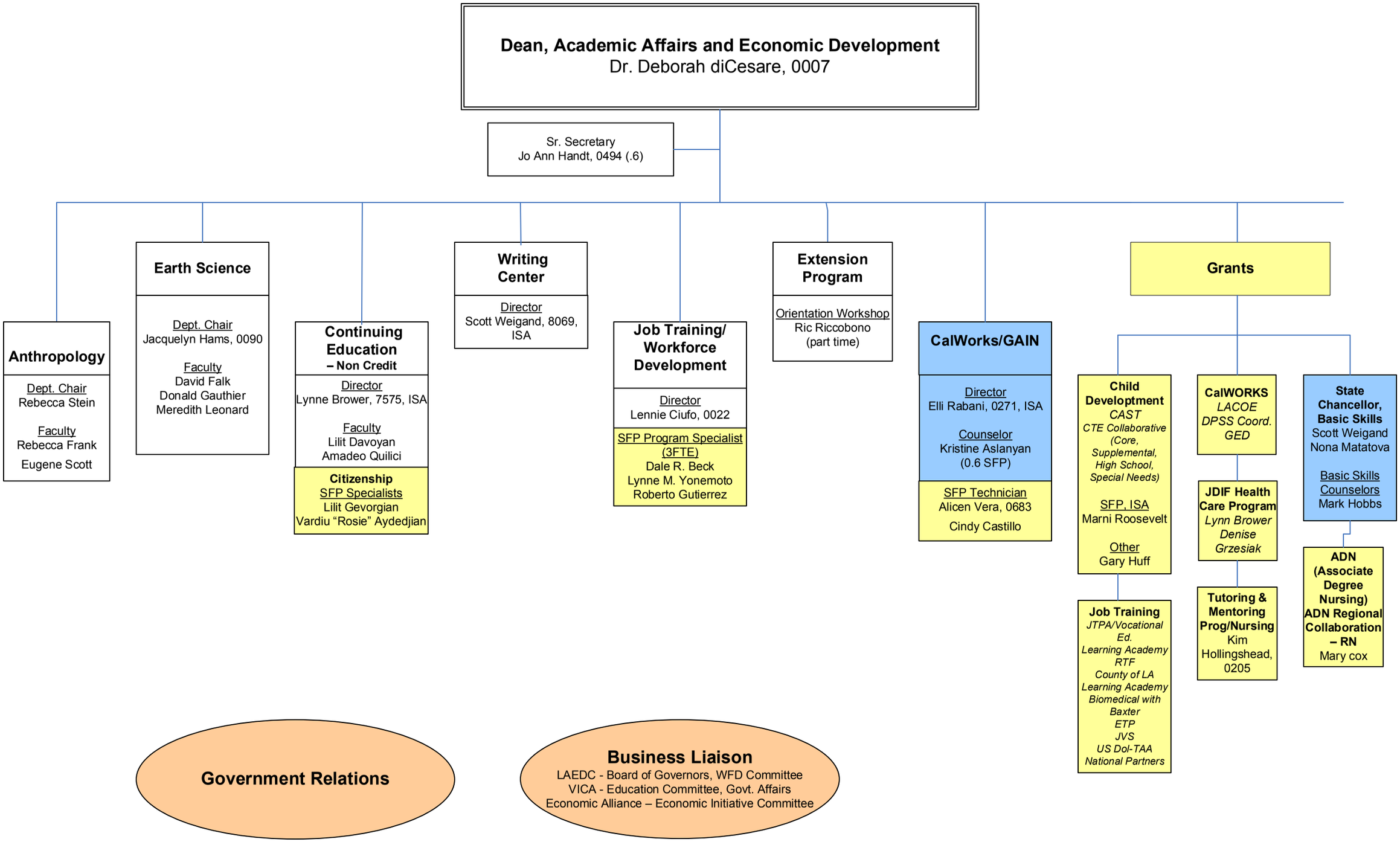
September – December 2012	• Faculty co-chairs prepare final draft of report • Steering Committee finalizes actionable improvement plans • Accreditation Q & A sessions are held October 3, 4, 10, 11 with the college community to gather input • Colleagues from other campuses come to LAVC for a "mock visit" October 23 • Standards committees make revisions based on feedback • A town hall meeting November 8 provides another opportunity for input • The Self Evaluation report is discussed by the steering committee, team chairs, and other key college leaders for final review and input November 26, 27, and 29 • The final report is approved by the Academic Senate, IEC, and Board of Trustees in December 2012

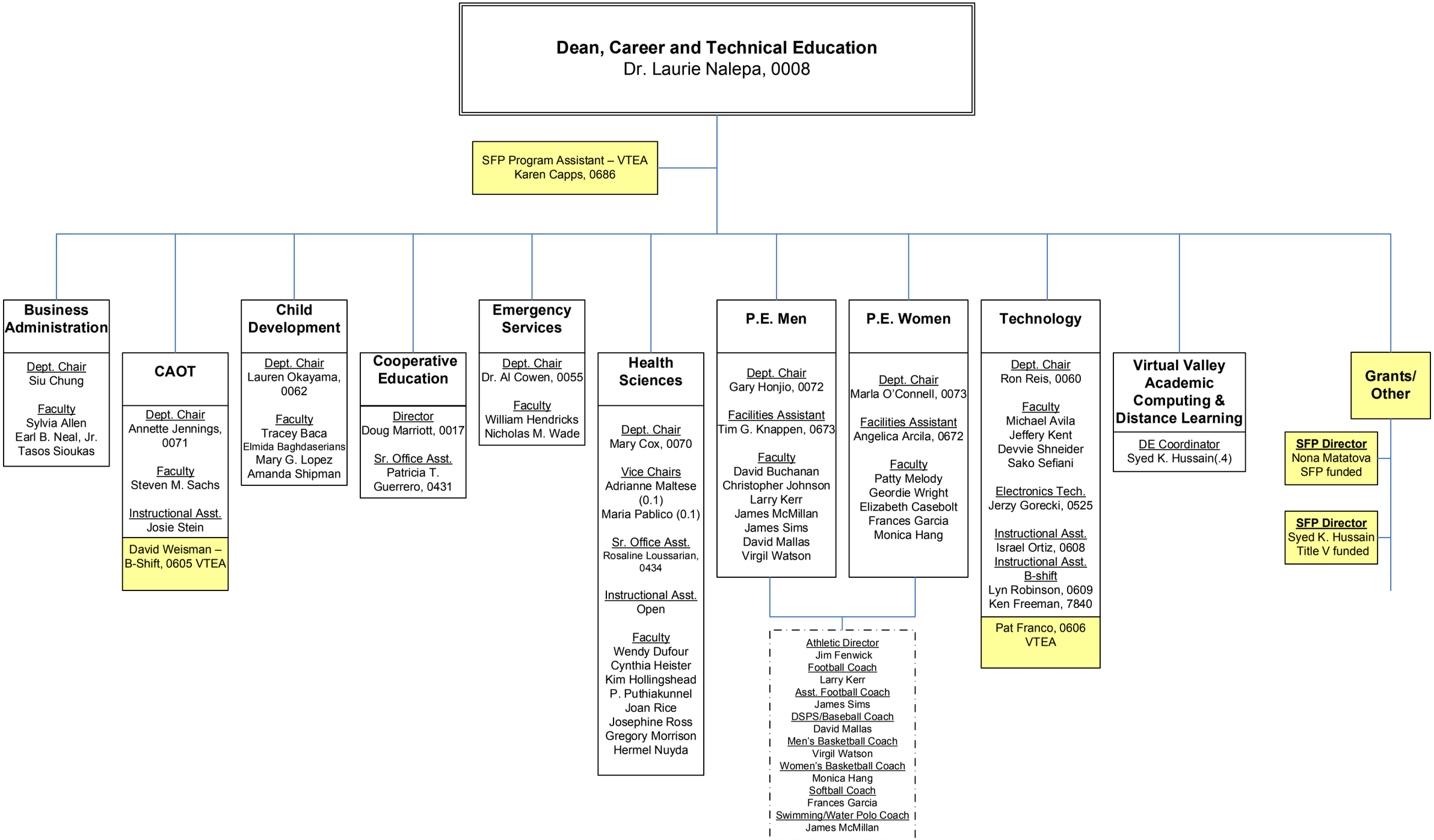
Los Angeles Valley College
Wednesday, November 14, 2012

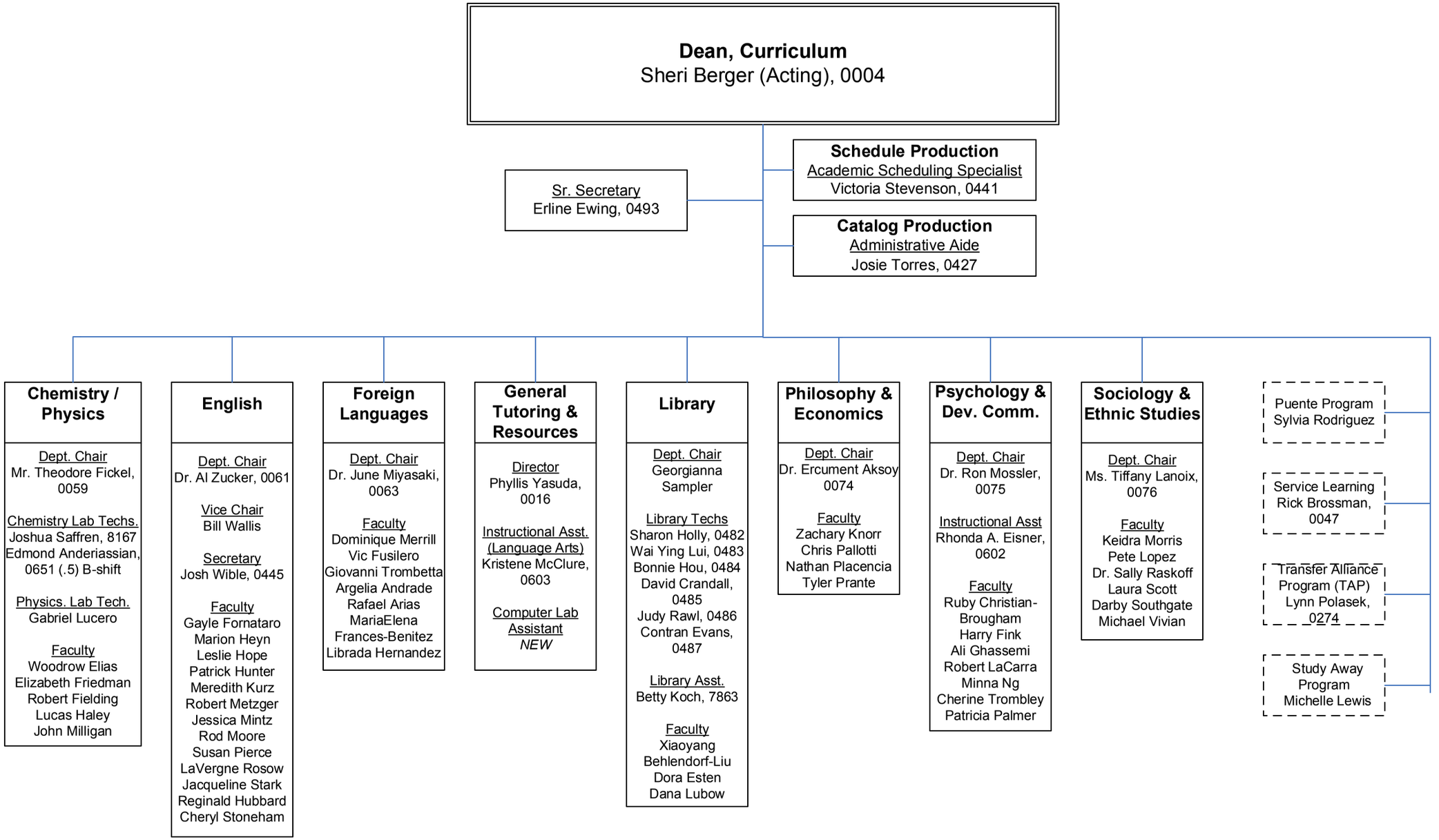
Academic Affairs 2012-2013

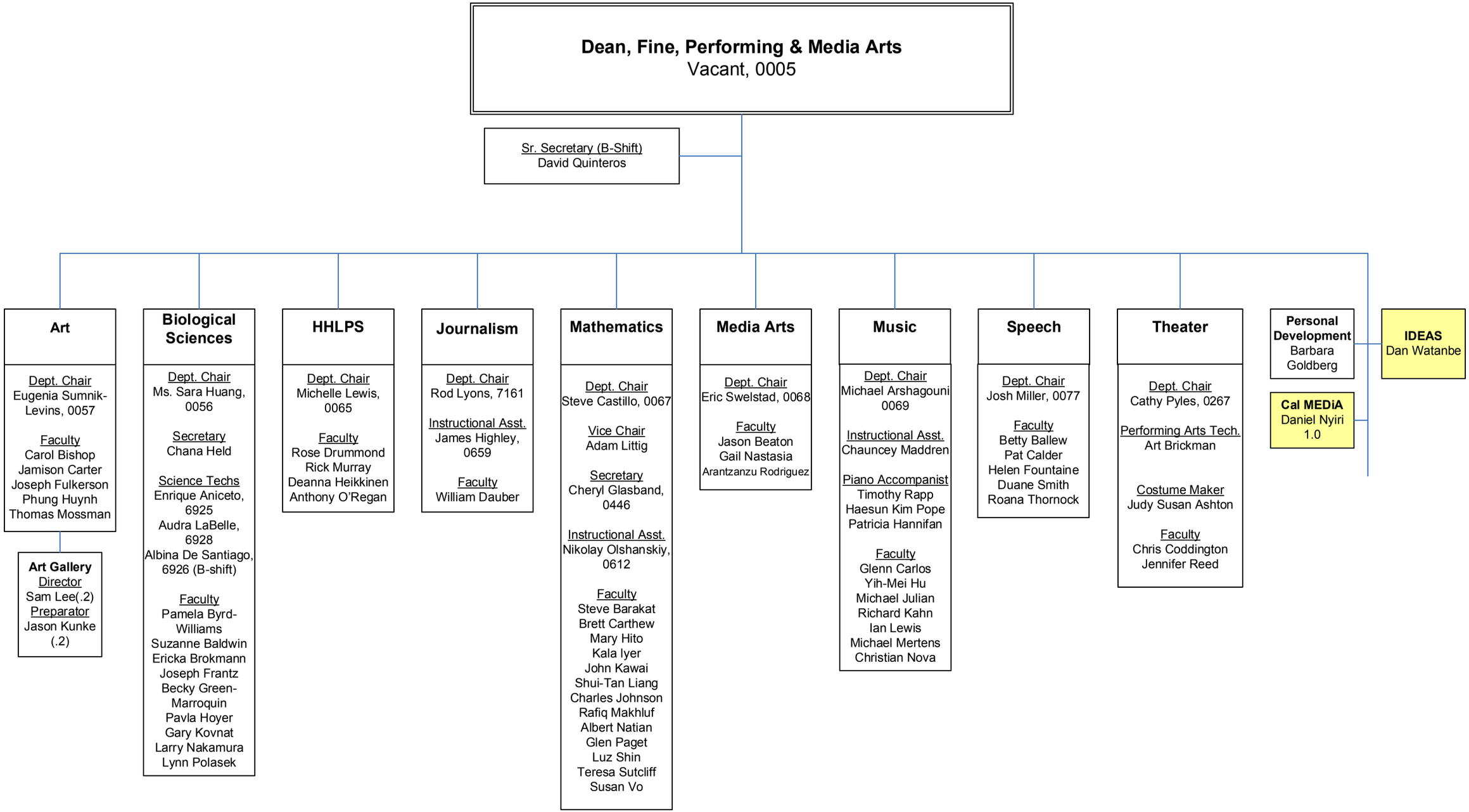


Last Updated:
14-Nov-12


Dean, Academic Affairs and Economic Development
Dr. Deborah diCesare, 0007
Sr. Secretary
Jo Ann Handt, 0494 (.6)
Anthropology
Dept. Chair
Rebecca Stein
Faculty
Rebecca Frank
Eugene Scott
Earth Science
Dept. Chair
Jacquelyn Hams, 0090
Faculty
David Falk
Donald Gauthier
Meredith Leonard
Continuing Education
– Non Credit
Director
Lynne Brower, 7575, ISA
Faculty
Lilit Davoyan
Amadeo Quilici
Citizenship
SFP Specialists
Lilit Gevorgian
Vardiu "Rosie" Aydedjian
Writing Center
Director
Scott Weigand, 8069, ISA
Job Training/ Workforce Development
Director
Lennie Ciufo, 0022
SFP Program Specialist (3FTE)
Dale R. Beck
Lynne M. Yonemoto
Roberto Gutierrez
Extension Program
Orientation Workshop
Ric Riccobono
(part time)
CalWorks/GAIN
Director
Elli Rabani, 0271, ISA
Counselor
Kristine Aslanyan
(0.6 SFP)
SFP Technician
Alicen Vera, 0683
Cindy Castillo
Grants
Child Developtment
CAST
CTE Collaborative (Core, Supplemental, High School, Special Needs)
SFP, ISA
Marni Roosevelt
Other
Gary Huff
Job Training
JTPA/Vocational Ed.
Learning Academy
RTF
County of LA
Learning Academy
Biomedical with Baxter
ETP
JVS
US Dol-TAA
National Partners
CalWORKS
LACOE
DPSS Coord.
GED
JDIF Health Care Program
Lynn Brower
Denise Grzesiak
Tutoring & Mentoring Prog/Nursing
Kim Hollingshead, 0205
State Chancellor, Basic Skills
Scott Weigand
Nona Matatova
Basic Skills Counselors
Mark Hobbs
ADN (Associate Degree Nursing)
ADN Regional Collaboration – RN
Mary cox
Government Relations
Business Liaison
LAEDC - Board of Governors, WFD Committee
VICA - Education Committee, Govt. Affairs
Economic Alliance – Economic Initiative Committee


Dean, Career and Technical Education
Dr. Laurie Nalepa, 0008
SFP Program Assistant – VTEA
Karen Capps, 0686
Business Administration
Dept. Chair
Siu Chung
Faculty
Sylvia Allen
Earl B. Neal, Jr.
Tasos Sioukas
CAOT
Dept. Chair
Annette Jennings, 0071
Faculty
Steven M. Sachs
Instructional Asst.
Josie Stein
David Weisman – B-Shift, 0605 VTEA
Child Development
Dept. Chair
Lauren Okayama, 0062
Faculty
Tracey Baca
Elmida Baghdaserians
Mary G. Lopez
Amanda Shipman
Cooperative Education
Director
Doug Marriott, 0017
Sr. Office Asst.
Patricia T. Guerrero, 0431
Emergency Services
Dept. Chair
Dr. Al Cowen, 0055
Faculty
William Hendricks
Nicholas M. Wade
Health Sciences
Dept. Chair
Mary Cox, 0070
Vice Chairs
Adrianne Maltese (0.1)
Maria Pablico (0.1)
Sr. Office Asst.
Rosaline Loussarian, 0434
Instructional Asst.
Open
Faculty
Wendy Dufour
Cynthia Heister
Kim Hollingshead
P. Puthiakunnel
Joan Rice
Josephine Ross
Gregory Morrison
Hermel Nuyda
P.E. Men
Dept. Chair
Gary Honjio, 0072
Facilities Assistant
Tim G. Knappen, 0673
Faculty
David Buchanan
Christopher Johnson
Larry Kerr
James McMillan
James Sims
David Mallas
Virgil Watson
P.E. Women
Dept. Chair
Marla O'Connell, 0073
Facilities Assistant
Angelica Arcila, 0672
Faculty
Patty Melody
Geordie Wright
Elizabeth Casebolt
Frances Garcia
Monica Hang
Athletic Director
Jim Fenwick
Football Coach
Larry Kerr
Asst. Football Coach
James Sims
DSPS/Baseball Coach
David Mallas
Men's Basketball Coach
Virgil Watson
Women's Basketball Coach
Monica Hang
Softball Coach
Frances Garcia
Swimming/Water Polo Coach
James McMillan
Technology
Dept. Chair
Ron Reis, 0060
Faculty
Michael Avila
Jeffery Kent
Devvie Shneider
Sako Sefiani
Electronics Tech.
Jerzy Gorecki, 0525
Instructional Asst.
Israel Ortiz, 0608
Instructional Asst.
B-shift
Lyn Robinson, 0609
Ken Freeman, 7840
Pat Franco, 0606 VTEA
Virtual Valley Academic Computing & Distance Learning
DE Coordinator
Syed K. Hussain(.4)
Grants/ Other
SFP Director
Nona Matatova
SFP funded
SFP Director
Syed K. Hussain
Title V funded


Dean, Curriculum
Sheri Berger (Acting), 0004
Sr. Secretary
Erline Ewing, 0493
Schedule Production
Academic Scheduling Specialist
Victoria Stevenson, 0441
Catalog Production
Administrative Aide
Josie Torres, 0427
Chemistry / Physics
Dept. Chair
Mr. Theodore Fickel, 0059
Chemistry Lab Techs.
Joshua Saffren, 8167
Edmond Anderiassian, 0651 (.5) B-shift
Physics. Lab Tech.
Gabriel Lucero
Faculty
Woodrow Elias
Elizabeth Friedman
Robert Fielding
Lucas Haley
John Milligan
English
Dept. Chair
Dr. Al Zucker, 0061
Vice Chair
Bill Wallis
Secretary
Josh Wible, 0445
Faculty
Gayle Fornataro
Marion Heyn
Leslie Hope
Patrick Hunter
Meredith Kurz
Robert Metzger
Jessica Mintz
Rod Moore
Susan Pierce
LaVergne Rosow
Jacqueline Stark
Reginald Hubbard
Cheryl Stoneham
Foreign Languages
Dept. Chair
Dr. June Miyasaki, 0063
Faculty
Dominique Merrill
Vic Fusilero
Giovanni Trombetta
Argelia Andrade
Rafael Arias
MariaElena Frances-Benitez
Librada Hernandez
General Tutoring & Resources
Director
Phyllis Yasuda, 0016
Instructional Asst. (Language Arts)
Kristene McClure, 0603
Computer Lab Assistant
NEW
Library
Dept. Chair
Georgianna Sampler
Library Techs
Sharon Holly, 0482
Wai Ying Lui, 0483
Bonnie Hou, 0484
David Crandall, 0485
Judy Rawl, 0486
Contran Evans, 0487
Library Asst.
Betty Koch, 7863
Faculty
Xiaoyang Behlendorf-Liu
Dora Esten
Dana Lubow
Philosophy & Economics
Dept. Chair
Dr. Ercument Aksoy 0074
Faculty
Zachary Knorr
Chris Pallotti
Nathan Placencia
Tyler Prante
Psychology & Dev. Comm.
Dept. Chair
Dr. Ron Mossler, 0075
Instructional Asst
Rhonda A. Eisner, 0602
Faculty
Ruby Christian-Brougham
Harry Fink
Ali Ghassemi
Robert LaCarra
Minna Ng
Cherine Trombley
Patricia Palmer
Sociology & Ethnic Studies
Dept. Chair
Ms. Tiffany Lanoix, 0076
Faculty
Keidra Morris
Pete Lopez
Dr. Sally Raskoff
Laura Scott
Darby Southgate
Michael Vivian
Puente Program
Sylvia Rodriguez
Service Learning
Rick Brossman, 0047
Transfer Alliance Program (TAP)
Lynn Polasek, 0274
Study Away Program
Michelle Lewis


Dean, Fine, Performing & Media Arts
Vacant, 0005
Sr. Secretary (B-Shift)
David Quinteros
Art
Dept. Chair
Eugenia Sumnik-Levins, 0057
Faculty
Carol Bishop
Jamison Carter
Joseph Fulkerson
Phung Huynh
Thomas Mossman
Art Gallery
Director
Sam Lee(.2)
Preparator
Jason Kunke (.2)
Biological Sciences
Dept. Chair
Ms. Sara Huang, 0056
Secretary
Chana Held
Science Techs
Enrique Aniceto, 6925
Audra LaBelle, 6928
Albina De Santiago, 6926 (B-shift)
Faculty
Pamela Byrd-Williams
Suzanne Baldwin
Ericka Brokmann
Joseph Frantz
Becky Green-Marroquin
Pavla Hoyer
Gary Kovnat
Larry Nakamura
Lynn Polasek
HHLPS
Dept. Chair
Michelle Lewis, 0065
Faculty
Rose Drummond
Rick Murray
Deanna Heikkinen
Anthony O'Regan
Journalism
Dept. Chair
Rod Lyons, 7161
Instructional Asst.
James Highley, 0659
Faculty
William Dauber
Mathematics
Dept. Chair
Steve Castillo, 0067
Vice Chair
Adam Littig
Secretary
Cheryl Glasband, 0446
Instructional Asst.
Nikolay Olshanskiy, 0612
Faculty
Steve Barakat
Brett Carthew
Mary Hito
Kala Iyer
John Kawai
Shui-Tan Liang
Charles Johnson
Rafiq Makhluf
Albert Natian
Glen Paget
Luz Shin
Teresa Sutcliff
Susan Vo
Media Arts
Dept. Chair
Eric Swelstad, 0068
Faculty
Jason Beaton
Gail Nastasia
Arantzanzu Rodriguez
Music
Dept. Chair
Michael Arshagouni 0069
Instructional Asst.
Chauncey Maddren
Piano Accompanist
Timothy Rapp
Haesun Kim Pope
Patricia Hannifan
Faculty
Glenn Carlos
Yih-Mei Hu
Michael Julian
Richard Kahn
Ian Lewis
Michael Mertens
Christian Nova
Speech
Dept. Chair
Josh Miller, 0077
Faculty
Betty Ballew
Pat Calder
Helen Fountaine
Duane Smith
Roana Thornock
Theater
Dept. Chair
Cathy Pyles, 0267
Performing Arts Tech.
Art Brickman
Costume Maker
Judy Susan Ashton
Faculty
Chris Coddington
Jennifer Reed
Personal Development
Barbara Goldberg
Cal MEDiA
Daniel Nyiri 1.0
IDEAS
Dan Watanbe

Los Angeles Valley College
Tuesday, November 06, 2012

Administrative Services Organizational Chart 2012-2013

Vice President – Administrative Services
Tom Jacobsmeyer

Assoc. VP – Admin Services
Raul Gonzalez, 0390

Administrative Asst.
Arlene Stein, 0440

Sr. Office Assistant
Vacant, 0496

Office Assistant
Nuria Zaldana, 2378

Financial Analyst
V. Amrhikas, 9525

Bookstore

Bookstore Manager
Vacant - 0414

Asst. Bookstore Manager
Mary John, 0415

Bookstore Buyer
Jonda Brooks, 0635
Vacant - 1

Office Aide
Vacant, 0488

Senior Acct. Tech.
Nikodimos Tekie (.3)
0404

Stock Control Asst.
Stacey Allen, 0648

Cashiers "A"
Linda Miller, 0637
Ruben Juarez, 0639
Vacant - 2

Cashiers "B'
Kasey Hill, 0638
Vacant - 1
Vacant - .1

Procurement

Procurement Specialist
Ramona Divinagracia,
0633

Purchasing Aide
Rosario Regalado, 0634

Repro, Mailroom & Telephone

Office Supervisor
Luke Davis, 0423

Sr. Office Assistant
Cynthia Maddren, 0428

Office Assistants
Lizette Lopez
Theresa Ramirez
Jonathon Hooker
Vacant - 1

Reprographics Equipment Operator
Michael Fiore, 0618
Rolando Ventura, 5638

Community Services

Manager
Community Services
Michael Atkin, 9913

Comm. Services Asst.
Vacant - 1

College Sheriff

Area Lead
Sergeant Martinez

College Deputy
Rick Baker

Sheriff Deputy
Andre Washington
P.M. Shift

Security Officers
13 Officers

Senior Office Asst.
Anna Robinson, 0439
Vacant , 0438

Athletic Dept.

Athletic Director
Jim Fenwick, 0268

Sr. Office Assistant
Lu Grella, 0429

Athletic Trainer
Angelo Cimity, 0662
Dennis Mestas, 0663

Athletics Facilities Asst.
Chad Solano, 0672

Business Office

College Fiscal Administrator
Hao Yuan Xie, 0391

Senior Accountant
Vacant - 1

Supervising Acct. Tech
Fan Kung, 0399
Vacant-1

Senior Acct. Tech.
Leanne Mead, 0400
Nikodimos Tekie (.7) 0404

Accounting Technician
Svetlana Simonyan, 0403

Accounting Assistant
Deborah Castellanos,
0409
Agnes Merrilees, 0642
Cynthia Macking (.5)

Senior Cashier
Vacant - 1

Cashier
Fidel Garcia, 0641
Vacant - 2

Administrative Analyst
Tom M. Aduwo, 0632

Payroll Assistant
Eva Zaldana, 0407
Bruce Main, 0406

Sr. Personnel Asst.
Carole Weston, 0416
Yasmin Aviles, 0417

Stock control Supervisor
Bruce Hurt, 7415

Stock Control Asst.
Hector Salazar, 0649

Stock Control Aide
Vacant - 1

Maintenance & Operations

Director of College Facilities
Tom Lopez, 0506

Facilities Assistant
Perla Lombrano, 0432

Gardener Supervisor
Jack Epling, 0577

Gardeners
Hung Le, 0582
Deric Moore, 0581
Gabriel Madera, 0578
Denny Tran, 0583
Daniel Valdez, 0584
Vacant - 3

Operations Manager
Brian Everitt, 0532

Sr. Custodial Supervisor
A Shift
Vacant, 7599

Custodial Supervisor
Early A Shift
Vacant, 7600

Custodian
Early A Shift
17 FTE
Vacant - 6

Custodial Supervisor
A Shift
Everette Jackson, 7602

Custodian
A Shift
6 FTE
Vacant - 2

Custodial Supervisor
B Shift
Wendell C. Smith, 7601

Custodian
B Shift
3 FTE
Vacant - 1

General Foreman
Frank Vitone,0507
(22 FTE)
Vacant - 3

Lead Carpenter
Cain Contreras, 8095

Carpenter
Mark Silvernail, 0513
James Davis, 0514

Maintenance Asst.
Derriel Goodman, 0528

Performing Arts Technician
Vacant, 0652

Pool Supervisor
Earin Gittens, 0666

Pool Oper. Tech
David Bland, 0541
Tranell Sadler, 4915

Lead Plumber
Jim Taylor, 0511

Plumber
Robert Babbit, 8207

Maintenance Asst.
William McMullen, 0530

Painters
John Mejia, 0518
Ali Javadi, 0517

Supervisor HVAC
Robert Domin, 0533

HVAC Techs
John Beckers, 0535
Michael Graham, 0534
Vacant-1, 0536

Mechanic
Maurice Pontani, 0671

Electronics Tech.
A. Amarawansa, 0526

Locksmith
Derrick Pearson, 0516

Machinist
James Quinn, 0524

Lead Electrician
Rodney Smith, 8094

Electrician
Michael Jack, 0510
Vacant-1

Maintenance Asst.
Timothy Dundore, 0529

Information Technology & Media Services

Manager, College Info. System
Aaron Weathersby 7414

Data Com. System Specialist
Yefrem Kozin, 7163

Sr. Computer & Network Support Specialist
Kabwe Chanda, 0393
John Beck, 7783 (SFP)
Nick Giglia 6062

Comp. & Network Support Specialist
Ray Dawson, 0395
Shirin Herrington, 0396
Ed Moradkhani, 8139
Sal Mosqueda
Phuc "Peter" Thai
Vacant - 1

Systems Engineer
Vacant -1

Accounting Assistant
Cynthia Macking (.5) 0408

Senior Instructional Media Specialist
Robert Dodds A-Shift

Instructional Media Specialist
Vacant-1, A-Shift
Vacant-1, B-Shift

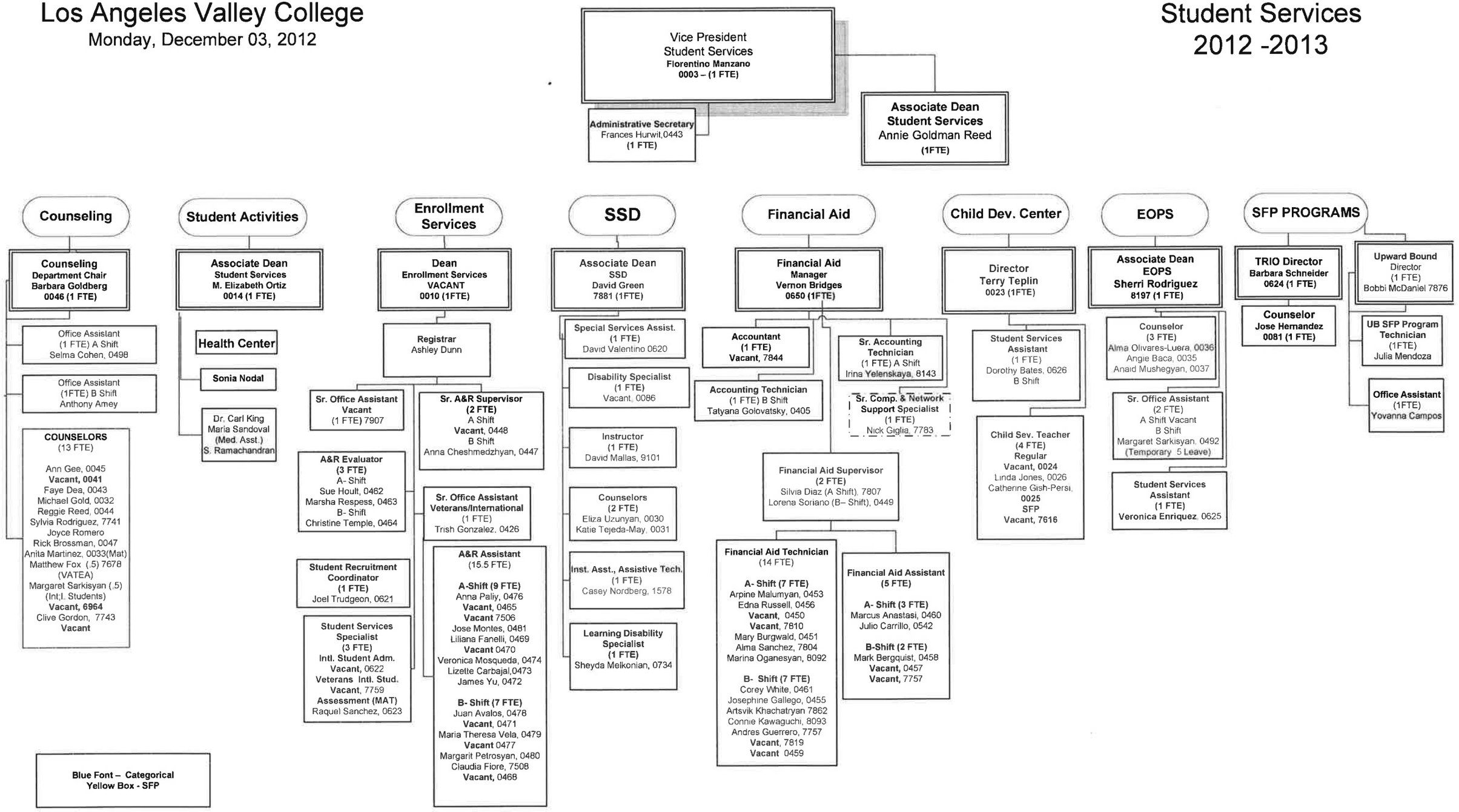
Instructional Media Assistant
Jose A. Torres, 7436

Last Updated: 6-Nov-12

Los Angeles Valley College

Monday, December 03, 2012

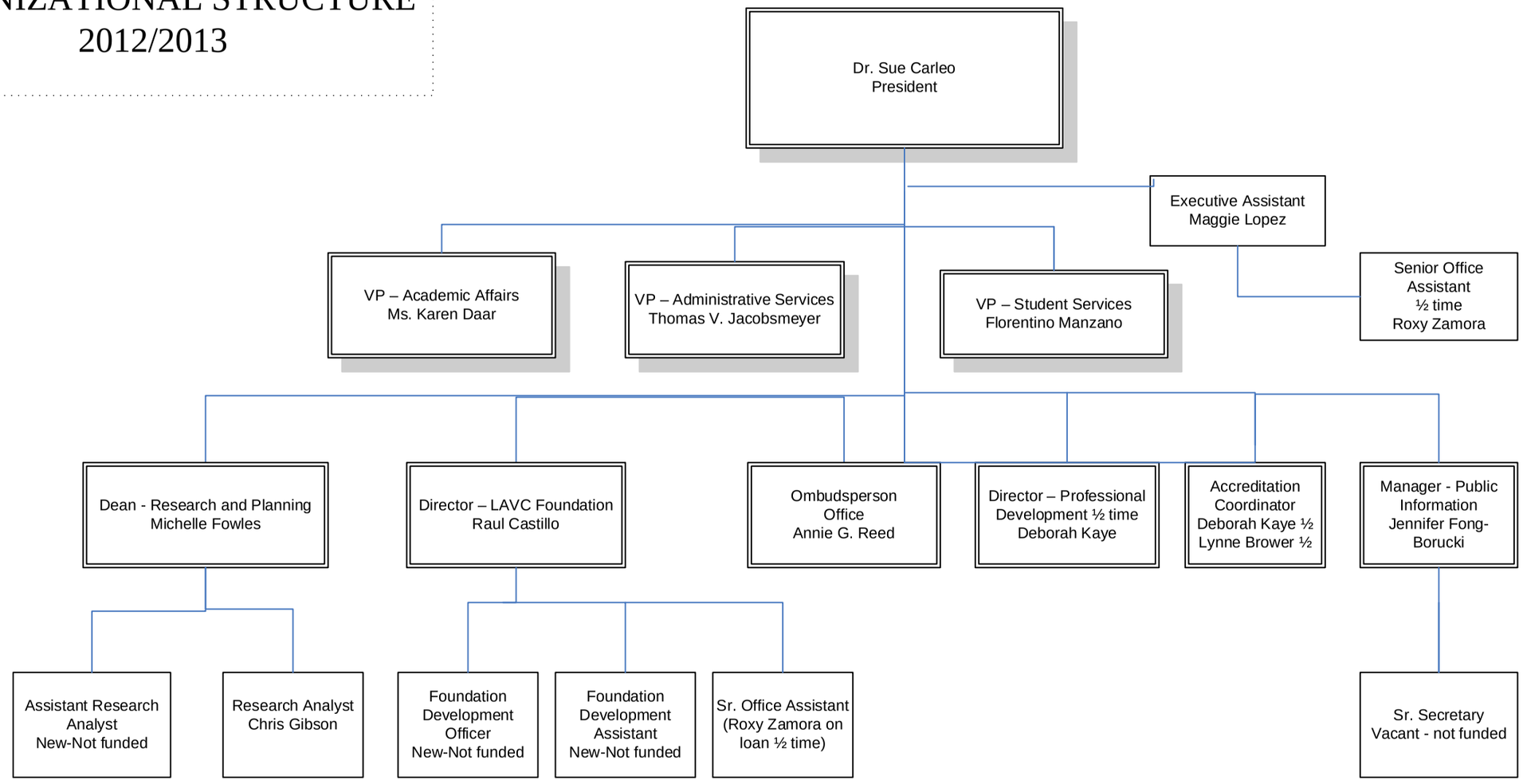
Student Services 2012 -2013



Last Updated:
November 2, 2012

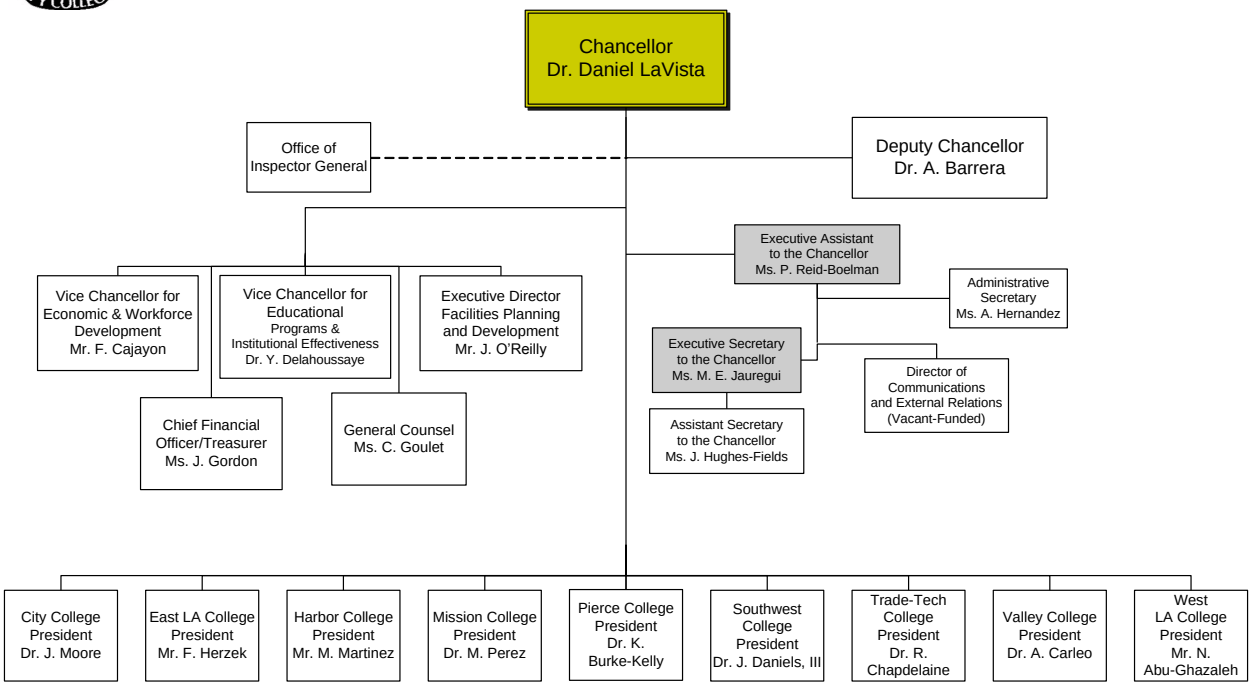
LOS ANGELES VALLEY COLLEGE
ORGANIZATIONAL STRUCTURE
2012/2013

EXECUTIVE DIVISION



Thursday, December 06, 2012

LOS ANGELES COMMUNITY COLLEGE DISTRICT
Organizational Structure



= Unit Manager

= Supervisor

Prepared by Human Resources – Data Analysis
As of 13 July 2012

Functional Map: College/District Responsibilities

The functional relationship between the Los Angeles Community College District and its nine colleges is clearly delineated in the District Governance and Functions Handbook. The Handbook clarifies responsibility for district-level processes and functions, including:

- The functions of the LACCD Board of Trustees and its associated committees
- A definition of the functional relationship between the District and the colleges
- The roles of all major decision-making stakeholder groups
- An overview of all district-level policy, planning , management, and operational decision-making processes
- The functions and memberships of 46 district-wide governance and coordinating committees
- Organizational charts of the major units of the District Office
- A 71-page "map" of District Office Service Outcomes (DOSOs) detailing the function of each administrative unit in the District Office
- A glossary of commonly used terms and abbreviations
- A series of 26 flow charts documenting district and college participation in administrative processes

Links to the various sections are accessible on the District website by clicking the link above.

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 by the Accrediting Commission for Community and Junior Colleges, WASC.

2. MISSION

The College reviews its educational mission statement regularly, following a college process. The mission is approved by the Board of Trustees and is published in the catalog, schedule of classes, college website, the Educational Master Plan, and shared governance committee agendas. Our current mission was last revised and approved in 2008 to reflect our focus on student success. A new mission statement is going through the approval process in fall 2012.

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 its nine colleges implement their stated missions. The Board is charged with ensuring the quality, integrity, and financial stability of the colleges. Seven board members are elected at large by voters in the city of Los Angeles for four-year, staggered terms. A student member is elected annually by students in the District. Board members may not be employed by or have a financial interest in the District at the time of their elected service. An ethics policy mandates impartiality and integrity in all of their decisions.

4. CHIEF EXECUTIVE OFFICER

Dr. A. Susan Carleo has been LAVC's college president since her appointment by the Board of Trustees in 2008. 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 22 administrators: a president, three vice presidents, one associate vice president, five deans, four associate deans, and eight classified administrators (directors or managers). Hired through an open, competitive employment process and selected on the basis of their training and experience, the administrative staff work to support the college mission.

6. OPERATIONAL STATUS

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

7. DEGREES

LAVC offers programs leading to 62 Associate in Arts (AA) degrees, 19 Associate in Science (AS) degrees, two Associate in Arts for Transfer (AA-T) degrees, one Associate in Science for Transfer (AS-T) degree**.** Fifty-four percent of the academic programs lead to a degree. Most of the courses satisfy requirements for either majors or general education, and the majority of the student population is enrolled in degree-applicable courses.

8. EDUCATIONAL PROGRAMS

In determining its degree and certificate programs, LAVC considers student demand and need, course objectives, UC and CSU requirements, advisory committee recommendations, and needs related to industry and business. Program review, faculty evaluation, and curriculum review ensure that courses and programs are of high quality and rigor and are consistent with the college mission. Students are evaluated based on attainment of the course objectives stated in the course outline of record. Student Learning Outcomes are identified and assessed at the course and program level so that student achievement can be measured. All degree programs are two academic years in length.

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 Valley College 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 times that the course meets are specified in the catalog and schedule of classes.

10. STUDENT LEARNING AND ACHIEVEMENT

LAVC has defined and published student learning outcomes for the college's three program pathways: General Education (GE)/Transfer, Career-Technical Education (CTE), and Foundational Skills. These are the expected outcomes for all students completing these programs. Program assessments have been conducted for two pathways (CTE and Foundational Skills) and are in progress for GE/Transfer. The program SLOs are published in the college catalog and schedule of classes.

11. GENERAL EDUCATION

LAVC 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 PE. 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.

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." LAVC's Academic Senate adopted the AAUP statement on faculty ethics and academic freedom. The campus maintains an environment of intellectual freedom and independence.

13. FACULTY

LAVC employs 194 full-time faculty and 359 part-time faculty. The 2012-13 projected Full-Time to Part-Time ratio of classes taught by full-time faculty was 66.6%. Faculty evaluation criteria (for full-time and part-time faculty) includes participation in the student learning outcomes assessment cycle, as specified in the faculty collective bargaining agreement (Appendix C). Professional responsibilities for full-time faculty include the obligation to "participate in the collective work of the department," (e.g., updates and revisions of course outlines and curriculum development (Appendix Q). The Faculty Handbook spells out faculty duties, which include making appropriate contributions to the department/discipline and evaluating student performance.

14. STUDENT SERVICES

LAVC offers a variety of student support programs. These include academic counseling, orientation, financial aid, a student health center, a career/transfer center, and a child development center, as well as specialized services such as Services for Students with Disabilities, EOPS, CalWORKS, Puente, TRiO/Student Support Services, Coop Ed, Service Learning, and the Transfer Alliance Program. These services help students to complete their educational goals.

15. ADMISSIONS

LAVC maintains an open door admissions policy consistent with its mission statement, the State Education Code, Title 5 of the California Code of Regulations, and the statewide mission for California Community Colleges.

16. INFORMATION AND LEARNING RESOURCES

The LAVC library maintains a collection of books, current periodicals and journal subscriptions, and 20 electronic databases, which provide access to thousands of full-text articles and e-books. Online research tools are available to users 24 hours a day from any computer on or off campus. Its current holdings are of sufficient size to meet the California Code of Regulations Title V Requirements for Community College Libraries.

LAVC provides eight learning support labs, including departmental labs which focus on the needs of students in particular disciplines. Two open computer labs provide students with access to computers and software resources.

17. FINANCIAL RESOURCES

LAVC prepares an annual operation plan that documents its financial resources. The op plan shows the allocation of resources to support student learning programs and services and how the College plans to improve institutional effectiveness. College governance structures and the budget and planning process ensure that the college mission is considered in financial decisions. The District funds the College through an established funding allocation mechanism.

18. FINANCIAL ACCOUNTABILITY

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

19. INSTITUTIONAL PLANNING AND EVALUATION

LAVC systematically evaluates its programs through the regularly recurring cycle of program review. The College assesses course and program student learning outcomes and makes assessment results known through presentations, at meetings, and on the College website. Data in reports and surveys gathered by the college Office of Research and Planning is used to assess effectiveness and plan for the future. Information, including ARCC data, student achievement, and measures of institutional effectiveness, is presented to the Board of Trustees annually and made available to the public on the LAVC website. The College relies on its mission, goals, and Educational Master Plan to guide planning efforts. Through shared governance, program review, and the annual plan process, the College assesses progress toward achieving stated goals and makes decisions through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

20. INTEGRITY IN COMMUNICATION WITH THE PUBLIC

LAVC produces an annual catalog, which includes extensive general information about the College, regulations and policies affecting students, and requirements for admission, fees, degrees, graduation, and transfer. The catalog is available online and is checked for accuracy and updated annually.

21. INTEGRITY IN RELATIONS WITH THE ACCREDITING COMMISSION

Los Angeles Valley College and the District Board of Trustees hereby affirm by signatures of official representatives that the College has consistently adhered to the eligibility requirements, standards, and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, complies with Commission requests, and discloses complete, accurate, and honest information required by the Commission.

Compliance with Commission Policies

Policy on Distance Education and Correspondence Education
All courses offered in the distance education delivery mode are of the same quality and have the same accountability and focus on learning outcomes as other LAVC courses. They go through the same established curricular process and have the same clearly defined SLOs as face-to-face courses, and students are assessed for their achievement. Faculty performance is evaluated to ensure quality instruction. Students are given access to online services, including support for using the course management system (ETUDES), student services (e.g., registration, financial aid, orientation), and educational resources (e.g., library research databases, online tutoring from the Writing Center and Science Tutoring Lab).

The College submitted a substantive change report to the Commission in March 2010, when the College began offering 50% or more of the courses in a program, degree, or certificate via distance education (Substantive Change Report). As LAVC builds on its DE program, it intends to submit another substantive change report to the Commission after the spring 2013 external evaluation is completed.

LAVC verifies student identity with a secure log-in and password. To take a distance education course, a student must go through the LAVC admissions process and receive a student ID number. The username and password used to access the course is based on the ID number and student's date of birth (Online registration information). Faculty are encouraged to report any suspected violations regarding student identity.

Policy on Institutional Compliance with Title IV
LAVC adheres to default management strategies outlined in the Default Management Plan (Default Management Plan). The College educates students on responsible borrowing by making Entrance and Exit Loan Counseling sessions mandatory for all loan applicants. Financial Aid also checks for previous loan history to ensure students have not already exceeded any aggregate loan amounts as mandated by the Department of Education (District Loan Application). District wide, the message sent to students is to borrow only if necessary. LAVC's current default rate is 18.4% (3 Year Official Loan Record Detail).

Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status
Ads, publications, and promotional literature are clear and factually accurate and provide current information about LAVC. The college catalog is posted on the college website and contains all the information listed in this policy as well as locations or publications where other policies may be found, such as Board Rules. LAVC's accredited status is truthfully represented on the website and in the college catalog, and information on filing complaints with the Commission is included.

Student recruitment of athletes is conducted by coaches and volunteers, who are required to take a compliance test each year to verify that they will abide by the constitutional articles and by-laws of the California Community Colleges Athletic Association (CCCAA), the governing body of athletics in the state's community colleges. High school outreach is coordinated by the

college's Outreach and Recruitment Coordinator, who trains Career Guidance Counseling Assistants and program assistants to help him. Recruitment conducted by special programs on campus (e.g., Upward Bound, EOPS, SSD) is carried out by trained employees of the College.

Policy on Institutional Degrees and Credits
LAVC conforms to commonly-accepted minimum program length of 60 semester credit hours for an Associate Degree. The policy for determining a credit hour meets commonly accepted academic expectations, Title 5, and the California Code of Regulations, and the policy is applied consistently. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work per week are based on an 18 week semester and are then adjusted to extend class time for the scheduled 16 week semester (and at least the same for other academic activities labs, internships, and studio work). A semester hour includes 45 clock hours of instruction per term. The College's definitions of a program, an associate degree, and a certificate are the same as those listed in this policy. The College does not have any direct assessment programs.

Policy on Contractual Relationships with Non-Regionally Accredited Organizations
LAVC does not contract responsibilities for programs and services with any non-regionally accredited organizations.

Policy on Institutional Integrity and Ethics
LAVC provides the Commission with available, accurate, complete, and current information and reports. All follow-up, midterm, and comprehensive reports have been submitted in a timely fashion and have been approved by the Commission. The College also provides the public with accurate information in its catalog, schedule, brochures, and reports as well as on its website.

LAVC has policies to ensure academic honesty, integrity in hiring processes, and prohibitions on conflicts of interest, including board rules that the Board of Trustees, the District, and College personnel must follow. The Board is bound by Board Rule 2300.10 on ethical behavior and Board Rule 2300.11 on procedures for sanctioning trustees in case of ethics violations. The District regularly reviews policies and regulations through the Office of General Counsel. Faculty members are bound by an ethics code based on the AAUP statement of professional ethics, which explains how violations of the code are to be handled. All other personnel must abide by Board Rule 1204, Code of Ethics. LAVC demonstrates honesty and integrity in its dealings with students and prospective students. Due process protections are ensured by collective bargaining agreements.

LAVC cooperates by preparing for site visits and welcomes visiting teams or Commission representatives in a spirit of collegiality. The college community is committed to the concept of peer review and external evaluation and assists peer evaluators in performing their duties. The College strives to comply with Eligibility Requirements, Standards, and Commission policies. Both the College and the District establish processes to receive complaints anonymously and address questionable accounting practices or activities. The creation of a Whistleblower Program to report concerns related to the bond construction program is one such example.

Responses to 2007 Recommendations

College Recommendation 1
The team recommends that the college develop written, institutionalized procedures for the regular review of its mission and that it formally reference the mission in all of its planning and decision-making processes. (Standards I.A.1, I.A.3, I.A.4)

To respond to the recommendation, the College developed a defined process for the review and revision of the mission, which is posted on the Educational Planning Committee (EPC) webpage. The EPC annually reviews the mission and vision statements for appropriateness, and if changes are needed, they are assigned to a workgroup and input is solicited from the college community. The new statements are taken to the Academic Senate and the Institutional Effectiveness Council for approval before going to the Board of Trustees.

The mission statement is the backbone of the EMP, from which its goals were derived. The mission is printed on all shared governance committee agendas and on many sub-committee agendas and is referenced by linking it to decision-making and planning. The annual plan process requires that department goals as well as requests for funding be connected to the EMP goals, which are drawn from the mission. The Institutional Assessment Plan, guiding SLO assessment, is based on the college mission and goals.

The habit of referencing the mission when making decisions has become standard protocol in college culture. The questions, "How does this decision support our mission?" and "How does this decision impact student success?" come up over and over again, from the minor decisions to the more critical ones, such as prioritizing hiring requests and making budget cuts. Students have cited the mission statement to support their positions on issues of importance to them, such as the discussion regarding banning smoking on campus.

College Recommendation 2
The team recommends that the college strengthen, document with narrative, and disseminate the integration of all its planning processes. These processes should incorporate evaluation, improvement and re-evaluation, as needed, of all its programs and services. (Standards I.B.3, I.B.4, I.B.5, I.B.6, I.B.7, II.A.2.f, III.A.6, III.B.2.b, III.C.2, III.D.3, IV.B.2.b).

Recognizing the need to make significant changes, in summer 2009 our new college president convened a group of campus leaders to completely revamp planning processes. The Big Picture Committee, chaired by the Dean of Research and Planning, met regularly to come up with a structure that would do a better job of linking planning to budgeting and make the process more transparent and effective.

The system included a revised cycle to coordinate annual plans, comprehensive program review, curriculum, EMP revision, and accreditation. Annual plan modules put our plans in context, linking the departments' goals to college goals and requiring the use of data and outcomes assessments in order to make informed decisions. The modules are sent to the appropriate committees for action and/or funding. By linking planning efforts together and tying them to budget decisions, the College is creating a continuous feedback loop of

planning, implementation, and evaluation. This more coordinated effort has replaced the silo approach under which the College had been operating.

After the elements of the new planning structure were created, a work group tackled the logistics of reorganizing decision-making processes. The new three-tiered structure includes a central decision-making body with a number of strategic and operational subcommittees and work groups. The new structure was launched in fall 2010.

One of the new council's major roles was the dissemination of information to make the planning process easy to understand and strengthen constituent buy-in. Spearheaded by a communications work group, the College made a concerted effort to document these new processes through PowerPoint presentations, workshops, emails, and revamped pages on the college website. The 2012-13 Planning and Decision-Making Handbook was revised to reflect the changes. As with any new process, the structure is consistently assessed and adjusted through the work of an evaluation work group, which has made changes to improve processes over the last few years.

These efforts represent a huge change in campus culture. Instead of simply monitoring plans, we are evaluating them; instead of simply setting goals, we are prioritizing them; instead of working in silos, we are coordinating our efforts.

College Recommendation 3
The team recommends that the college accelerate the continued development and assessment of student learning outcomes at the course, program, certificate and degree levels to ensure continuous improvement. (Standards I.B.1, II.A.1.c, II.A.2.b, II.A.3, IV.B.2.b)

LAVC has stepped up the pace in developing and assessing student learning outcomes since the site visit in March 2007. At that time, only 2.7% of our courses (35 out of 1302) had approved course-level SLOs. Currently, 100% of our 1031 courses have approved SLOs. All Student Services areas have gone through one assessment cycle; some are on their second cycle. All service area offices have established service outcomes and are in the process of assessing them.

In fall 2009, the SLO Committee created an Institutional Assessment Plan (IAP), a comprehensive roadmap to guide assessment efforts. A Board Rule specifies that syllabi must include approved course SLOs and the faculty bargaining agreement now includes listing SLOs on the syllabus and participating in the SLO assessment cycle as elements in faculty evaluation. Of students surveyed in 2012, 90 percent reported that their instructors included SLOs on their syllabi.

Also in fall 2009, the College adopted the pathways model for program assessment. It consists of three college-wide programs -- Foundational Skills, Career-Technical Education (CTE), and General Education (GE)/Transfer. All program SLOs have been written and two programs – CTE and Foundational Skills -- have completed one assessment cycle. The Outcomes Assessment Committee (formerly the SLO Committee) has integrated an SLO

alignment grid into the program review process so that departments can show how course SLOs are aligned with program SLOs and how they link to institutional SLOs.

Detailed criteria are used to validate the assessment process, including ensuring accurately and appropriately conducted sampling methodology, valid data that accurately measures what was intended, collaborative review by members of the discipline/service area, and proposals for improvements that are based on the data. Although more time-consuming, this process ensures the quality of assessments, robust dialogue, and a focus on continuous improvement. The College set as a realistic goal that 20% of courses would be assessed each year beginning in 2010-11. In fall 2012, 52 percent (535 of the 1031 courses) had at least one completed assessment. Recognizing the need to accelerate efforts, the College has established action plans and made it a priority to ensure 100% completion of one assessment cycle for all courses by the end of fall 2013.

College Recommendation 4
The team recommends that the college take action to address the current $1.9 million deficit immediately and develop plans to establish financial stability in the long term to ensure fiscal responsibility and accountability. (Standards III.D.2.c, IV.B.2.d)

The College has taken a number of steps and employed various strategies to address its deficit. Ongoing efforts involve a combination of measured growth and increased efficiency with a reduction of expenditures.

LAVC significantly increased average class from 34 in 2007-08 to 41.3 in 2011-12. During the two years when the College was seeking growth (2007-08 and 2008-09), the Enrollment Management Task Force worked to increase FTES by creating a comprehensive advertising and marketing campaign, including a more student-friendly website and adjustment of class offerings and scheduling to respond to student needs, efforts that were successful in increasing enrollment. As the state budget crisis worsened, the College responded by significantly reducing or entirely eliminating intersessions.

LAVC requested debt relief from the District, which granted the College a deferral on repayment of the debt from 2007-08 to 2008-09. In 2008-09, the District agreed to fund any unfunded growth, and the College was able to reduce its debt obligation to the District by $3.1 million. At the beginning of 2011-12, LAVC had a $2.4 million deficit. The College proposed an action plan that demonstrated to the District that, if provided with an additional $1.1 million, the College would find ways to reduce its expenditures to end the year without a deficit. The Chancellor granted the request and the College ended the 2011-12 year with a deficit of $796,968. Failure to reduce the deficit to “0” was a result of unanticipated expenses incurred during the operating year and year-end adjustments made to College accounts by the District accounting office**.**

The College reduced costs for academic and classified positions by about $599,000 in 2007-08 and $725,000 in 2008-09, accomplished through attrition and a hiring freeze rather than layoffs. A soft hiring freeze remains in place, with many positions not being filled, except for key areas required to maintain health and safety.

In spring 2007, the College made a mandatory 10 percent cut in all campus budgets except for health and safety items, mandated costs, and contractual obligations. Facing the impact of a serious state budget crisis in 2009-10, LAVC created an Emergency Budget Task Force (EBTF), which established guiding principles -- student success, health and safety, maintaining our base FTES, cutting things before people, and sharing reductions equitably. In fall 2009, the College made 25 percent cuts in each of the four divisions with cuts in unclassified instructional assistants, student workers, supplies, and equipment. With reduced class scheduling, the College was able to cut its initial 2009-10 budget deficit of $7 million to $531,310. By the close of 2010-11, the deficit was $312,085.

The College has installed solar panels that will reduce power consumption approximately $200,000 annually and is adding a large cold water storage tank to its Central Plan System to reduce the power peak times resulting in an additional cost reduction of approximately $150,000 annually. To reduce reprographics expenses, the College issues 'debit cards' to limit the use of self-service copiers, and to reduce paper costs, encourages use of the college website and email and is increasing the use of electronic document storage and distribution.

LAVC has actively pursued other avenues to increase revenue. Numerous grants have provided revenue for college operations of over $300,000 in administrative support, funding from the 2007-2012 fiscal periods. In 2011-12, the LAVC Foundation distributed $605,000 to various campus programs and projects.

Despite these efforts, ending balances for the past several years have shown that decreases in funding have been greater than the College's ability to reduce expenses due to the large proportion (93-95 percent) of salaries and fixed costs.

College Recommendation 5
The team recommends that the college implement its planning agenda regarding communication and participation in the decision-making process and evaluate its implementation and overall effectiveness. (Standard IV.A.1.b)

Over the past few years, the College has greatly improved participation in the decision-making process. Every spring, a participation survey is sent out to allow the campus community to indicate their willingness to serve on shared governance committees. On the last two surveys, more people were interested in serving than there were openings on Tier 1 and Tier 2 shared governance committees, which currently have 97 slots. The spring 2012 survey yielded responses from 87 constituents, with 71 expressing interest in serving. Names of those who expressed interest on the survey were sent to chairs of Tier 3 committees seeking members. The addition of these work groups has provided an opportunity for more people to serve. An additional 209 participants serve on work groups and on the Academic Senate and its sub-committees.

The Classified Staff Development Committee encourages classified staff to participate in college committees, and the classified union's bargaining agreement requires staff inclusion on certain committees. All designated staff positions on shared governance committees are filled, and some staff members participate on other committees. Classified staff served as tri-

chairs for the accreditation self-evaluation. Since the last accreditation visit, three other constituency groups, SEIU 721 (classified supervisors), Building & Trades (Crafts), and SEIU 99 (Operations) have seats on two shared governance bodies, the Institutional Effectiveness Council and the Work Environment Committee.

Although participation by students in decision-making has been sporadic, in the past few years, ASU leadership has created a culture of activism and involvement among the student population. Twenty-four college committees have a designated student rep. There are seats for two ASU reps on the primary shared governance body. Students have shown up to express their opinions at shared governance meetings, Board meetings held on campus, and Town Halls, particularly when issues impacting students are on the table.

The College has continued efforts to improve communication. An improved web site navigation and design make it easier to find information, including committee meeting schedules. The weekly bulletin is emailed to all users and posted on the web site. All shared governance committees as well as many other decision-making bodies post minutes and agendas on their web pages. An LAVC 411 page created to keep constituents informed about decisions has been upgraded to a Communications Update page, and information about recent decisions is now pushed out to the campus community via email blasts.

District Recommendation 1:
The team recommends that the District should provide leadership in supporting the progress toward incorporating achievement of stated student learning outcomes as a component of faculty evaluation (III.A.1.c).

The incorporation of SLOs into faculty evaluations was addressed during negotiations for the 2008-2011 collective bargaining agreement. On the evaluation form (Appendix C), the following was added under Professional Responsibilities:

> (For All Faculty) Participates in the Student Learning Outcomes Assessment Cycle (for classroom faculty, includes approved SLOs on class syllabi)

To more fully clarify the meaning of this statement, a contract interpretation was agreed to by the District and the faculty union in spring 2009, noting the following responsibilities:

1. Writing SLOs and establishing assessment tools/rubrics [disciplines or departments]
2. Including the officially approved course SLOs on course syllabi [all faculty]
3. Incorporating approved SLOs in teaching [all faculty]
4. Providing the instructor with a copy (electronic or hard copy) of the course outline and any officially approved SLOs [department chairs]
5. Determining a process for officially approving SLOs [determined by the college and usually jointly agreed to by the faculty in a discipline or department and the college's academic senate]
6. Conducting SLO assessments in assigned classes and using the results to make appropriate changes in instruction to improve student learning [all faculty]

In the 2011-2014 collective bargaining agreement, "monitoring the development of SLOs, PLOs, and assessments" was added to the list of department chair duties.

In addition, the District established an Advisory Council on Student Learning Outcomes, which meets both in person and virtually to share best practices and strategies for SLO coordination and assessment, provide mutual support and reinforcement for the colleges' SLO coordinators, optimize resources, and strengthen networking for problem-solving.

District Recommendation 2:
The team recommends that the college should closely monitor in future years the success of the District's plan for addressing retiree health benefit liability to assure that out-year obligations are met without significant impact on the financial health of the institution (Standard III.D.1.c).

The LACCD took significant steps to address the issue of its unfunded liability for retiree health care in fall 2006 by negotiating an agreement, approved by the District's six unions and the Board of Trustees, to begin pre-funding a portion of its unfunded obligation. The District annually directs 1.92% of the previous fiscal year's fulltime employee payroll into an irrevocable trust, managed through CalPERS. In addition, an amount equivalent to the District's annual Medicare D refund is diverted from the District's operating budget into the trust. In 2007, Governor Schwarzenegger's Commission on Public Employee Post-Employment Benefits issued a report in which the LACCD's prefunding plan was cited as a best practice. As of June 30, 2012, the balance in the trust was $39,751,541 and its Fair Market Value was $41,694,651.

In 2009, facing a state budget crisis and enormous increases in health benefit costs, the District's Joint Labor-Management Benefits Committee (JLMBC) took action to reduce the cost of health care coverage for both active and retired employees. The Board approved the move to health care plans administered by CalPERS, which took effect January 1, 2010 Because of the significantly lower retiree benefit costs under CalPERS, the District was able to reduce its GASB obligation by about $97 million.

District Recommendation 3:
The team recommends that the Board of Trustees should complete the self-evaluation process by discussing and developing a set of board goals to respond to any issues identified in their self-evaluation. The Board should institutionalize the goal setting and measuring of accomplishments as part of the self-evaluation process (IV.B.1.g).

To respond to this recommendation, the Board of Trustees adopted a board rule on October 17, 2007 that established the setting of board goals as part of its annual process of self-evaluation. At its annual retreats, the Board scores its performance, reporting on its self-assessment and the summarized evaluations of constituency representatives who sit at the resource table during board meetings. The Board establishes new goals for the following year, both to address District priorities as well as any issues that have arisen as a result of the self-evaluation.

To increase follow-through and accountability at the district level, in 2010 the Board adopted a District Effectiveness Review Cycle, which aligns annual Board and CEO goals with District Strategic Plan (DSP) goals. The annual cycle includes Board evaluation, Board retreats, college activities in support of goals, institutional effectiveness reports, and District effectiveness reports that align with the DSP.

District Recommendation 4:
Although in practice the evaluation of the college presidents and district chancellor occurs on a regular basis and is an inclusive process, the team recommends that the district develop a written policy that clearly defines the evaluation process (IV.B.1.j).

To address this recommendation regarding the evaluation of college presidents, the District's HR division drafted a formal written policy, the Performance Evaluation Process for College Presidents, which clearly spells out the evaluation process that has been and continues to be followed. The description is now included in the packet with the evaluation forms used.

To address this recommendation regarding the chancellor's evaluation, the Chancellor's Office issued a directive (Chancellor's Directive #122) that spells out the procedure that has been and continues to be followed. The Board solicits input from constituencies and collects data to evaluate performance on a number of criteria. In July 2010, the evaluation processes for the Chancellor and the college presidents were integrated into the Board's newly adopted District Effectiveness Review Cycle.

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.

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.

Descriptive Summary

The College has a clearly defined mission statement:

> The College serves the community by providing transfer, degree, career-technical, foundational, 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 workplace and for advancing one's education, personal development and quality of life.

The College also has a vision statement:

> Los Angeles Valley College serves the community as a leader in instructional excellence, facilitating the success of its diverse students, developing critical thinkers and life-long learners, and contributing to the economic and cultural vitality of the San Fernando Valley and beyond.

Core commitments are the guiding principles that support the college in accomplishing its mission (Mission, vision, core commitments). These statements prioritize the College's commitment to access, success, quality educational programs, a rich campus life, diversity, and concern about the environment. These priorities are outlined in the Educational Master Plan (EMP), a synthesis of the College's vision, mission, and core commitments, with data about enrollment, community demographics, labor market projections, and student needs. After an intensive period of work, the current EMP was approved in spring 2008. It is a detailed road map for where the College wants to go, including strategies to reach these goals and means to measure success along the way (Educational Master Plan).

Self Evaluation

The EMP describes the College's review of internal/external data scans and student profile and how the needs of the campus community were identified. As part of its ongoing monitoring of the implementation of the EMP, the Educational Planning Committee (EPC) is charged with annual review of the mission statement for continued appropriateness each spring semester in conjunction with annual examination of the demographics of the student population and local communities conducted by the Office of Research and Planning.

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

Descriptive Summary

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, job retooling, transfer to a four-year college or university, and personal enrichment. The College offers pre-college level classes for acquiring and improving basic skills as a pathway to higher education. The LAVC population is diverse and reflects the ethnicities and economic backgrounds of the surrounding communities. The student body is 41 percent Hispanic, 35 percent White (including a large proportion of Armenian and Russian students), 10 percent Asian/Pacific Islander, six percent African-American, and eight percent Multiple Ethnicities. The majority of students (62 percent) are 24 years of age and younger. Women outnumber men 57 percent to 43 percent, respectively. English is the primary language for 72 percent of our students. Many (45 percent) are first generation college students (First Generation Survey) and from low income households (Fact Book). Fifty percent are placed into pre-college level English and 71 percent into pre-college level math (Spring 2012 Placement Summary).

In order to evaluate the needs of the student population, the LAVC Office of Research and Planning coordinates the distribution and collection of numerous surveys (List of Surveys 2008-12). It annually compiles data that examines the demographics of our student population and the surrounding communities and publishes the information annually in a Student Profile Brochure that is posted on the college website (Student Profile Brochure). The Office collects and interprets survey data on student needs, retention rates, transfer rates (Right to Know Disclosure, 2011-2012) and placements for Math and English. Surveys of students who have exited from the college (graduation or transfer) have provided feedback regarding the strengths and weaknesses of current programs and input as to whether the development of new programs is necessary (Graduation Transfer Exit Survey).

Data gathered about our student population and reported in the LAVC Facilities Master Plan (2002 and 2010 update) has also been useful in determining how to provide better support for students. To make it easier for students to access services, priority was given to construction of a new Student Services Complex that houses all student services in one location, thereby increasing access to financial aid, testing and assessment, services for students with disabilities, and counseling. The next construction project was the Library and Academic Resource Center (LARC), which houses the library, tutoring centers, and group study rooms. The expanded Child Development Center provides increased child care services to our students and more opportunities for ongoing training and family support services for students, staff, faculty, and the community (Construction overview).

LAVC provides numerous support programs that focus on the success of all students (LAVC Catalog Academic & Student Support section). Among the programs available for our underserved, disadvantaged, and underprepared students are pre-college level courses, academic support services (e.g., tutoring, discipline-specific labs, Writing Center), and student support services (e.g., TAP, EOPS, TRiO). Each of these programs collects statistics on the success rates of its students.

In order to ensure that the College offers programs that contribute to workforce development, correspond to needs in the job market, and educate students who are workforce-ready, the College has formed partnerships with community organizations such as the Valley Industry & Commerce Association, Economic Alliance of the San Fernando Valley, the Valley

Economic Development Center, and local Chambers of Commerce. In collaboration with these organizations, the College forecasts the needs and trends of local industry in an effort to improve academic and certificate training programs. LAVC Job Training works closely with businesses to determine their needs and offers customized curriculum to train and educate new hires and current employees. CalWORKS provides assistance such as childcare, counseling, textbooks, and paid work-study for students receiving Temporary Aid to Needy Families (TANF) benefits.

The College offers numerous vocational programs that have led to the awarding of over 1,000 degrees and certificates annually; 20 percent of entering students report acquiring vocational/job related skills as their primary goal for pursuing education at LAVC. The most popular vocational programs include Child Development, Nursing, Respiratory Therapy, Computer Applications and Office Technology, Computer Science and Information Technology, and Electronics. In an effort to provide high quality vocational education that corresponds to current business needs and trends, Career-Technical Education (CTE) advisory boards annually review whether our CTE programs meet the needs of employers.

Fifty-one percent of entering students list transfer as their educational goal. LAVC offers a number of programs to facilitate transfer, including collaborations with neighboring colleges and universities (such as CSUN and UCLA) for articulation and outreach. The Team Transfer Committee institutes initiatives to improve transfer rates. The Career/Transfer Center offers resources such as career counseling, career assessment, and workshops, and provides opportunities to meet with university counselors. The Transfer Alliance Program (TAP) honors program consists of academically enriched transferable general education courses. Students in TAP have a high rate of transfer to universities (TAP results)**.**

The Community Education Program offers classes to members of our community for lifelong learning and career development, including online training courses (such as medical billing and home inspection). Classes for enjoyment and personal growth are offered for children, teens, adults, and seniors in a wide variety of subjects such as yoga, photography, Chinese/Mandarin, and retirement planning.

The Extension Program sponsors professional academies in the following areas: paralegal, legal secretary, human resource assistant, pharmacy technician, and clinical medical assistant in two sessions per year. Students who successfully complete the sessions receive verification of program completion.

Being aware of students' reliance on communicating through technology, the College has promoted the use of the MyLAVC portal, a site for instructors to post announcements, syllabi and handouts, and hold online discussions. In spring 2012, about 200 faculty members and over 4000 students were using the portal. The Web Faculty Instructor System allows faculty to send mass emails to all students in a class.

Self 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. The majority of students the College serves are young, minority, low income, and underprepared for college. In an effort to ensure the success of the large number of students who are underprepared and non-English speaking, LAVC offers pre-college level courses, such as English and math fundamentals, ESL, and noncredit courses. Statistics on completion rates (17.31 percent for the 2008 cohort) and transfer rates (11.94 percent for the 2008 cohort) suggest that the College should continue to identify methods to assist the large number of students who are underprepared for college.

In June 2011, LAVC became an Achieving the Dream (AtD) college and committed itself to identifying strategies for improving student success, closing achievement gaps, and increasing retention, persistence, and completion rates. The Preparing All Students for Success (PASS) Committee was created to provide specific tools to make student success data a central aspect of institutional planning and policy decisions. The PASS Committee works under the Institutional Effectiveness Council (IEC), LAVC's primary shared governance body, to help facilitate a stronger campus-wide dialogue on student success among shared governance committees.

On the 2011 Accreditation Survey answered by 314 respondents, 61.7 percent agreed that LAVC is effective or very effective in advancing the academic and career goals of students, with 30.2 percent rating the college as somewhat effective (2011 Accreditation Survey). Using the PASS model, the College will continue to ensure alignment of AtD goals with EMP goals to help students succeed.

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

Descriptive Summary

The current mission statement was approved by the Board of Trustees in November 2008 (Board minutes November 5, 2008). A new mission statement went through the approval process in fall 2012 and was presented to the Board's Institutional Effectiveness Committee on December 19 (IE Committee Agenda December 19, 2012) with approval by the full Board expected on January 16, 2013 (Board minutes January 16, 2013). The mission statement is published in the college catalog, schedule of classes, weekly college bulletin, the EMP, the Program Review handbook, and on annual plan templates and the college website. It is posted in the President's Office, President's Conference Room, and Administration Building. The mission statement is featured on all shared governance committee agendas as well as other sub-committee agendas and appears on the shared governance agenda template (Shared Governance agenda template).

Self Evaluation

The College does a good job of publicizing the mission statement. After being approved in 2008, the mission statement was printed on tote bags given out on Opening Day, and the vision statement was printed on mugs. To keep it prominent, 11 x 17 color posters were created and placed in offices and departments around campus. The Office of Public Relations

plans to do the same type of promotion for the new mission statement.

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.

Descriptive Summary

In response to an ACCJC recommendation, the College developed written, institutionalized procedures for the regular review and revision of the mission statement, vision statement, and core commitments (Process for the Review and Revision of the Mission Statement). The Educational Planning Committee (EPC) reviews the mission statement for appropriateness each spring semester. If changes are needed, the committee assigns the revisions to a workgroup (EPC minutes 4_11_2011). This process includes input from stakeholders (students, faculty, administrators, and staff), who are represented on the EPC. Changes must be approved by the Academic Senate, the Institutional Effectiveness Council (IEC), and the LACCD Board of Trustees.

Based on feedback collected on the 2011 accreditation survey, the EPC workgroup determined that it was necessary to revise the mission statement, vision statement, and core commitments. Some survey comments indicated that the mission statement should be "more concise and memorable," and "more specific and concrete with less abstract and general language."

After crafting revised statements, the workgroup sought feedback from a broad base of constituents via an online survey that received responses by over 2,000 stakeholders (Mission, Vision, Core Values survey), including students, student government leaders, club members, faculty, staff, administrators, alumni, LAVC Foundation members, advisory committees, and the community. In addition, nearly 200 people attended the President's Sidewalk Chat (President's Sidewalk Chat). The workgroup used that feedback to further revise the statements and engage in dialogue with the Academic Senate on their suggested revisions (EPC Feedback on Mission Statement).

The revised mission statement (Mission, Vision, Core Values 2012) went through the campus approval process in fall 2012.

Self Evaluation

The College adheres to its guidelines for the regular review of its mission statement. The high turnout for the Sidewalk Chat and the large number of responses to the survey demonstrated great interest in its revision by the college community.

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

Descriptive Summary

The mission is integral to decision-making processes. The steps in our planning processes

require that the mission be referred to and decisions justified based on the EMP, whose goals and objectives are derived from the vision, mission, and core commitments. Each goal is followed by objectives and strategies that help the College make decisions, link planning and budgeting, and support college initiatives and activities. The newly revised statements will be the starting point for the revision of the EMP.

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 links to the college mission (Program Review Handbook). Assessment of program viability includes information that must be linked to the EMP.

As part of our focus on initiating a cycle of planning, implementation and evaluation, the College began conducting annual plans in fall 2009 (Annual Plan Process). For each of the annual plan modules (goals, staffing, fiscal planning, facilities, curriculum, technology, enrollment/program/service trends, outcomes, and professional development), programs and departments indicate how requests for resources link to the four goals of the EMP and, by proxy, the college mission (Fiscal Annual Plan Module).

The charge of the College's primary shared governance committee (the IEC) is to ensure that the work of the Tier 2 sub-committees implement the College's mission, vision, and goals and are consistent with them. Each Tier 2 committee that sends a recommendation to the IEC for approval must provide a rationale that connects it to the EMP (Motion form). Committees make recommendations through the lens of the EMP and other relevant plans that pertain to their particular area (e.g., Technology Committee for technology, Work Environment Committee for facilities). In addition, the Grants Committee ensures that the submission of an application for a grant aligns with the EMP and is based on how the grant will help the College meet the objectives of its mission.

Module	Review Committee
Goals	Educational Planning Committee (EPC)
Staffing Plans	Hiring Planning Committee (HPC)
Facilities	Work Environment Committee (WEC)
Technology	Technology Committee
Fiscal Planning	Fiscal Review and Oversight Committee (FROG)
Enrollment, Program and Service Trends	Educational Planning Committee (EPC); Program Review and Planning Committee (PEPC)
Outcomes (DAP)	Outcomes Assessment Committee (OAC)
Curriculum	Valley College Curriculum Committee (VCCC)
Professional Development	Professional Development Advisory Committee

Self Evaluation

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

The habit of referencing our mission when making decisions has become standard protocol in college culture. Questions such as "How does this decision support our mission?" and "How does this decision impact student success?" come up over and over again, from minor to more critical decisions, such as prioritizing hiring and making budget cuts. Students have cited the mission statement to support their positions on issues such as smoking on campus.

Since the last accreditation self-evaluation, the College has made great strides to link planning to budgeting using data through the annual plan process, which assists each department and program to plan and set goals that are directly aligned with the EMP.

STANDARD IA EVIDENCE

IA-1	Mission, vision, core commitments
IA-2	Educational Master Plan
IA-3	First Generation Survey
IA-4	Fact Book
IA-5	Spring 2012 Placement Summary
IA-6	List of Surveys 2008-12
IA-7	Student Profile Brochure
IA-8	Right to Know Disclosure, 2011-2012
IA-9	Graduation Transfer Exit Survey
IA-10	Construction overview
IA-11	LAVC Catalog Academic & Student Support section
IA-12	TAP results
IA-13	2011 Accreditation Survey

IA-14	Board minutes November 5, 2008
IA-15	IE Committee Agenda December 19, 2012
IA-16	Board minutes January 16, 2013 – available in the Team Room
IA-17	Shared Governance agenda template
IA-18	Process for the Review and Revision of the Mission Statement
IA-19	EPC minutes 4_11_2011
IA-20	Mission, Vision, Core Values survey
IA-21	President's Sidewalk Chat
IA-22	EPC Feedback on Mission Statement
IA-23	Mission, Vision, Core Values 2012
IA-24	Program Review Handbook
IA-25	Annual Plan Process
IA-26	Fiscal Annual Plan Module
IA-27	Motion form

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.

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

Descriptive Summary

Dialogue about student learning occurs through numerous activities, including program review and annual planning, the SLO assessment process, policy analysis, department and program meetings, shared governance, accreditation self evaluation, and STARS workshops.

Through the program review and annual plan processes, faculty engage in meaningful dialogue about their programs. They utilize information from curriculum review, student surveys, data profiles, SLO assessments, department/program goals, and other resources to identify strengths and challenges and provide a plan of action for improvement of their program (Sample Program Review Biology). Members of the Program Effectiveness and Planning Committee (PEPC) discuss the department/program's documents, 'lessons learned,' and improvement plans. They provide commendations and recommendations to the program before forwarding the information to appropriate shared governance committees (PEPC minutes 10_06_2011).

As part of the course and program SLO assessment process, faculty engage in ongoing self-reflective dialogue as they review data and formulate improvements. For each assessment, a Course Assessment Report Form is submitted, detailing the assessment itself, the improvement plan, and how these will be shared with all members of the discipline (SLO Assessment Report Form sample). The report form is reviewed by the Outcomes Assessment Committee (OAC), which provides feedback on the process and how it might be improved (SLO Feedback Form). At Opening Day in 2011 and 2012, a poster session allowed members of various disciplines to share their assessment results and improvement plans and answer questions (Opening Day poster session).

Program assessment also promotes dialogue about improvement of learning. In the assessment of LAVC's three Program Pathways -- Career-Technical Education (CTE), Foundational Skills, and General Education (GE)/Transfer -- a workgroup of faculty from the involved disciplines works with the Program Assessment Coordinator to discuss results, which have been shared on Opening Day (CTE Opening Day PowerPoint), at committee meetings, the Academic Senate (Academic Senate minutes 5_17_2012), in STARS workshops (STARS Workshop agenda 11_29_2011), and as reflected in the minutes on the Outcomes Assessment Committee (OAC) website.

Those involved in non-instructional programs have been involved in the collaborative process of establishing and assessing service outcomes for their areas, with a focus on improvement of institutional processes. Training sessions have been held to facilitate completion (Service Outcomes PPT).

In spring 2012 the college conducted an analysis of institutional policies and practices that might impact student success. This work, conducted by the Preparing All Students for Success (PASS) Committee as part of LAVC's Achieving the Dream (AtD) initiative, is looking at how the policies connect to campus planning and data references (Academic Affairs Policy Analysis and Recommendations March 2012). Discussion and analysis led to recommendations to improve student success (President's Office PASS Policy and Procedure Analysis Workgroup May 2012).

During department meetings faculty discuss relevant issues, including SLO assessment results and program planning (Sample English Department minutes). Sharing of information, training, and solicitation of input occur at the mandatory monthly meetings of Chairs and Directors -- consisting of department chairs, program directors, and deans, led by the VP of Academic Affairs -- (Chairs and Directors minutes 7_24_2012), at administrators meetings (Administrators meeting), and at meetings of student services divisions (Student Services Leadership agendas).

CTE programs meet with external advisory committees to discuss and assess vocational programs in light of business and industry needs, recommending changes to improve programs and better serve students (Technology Department Industry Advisory Council 5_5_2011). CTE discipline chairs or reps also meet monthly to discuss CTE Advisory recommendations, the allocation of CTE Perkins IV funds, and CTE program assessment (CTE minutes 9_13_2011). Some of our grants also have advisory committees. The allocation of these funds is tied to the Educational Master Plan (EMP) and labor market data (Grant Partnership Tracking Form).

Committees such as Team Transfer (Team Transfer minutes 5_8_2012) and Matriculation (VMAC minutes 12_17_2011) discuss ways of improving student outcomes, particularly ways to promote and encourage transfer.

Through the shared governance process, all campus constituencies (faculty, staff, administrators and students) engage in dialogue on institutional processes. As an example, the reorganization of the College's shared governance committee structure in 2009-10 involved months of intensive discussion by college constituencies (Big Picture Committee minutes) [See I.B.4.]. Shared governance committees have constituency-based representation so that dialogue takes place across all campus constituencies (Committee Membership Chart). In addition, through the consultation process, the College President meets regularly with the leadership of the Academic Senate, the AFT Faculty Guild, and AFT Staff Guild to discuss issues and try to resolve them informally (Consultation Agenda 9_17_2012).

In the process of preparing the accreditation self-evaluation, a cross section of the college community had the opportunity to be involved in reflecting on institutional processes and

ways to improve student learning. Teams were headed by tri-chairs (an administrator, a faculty member, and a staff member) and composed of faculty, administrators, staff, and students (see Organization of the Self-Evaluation Process). Four Q & A sessions (Accreditation Q & A) and a town hall were held in fall 2012 to discuss findings and solicit feedback (Accreditation Town Hall).

The Strategic Team for the Advancement and Retention of Students (STARS) initiative began in 2003 with a grant from the U.S. Department of Education, Fund for the Improvement of Post-Secondary Education (FIPSE). After the grant ended in 2006, STARS continued to hold events and workshops to engage students, faculty, and staff in dialogue about teaching and learning. Participants discuss their roles in fostering a student-centered learning environment. Students have a chance to listen to the perspectives of faculty and faculty hear the viewpoints of students on topics such as the effect of the internet on our brains, overcoming math anxiety, academic dishonesty, and what matters most in teaching and learning. Several of the monthly STARS workshops have focused on supporting the AtD goals (PASS/STARS events summary report).

Self Evaluation

The College provides many opportunities for dialogue that focuses on student learning. On the 2011 accreditation survey, most agreed that on a regular basis faculty and staff engage in dialogue about student learning (77 percent), delivery systems and modes of instruction (73 percent), learning needs of students and pedagogical approaches (65 percent), the quality and level of programs (64 percent), using assessment results to guide improvements to courses, programs, etc. (63 percent), and the relationship between teaching methodologies and student performance (60 percent) (2011 Accreditation Survey). Although dialogue about student learning, delivery systems, and modes of instruction is well established, the College recognizes the need to elevate the level of discussion by integrating SLO assessment results more uniformly across the campus when discussing the relationship between teaching methodologies and student performance.

The campus has placed more focus on improvement cycles in the last three years. Two examples are the extensive dialogue involved in the outcomes assessment process and in assessing and revising our shared governance structure. A result of the restructuring has been more collaboration and dialogue between instructional and service areas. For example, the Student Success Committee (SSC) brings together student services and academic support services, and PEPC facilitates program review and planning for all units, both instructional and service-oriented.

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.

Descriptive Summary

Educational Master Plan (EMP): In 2007-2008 LAVC created a comprehensive educational master plan, which includes the college mission and vision statements and goals (Educational Master Plan). The campus decided at the time to integrate strategic planning into the EMP and have it serve as the College's guiding document (College Council Retreat minutes 6_23_2009). The EMP established four broad goals which are aligned with the goals of both the District and the state systems. These goals are:

1) Increase student retention, persistence and success
2) Increase student access
3) Enhance academic programs and services to meet student needs
4) Enhance institutional effectiveness

Numerous strategies were developed to help the campus reach these goals and a comprehensive implementation grid was developed (Implementation Grid). Between 2008 and 2009 many presentations were made to communicate the contents and purpose of the EMP to the college community (College Council minutes 4_28_2009). Forms and processes were revised so that college planning would relate to the overall goals of the EMP (IPC minutes 12_5_2008; Academic Senate minutes 12_18_2008; 2009-10 Enrollment Management Plan).

Department and Program Goals: Through the annual planning process, each department and program sets measurable goals aligned to the goals of the EMP or other campus initiatives and reports on progress in meeting those goals the following year (Annual Plan Process). The EPC reviews all goals and reports out themes to the IEC, and uses them as a basis for revision of the next EMP.

Shared Governance: Shared governance committees set annual committee goals. Through end-of-the-year self-evaluations, progress on each goal is reported and new goals are set (Committee Self Evaluation form). This cycle of "plan, implement, and evaluate" is one of the core elements of the revision of the shared governance structure in the last several years.

Outcomes Assessment: Goals for student learning in courses and programs and for service delivery are set and assessed through the outcomes assessment process. [See II.A.1.c, II.A.2.c, II.A.2.f].

Preparing All Students for Success (PASS): Since becoming an Achieving the Dream (AtD) college in 2011, LAVC has adopted AtD goals and embarked on a campus-wide approach to help strengthen the College's strategies for improving student success. As part of this effort, the PASS Committee, comprised of faculty, staff, administrators, and students, has worked to establish student success goals and guide the College's work in improving their achievement. Using the initiative's strategies, LAVC created a toolbox (PASS toolbox) to review institutional data, including retention, persistence, and success rates in basic skills and transfer sequence, which assists LAVC to use data effectively to help close achievement gaps and improve student outcomes. The PASS Committee reports to IEC and is integrating the results of its work into the next EMP revision (IEC minutes 9_4_2012).

The results of PASS data collection were also used to formulate new student success goals. Based on the two main barriers identified (completing the math sequence and having student success skills), the campus has established two priorities:

- Increase the percentage of new students successfully completing the developmental math sequence
- Increase retention and persistence through interventions aimed at teaching "how to be a student"

To that end, PASS has implemented five intervention strategies:

1) Welcome Fair
2) Global Cohort
3) Accelerated Math
4) Clear Pathways
5) Tutoring

(PASS Implementation Proposal)

Self Evaluation

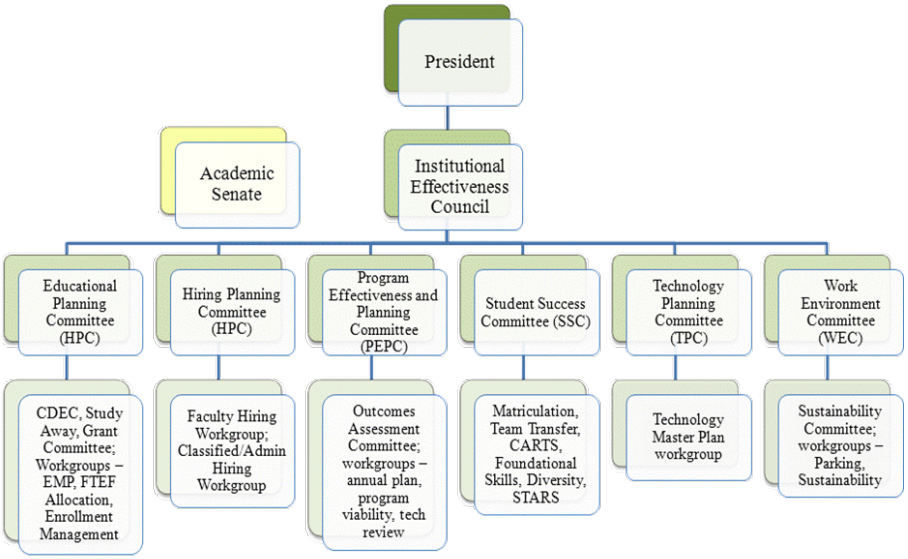
LAVC sets goals at many levels, from the EMP to more specific program and department goals. The annual plan process and the review of outcomes assessment reports provide a vehicle for reviewing the achievement of these goals. The format for setting goals requires that they be stated in measurable terms. The current focus of work on the EMP is to assess the progress and effectiveness of its 2008-2013 strategies and begin to prepare for the next cycle by completely revising the EMP so that all goals are stated in measurable terms in order to strengthen the ability to assess progress**.**

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.

Descriptive Summary

Program Review and Annual Plans: The six-year program review cycle allows departments and programs to measure progress in meeting their long-term goals in order to improve (Program Review Summaries). The annual plan process is used to assess progress annually. The goals modules are sent to the EPC to review and validate reported progress on meeting goals. Modules for staffing, facilities, technology, fiscal planning, enrollment management, outcomes, curriculum, and professional development require the use of data and linkage to the EMP. Modules are submitted online, using a step-by-step plan outlined in the revised program review handbook (Program Review Handbook). They undergo a validation process by administrative supervisors before being sent to the appropriate committees for recommendations that are then sent to the IEC. Both program review and annual plans include quantitative and qualitative data from enrollment counts, surveys, student opinions, and narrative assessments.

Shared Governance: The revised shared governance structure adopted in 2010 emphasizes integrated planning through the annual plan process (Planning and Decision-Making Handbook). Under this model, annual plans provide the structure for planning, resource allocation, and the assessment of improvement. Modules are reviewed and prioritizations are recommended by the appropriate committee, which forwards recommendations to the primary body, the Institutional Effectiveness Council (IEC) and then to the college president for approval. The Dean of Research and Planning has a seat on both PEPC and the IEC to facilitate data-informed decision making.



Outcomes Assessment: An important method for evaluating progress and making improvements is the outcomes assessment cycle for courses, programs, and services. [See II.A.1.c., II.A.2.c., II.A.2.f. for course and program assessment]. Service outcomes assessments are conducted for 57 services (Academic Affairs, Student Services, Administrative Services and Office of the President) throughout the College to improve institutional effectiveness. The process is overseen by the Outcomes Assessment Committee (OAC), whose Service Outcomes Workgroup, comprised of faculty, administrators, and staff, meet regularly to review, validate, and forward completed assessments to the OAC for approval (Service Outcomes Tracking and Validation Process).

Data Reporting: Every year, the campus makes a presentation to the Board of Trustees (LACCD Institutional Effectiveness Committee minutes 8_22_2012) regarding the status of its planning and effectiveness indicators (2012 College Effectiveness Report), including EMP progress/status, ARCC indicators (ARCC report), access (number of new students), financial aid, student success measures (degrees, transfers, success, retention), efficiency measures (average class size, cost per FTES), and fiscal status. To ensure the link between campus and district plans, the College is represented on district committees for decision making and planning (District Planning Committee agenda).

PASS: Since LAVC is in only its second year of AtD, assessment of the strategies that are being implemented to meet the goals are currently in the process of being analyzed.

Resource Allocation: As part of the annual plan process, all departments and programs submit a fiscal planning module to be used for budget development. The fiscal planning process requires that financial requests be connected to EMP goals (Fiscal Annual Plan Module) The College has made completion of program review a prerequisite for requests to hire probationary faculty (Faculty Hiring Handbook see highlighted section).

Self Evaluation

The program review and annual plan processes are well structured and allow the opportunity to evaluate progress on a variety of measures. But while the structure exists, some have not yet completely engaged in the process. Annual plan modules have not always been submitted in a timely manner, which has hampered the ability to fully implement their review since the modules have not been sent to committees quickly enough to be dealt with in the current budget year, and those committees are not always clear on their roles. In addition, the manual process currently used is cumbersome (Annual Plan tracking sheet).

The College is addressing these issues by implementing an online submission system and through more directed review and oversight by divisions. The College seems to be making progress – nearly 100 percent of the goals modules were submitted on time in September 2012, an improvement over the previous year. The new online submission process and better communication may have helped to create more familiarity with the process. A mid-year check-in on goals progress would help people to keep goals in mind for all planning.

The linking of resource allocation to planning and data remains a challenge. The implementation and assessment of the EMP have not been working smoothly and the plan is too broad to drive decision-making in a practicable way. Since only the first goal was measurable, more measurable goals will be added in the 2013-2019 EMP, which should strengthen the College's ability to judge progress. The objectives in the EMP have not been prioritized, making it difficult to make informed decisions about which needs should be funded first. Prioritizing these should help strengthen the linkage between planning and resource allocation. The previous staggered cycle of comprehensive program review made it challenging for the College to plan as a whole over a longer timeframe. The new single cycle will be an improvement.

Planning Cycle			
2010-2011	Annual Plan		
2011-2012	Annual Plan	Mission and Vision Revision	Accreditation Self Evaluation
2012-2013	Annual Plan	Educational Master Plan Revision/Writing	Accreditation Site Visit (Spring)
2013-2014	Program Review		
2014-2015	Annual Plan		
2015-2016	Annual Plan		

2016-2017	Annual Plan		
2017-2018	Annual Plan	Mission and Vision Revision	Accreditation Self Evaluation
2018-2019	Annual Plan	Educational Master Plan Revision/Writing	Accreditation Site Visit (Spring)
2019-2020	Program Review		

Now in the third year of the annual plan process, submitted modules have the added feature of being validated by department/unit supervisors which further reinforces annual planning.

Actionable Improvement Plan

In order to improve the linkage between budget and planning, the College will:

- Guide allocation decisions by prioritizing the objectives in the 2013-2019 Educational Master Plan *(Responsible party: EPC, expected completion: fall 2013)*
- Fully implement a single-cycle comprehensive program review, which follows the new planning calendar *(Responsible party: PEPC, expected completion: fall 2013)*

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.

Descriptive Summary

An ACCJC recommendation in 2007 led the college to evaluate and completely revise its planning and shared governance structure. In spring 2009, the College President convened a task force to examine LAVC's approach to integrated planning and decision-making. Called the Big Picture Committee, it was comprised of campus leaders who analyzed the current system and created a plan of action to revise the planning and governance structures to create more cohesion. The plan eliminated silos based on administrative divisions and was organized by campus processes (Big Picture webpage).

To promote better communication and links among committees, all major campus committees were included in the new structure. Two councils were designated as Tier 1 under which were seven Tier 2 subcommittees dealing with education planning, facilities, hiring prioritization, program effectiveness and planning, student success, technology, and work environment. Other campus committees and work groups were designated as Tier 3 committees and assigned to a Tier 2 committee for reporting purposes.

The new structure was implemented in fall 2010 and explained to faculty on Opening Day (Opening Day presentation). Under this model, the shared governance council and its subcommittees provide the framework for decision-making, planning, and resource allocation. All of these committees include representatives from each of the four constituency groups (faculty, staff, administrators and students). In order to solicit participation from the

college community on shared governance committees and workgroups, an annual interest survey is sent out college-wide each spring (Committee Interest Survey).

The views of the campus community are conveyed through recommendations forwarded from the shared governance subcommittees to the IEC and then to the college president, who makes the final decision. Members of the college community provide input through their constituency representatives. Employees or students may contact their representative on a shared governance committee to make their views known. Members of shared governance committees are responsible for communicating information to their constituency groups. The Academic Senate is represented on the IEC and also separately makes recommendations to the college president on academic and professional matters.

A vital component of the planning process is input from the business community. Our Career-Technical (CTE) 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 and grants (IDEAS, EOPS, SSD). Advisory committees assist in program planning by discussing progress in meeting program goals (Sample advisory meeting minutes).

Program Review narratives include a section on external influences. Departments and programs discuss outside partnerships, advisory board input, and data on the labor market and transfers. Instructional programs consult with their advisory boards or with the faculty in transfer institutions to get their perspectives on the program and suggestions for improving it.

Self Evaluation

Planning on campus is broad-based and offers opportunities for input to all constituency groups. Response to the committee interest survey has been excellent. On the last two surveys, more people were interested in serving than there were openings on Tier 1 and Tier 2 shared governance committees, which currently have 97 slots. The spring 2012 survey yielded responses from 87 constituents, with 71 expressing interest in serving. Names of those who expressed interest on the survey were sent to chairs of Tier 3 committees seeking members. The addition of these work groups has provided an opportunity for more people to serve. An additional 209 participants serve on work groups and on the Academic Senate and its sub-committees (Committee Interest Survey Results).

On the 2011 accreditation survey, 93 percent of respondents said they were aware of opportunities to participate in committees and workgroups and 79 percent indicated that they had participated in shared governance or workgroups at same point in the past three years. Ratings on the effectiveness of decision making through shared governance were varied: 44 percent rated it very effective or effective, 27 percent felt it was somewhat effective, 13 percent rated it as not effective, and 18 percent did not know.

An area of concern is that our planning process needs to be better communicated to all constituencies. When asked to respond to the statement that budget decisions are linked to

planning, 40.6 percent agreed but 32.8 percent did not know. Asked whether college plans are effectively linked to college goals, 45.9 percent agreed but 31.4 percent did not know.

Adequate time needs to be made available for the campus community to focus on integrated planning (e.g., Opening Day, Senate, Chairs and Directors). As the College raises awareness and encourages participation in the planning process, more people are becoming engaged. Through the restructuring of shared governance and the addition of more work groups, the College has been able to give more people a chance to be involved, achieving more broad-based participation that is reflective of the campus as a whole.

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

Descriptive Summary

The College depends on the Office of Research and Planning to collect and publish information related to quality assurance. The office publishes reports, Student Profile Brochures, Bookmarks, and a Fact Book and Effectiveness Manual. Reports are available on the college web site and are shared widely.

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

- Gainful employment data
- Consumer information (e.g., fees, financial aid, enrollment)
- Achievement data (e.g., program completion, retention rates, graduation rates) (Success and Retention Report)
- License examination rates (Nursing, Respiratory Therapy, EMT programs)

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

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

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

Program review narratives are posted on the PEPC webpage. Program assessment data and reports are available on the Outcomes Assessment Committee webpage and are presented to various groups, including faculty on Opening Day (CTE Program Assessment presentation).

The Program Viability Review Process is used to assure that instructional resources are used in response to the College's mission, EMP, and student and community needs. A viability review may be recommended based on a program review or annual plan cycle or may be requested by the administration or Academic Senate. A workgroup is formed to examine quantitative and qualitative data and make a recommendation that includes program initiation, modification and improvement, departmental reorganization, or program discontinuance (Program Viability Process).

Self Evaluation

LAVC has publicly posted a great deal of information and data about the College. Program reviews, assessment results, and data reports are posted on SharePoint beginning in January 2013. As the College completes more rounds of assessment, this area will be strengthened.

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.

Descriptive Summary

Shared Governance: When the new governance structure was instituted in fall 2010, a troubleshooting workgroup was established to monitor and address issues in an ongoing manner. In spring 2011, an evaluation workgroup was formed to assess the effectiveness of the new structure. All Tier 1 and 2 committees and chairs completed self-evaluations, and other materials, such as committee minutes, were reviewed. The evaluation workgroup suggested several changes, including the elimination of COAC and replacement by a single council model (IEC), modification of the Facilities Planning Committee (FPC) to Tier 3 under the Work Environment Committee (WEC), elimination of the Fiscal Analysis Workgroup (FAW) and formation of a Fiscal Review and Oversight Group (FROG). These changes were implemented for 2011-2012 (Evaluation Workgroup Recommendations). Evaluation of the governance structure in spring 2012 did not result in any further changes.

Shared governance committees complete a self-evaluation of the committee as well as its chair (Committee evaluations). The Evaluation Workgroup reviews them, looking for themes and issues. The committees use the results of the evaluation to develop goals for the following year and improve the way they function.

Program Review and Annual Plans: The program review process was revised in 2006 to incorporate SLOs. Based in part on evaluation by the Big Picture Committee, several additional changes were made to the program review process, including a single committee (PEPC) to oversee program review for all areas (instructional and services), the addition of

annual plans, the modularization of the program review and annual plan processes, and a new program review handbook for Cycle 3 (that began in fall 2011).

For the past three years, adjustments have been made to the annual plan process, particularly changes to the modules (PEPC minutes 4_12_2012). Comments by users have led to numerous revisions. Committees have analyzed modules appropriate to their areas to recommend improvements. Noting that some departments had difficulty filling out the budget sections on Opening Day 2009, when 267 faculty worked collaboratively on their department annual plans, a budget boot camp was held for department chairs and program directors to help them access budget information (Budget Procurement Boot Camp). Also revised was the process for review of annual plan modules by various committees. Academic year 2011-2012 marked the first year when an entire annual plan cycle was completed, and further evaluation of the process is ongoing.

Educational Master Plan: As part of the revision of our decision-making and planning structure, the Educational Planning Committee (EPC) was created with the mission of overseeing and monitoring the implementation of the EMP. The major work in 2011-12 has been to consolidate the number of EMP strategies by reducing redundancies and making goals measurable (EPC minutes 2_14_2011; IEC Strategy Reduction Motion, EPC minutes 4_11_2011). As part of an overall revision of planning cycles, the EMP cycle was changed from a five-year to a six-year cycle.

Its next task is to assess the progress on, implementation of, and effectiveness of the EMP. In order to inform the revision of the EMP, a comprehensive survey was conducted (EMP Survey) and the results began to be analyzed in fall 2012, a process that will continue in spring 2013 (EMP Summary of All Findings).

Self Evaluation

Program review and annual plan processes are systematic, sustainable, and ensure continuous assessment of program functioning, including outcomes assessment, fiscal planning, and effectiveness of planning efforts. LAVC has engaged in the review and modification of its planning structures and processes, including shared governance and program review. Careful analysis by the evaluation workgroup discovered that the original dual reporting structure (COAC and IEC) had overlapping responsibilities, so committees that reported to the councils were often confused about the specific responsibilities of each.

While some revisions have been major overhauls, others consist of fine-tuning. Feedback on the annual plan modules has resulted in tweaking that has improved the forms. Modifications have solved many identified problems. The most recent change has been the ability to submit annual plan modules online. Evaluation has been ongoing as new practices are put into place and then re-evaluated.

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.

Descriptive Summary

Outcomes Assessment: The Institutional Assessment Plan (IAP) [see II.A.2.a] contains plans for conducting meta-assessments and instituting improvements based on those assessments. The Outcomes Assessment Committee (OAC) conducted the meta-assessment (OAC minutes 3_19_2012) and is revising the IAP based on the results in fall 2012. The committee has made continual adjustments to the process based on feedback (OAC minutes 9_17_2012).

Outcomes assessments are used to improve institutional effectiveness. On a department and program level, part of the process of outcomes assessment is the evaluation of how results of outcome assessment compare to prior assessments and how results have been used for improvement (SLOAC report form). Departments and programs establish improvement plans and implement them, so progress in improving courses and programs can be judged (Examples of improvements made). Each department's Discipline Assessment Plan (DAP) asks how results of completed assessment are being used or will be used to improve student learning and how dialogue among faculty members about assessment results and improvement plans have been conducted.

Program Review and Annual Plans: With each cycle of program review, the process has been evaluated and updated to ensure that it is robust and leads to improvements that positively impact programs and services. Changes are reflected in the updated handbooks. The College is currently in Cycle 3, using the Cycle 3 Program Review Handbook. Improvements in the annual plan process have been ongoing.

Each synopsis in program review requires a report of the accomplishment of five-year goals based on results of improvements made. On the annual plan goals module, departments are required to connect to the status of prior year goals (fulfilled, in progress, or eliminated).

Self Evaluation

Evaluation mechanisms continue to be assessed and revised. However, a lack of research staff in the past has hampered our ability to gather the amount of data we need to effectively evaluate campus processes. The recent hiring of a research analyst is a step in the right direction. The College needs to continue to increase the capacity to use data to improve institutional effectiveness by ensuring that the research office is adequately staffed. In addition to its current work, the Office of Research and Planning will need to support the move to the new District system and software for program review and annual plans.

STANDARD IB EVIDENCE

IB-1	Sample Program Review Biology
IB-2	PEPC minutes 10_06_2011
IB-3	SLO Assessment Report Form sample

IB-4	SLO Feedback Form
IB-5	Opening Day poster session
IB-6	CTE Opening Day PowerPoint
IB-7	Academic Senate minutes 5_17_2012
IB-8	STARS Workshop agenda 11_29_2011
IB-9	Service Outcomes PPT
IB-10	Academic Affairs Policy Analysis and Recommendations March 2012
IB-11	President's Office PASS Policy and Procedure Analysis Workgroup May 2012
IB-12	Sample English Department minutes
IB-13	Chairs and Directors minutes 7_24_2012
IB-14	Administrators meeting
IB-15	Student Services Leadership agendas
IB-16	Technology Department Industry Advisory Council 5_5_2011
IB-17	CTE minutes 9_13_2011
IB-18	Grant Partnership Tracking Form
IB-19	Team Transfer minutes 5_8_2012
IB-20	VMAC minutes 12_17_2011
IB-21	Big Picture Committee minutes
IB-22	Committee Membership Chart
IB-23	Consultation Agenda 9_17_2012
IB-24	Accreditation Q & A
IB-25	Accreditation Town Hall
IB-26	PASS/STARS events summary report

IA-13	2011 Accreditation Survey
IA-2	Educational Master Plan
IB-27	College Council Retreat minutes 6_23_2009
IB-28	Implementation Grid
IB-29	College Council minutes 4_28_2009
IB-30	IPC minutes 12_5_2008; Academic Senate minutes 12_18_2008; 2009-10 Enrollment Management Plan
IB-31	Annual Plan Process
IB-32	Committee Self Evaluation form
IB-33	PASS toolbox
IB-34	IEC minutes 9_4_2012
IB-35	PASS Implementation Proposal
IB-36	Program Review Summaries
IA-24	Program Review Handbook
IB-37	Planning and Decision-Making Handbook
IB-38	Service Outcomes Tracking and Validation Process
IB-39	LACCD Institutional Effectiveness Committee minutes 8_22_2012
IB-40	2012 College Effectiveness Report
IB-41	ARCC report
IB-42	District Planning Committee agenda
IA-26	Fiscal Annual Plan Module
IB-43	Faculty Hiring Handbook see highlighted section
IB-44	Annual plan tracking sheet

IB-45	Big Picture webpage
IB-46	Opening Day presentation
IB-47	Committee Interest Survey
IB-48	Sample advisory meeting minutes
IB-49	Committee Interest Survey Results
IB-50	Success and Retention Report
IB-51	CAOT Advisory Board minutes
IB-52	CTE Program Assessment presentation
IB-53	Program Viability Process
IB-54	Evaluation Workgroup Recommendations
IB-55	Committee evaluations
IB-56	PEPC minutes 4_12_2012
IB-57	Budget Procurement Boot Camp
IB-58	EPC minutes 2_14_2011; IEC Strategy Reduction Motion, EPC minutes 4_11_2011
IB-59	EMP Survey
IB-60	EMP Summary of All Findings
IB-61	OAC minutes 3_19_2012
IB-62	OAC minutes 9_17_2012
IB-63	SLOAC report form
IB-64	Examples of improvements made

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.

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.

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.

Descriptive Summary

All courses and programs offered in the name of the college are in accordance with the college mission. LAVC offers 62 Associate in Arts (AA) degrees, 19 Associate in Science (AS) degrees, 2 Associate in Arts for Transfer (AA-T) degrees, one Associate in Science for Transfer (AS-T) degree, 56 Certificates of Achievement, 13 Skills Certificates, and 12 Noncredit Certificates of Completion. The Extension Program offers fee-based, not-for-credit courses in vocational programs. Job Training provides contract education that includes credit and noncredit courses. Continuing Education offers noncredit courses. Community Services offers fee-based life-long learning courses designed for the general community. All courses offered in the name of the college, regardless of mode of delivery, follow the same course outline. Distance education courses undergo separate approval to ensure educational rigor.

The Academic Senate's Valley College Curriculum Committee (VCCC) reviews all courses to ensure they meet the college mission at the time of initiation and through the five-year curriculum review cycle. All new programs are also reviewed by the VCCC and evaluated for meeting the mission, student demand or need, UC/CSU requirements, industry and business needs, among others (Program and Course Approval Handbook). The Program Effectiveness and Planning Committee (PEPC) aids and supports the individual and collective activities undertaken for the improvement of all college programs through the process of program review and viability assessment in accordance with the Educational Master Plan (EMP) and college mission (PEPC mission statement).

Self Evaluation

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

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.

Descriptive Summary

In order to ensure that the college meets the needs of its students, information is initially gathered as part of the application process. Students self-select and report information such as their educational background, income level, and educational goals. Matriculated incoming students are assessed for preparedness in Math and English (for native and non-native speakers) through a placement process. A Chemistry Readiness Diagnostic Exam is also given to students desiring to enter Chemistry 101. The Office of Research and Planning summarizes this data as well as demographic information and publishes a Student Profile Brochure online (Student Profile Brochure).

Data gathered from applications, placement tests, and program reviews are incorporated into the planning process at several levels. At the department level, chairs review program review student surveys and faculty assessment of SLOs to determine the appropriateness of the curriculum and to make adjustments in teaching/pedagogy if necessary. Placement test results and data gathered from incoming students are considered in the development of the EMP as well as the scheduling of classes.

In 2011, LAVC embarked on a new campus-wide approach to help strengthen the College's strategies for improving student success by creating a Preparing All Students for Success (PASS) Committee to institute the national Achieving the Dream (AtD) initiative goals. PASS has established five interventions to ultimately increase success: 1) Welcome Fair, 2) Global Cohort, 3) Clear Pathways, 4) Fast Track Math, and 5) Tutoring (Implementation Proposal). A toolbox has been created to assist the College in using data more effectively to help close achievement gaps and improve student outcomes (PASS Toolbox).

Self Evaluation

While the College collects data about its students to determine how best to address their needs and to improve their progress, there were mixed reviews about how effectively the college is achieving its stated goals for student success. Respondents to the 2011 accreditation survey agreed that the college is committed to learning (91 percent) and access (85 percent). However, 40.8 percent agreed that the college is effectively increasing student retention, persistence, and success, and 38.7 percent deemed the college to be somewhat successful. With regard to increasing student access 50 percent rated the college as effective and 32 percent as somewhat effective. Only 43 percent said the college is effectively enhancing institutional effectiveness, with an additional 31.3 percent deeming the College's efforts as somewhat effective. At enhancing academic offerings to meet student and regional needs, 42.7 percent felt LAVC is effective and 28.6 percent said the College is somewhat effective (2011 Accreditation Survey). The 2011 accreditation survey was administered in fall 2011 during the planning and data gathering phase of the College's PASS initiative.

As part of the PASS initiative the College formed a data team to analyze data such as student focus groups on barriers to student success, demographic data including success, retention, and persistence to identify achievement gaps, a student engagement survey (Student Engagement Survey), and the current student demand survey for classes. In addition, the College is refocusing to further accelerate course SLO assessments. The PASS activities along with the SLO assessment results should serve to provide a basis for the college to improve overall effectiveness. The SLO Assessment Report form was revised to allow departments to clearly show how improvements were implemented and results based on those improvements.

The College is continually looking at ways to improve and assist students. Flowcharts for Math, English, and ESL course sequences have been developed and are printed in the catalog and schedule of classes to help students understand how to progress (Schedule of Classes course sequences: English p. 44, ESL p. 45, Math p. 60). The College has made the five PASS student success goals (PASS Student Success Goals) a priority that align with the College's EMP. In particular, PASS data (PASS data) showed that African–American males had lowest success, retention, and persistence rates. Demographic data shows a significant proportion of first generation students. PASS focus groups also revealed challenges among this student population. The workgroups designing the PASS activities mentioned above are also looking at ways to target this population.

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.

Descriptive Summary

The College offers courses in a variety of delivery modes. Short-term classes are offered through Nursing and Continuing Education. Classes are offered during the day, evening, and weekends. Sections are offered face-to-face with lecture and lab/activity components, and 171 courses have been approved for online or hybrid offering (Approved DE courses). On average, over 120 sections are offered using this mode of delivery in regular (fall/spring) semesters. All sections of a course, regardless of mode of delivery, follow the same course outline, and students must meet the same course objectives.

Distance education courses undergo separate approval by the VCCC to ensure the course will maintain academic integrity in the online setting. As part the Title V grant implementation, satisfaction surveys were conducted for pilot courses each semester. Overall, the results are positive, with students overwhelmingly indicated that the online course has helped them meet their educational goals (DE Course Surveys). The Office of Research and Planning collects data comparing success and retention rates of DE students with those in face-to-face classes (Success and Retention Report page 12).

Self Evaluation

On the 2011 accreditation survey, 73 percent of respondents reported that they have engaged in dialogue about delivery systems and modes of instruction including online, hybrid, and

accelerated courses. To be sure that students understand what is entailed in taking a course through this delivery mode, the Virtual Valley 'Getting Started' page on the college website has quizzes for students to determine if online learning is right for them and a self-paced tutorial with strategies for being successful.

A STEM grant and a Title V grant from the U.S. Department of Education have allowed the College to provide online support, increase the number of online courses, and train faculty to teach online. As a result, the program has expanded from 36 courses approved for DE to 179 and from 48 faculty trained to 272. These grants helped the College to achieve the goal of increasing flexible scheduling in non-traditional delivery systems and fulfill a Planning Agenda item we set for ourselves in 2007. The Campus Distance Education Committee (CDEC) is currently beginning to evaluate the College's DE program to confirm that we are adequately meeting the needs of our student population in regard to course offerings and services (CDEC minutes 11_7_2012). As part of the evaluation, CDEC is creating a new survey for online and face–to–face students.

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.

Descriptive Summary

LAVC has identified student learning outcomes (SLOs) for all of its courses and programs. All course SLOs and accompanying course assessment measures can be accessed through the Electronic Curriculum Development (ECD) System for credit courses or through the VCCC page for noncredit courses. The College has defined an instructional program as a major educational pathway that students take through the institution. All degrees and certificates are incorporated into one of the three Program Pathways: Foundational Skills, Career-Technical Education (CTE), and General Education (GE)/Transfer (Program Pathways). LAVC's Institutional Learning Outcomes (ILOs) are embedded in the program pathways assessment model. Each subject, and hence each course, is mapped into a pathway (Program Alignment). Each degree and certificate is also mapped into a program pathway (Degree/Certificate/Transfer Mapping).

Assessment of the CTE program pathway began in fall 2010 and was completed in spring 2012 (CTE Assessment Report). The CTE assessment findings indicated that the majority of students met the learning outcomes. The report notes areas for improvement in writing, reasoning, and professional behavior.

Assessment of the Foundational Skills program pathway began in spring 2011 and was completed in October 2012 (Foundational Skills Assessment Report). The assessment report indicates that students show improved reading, writing, and math skills and they had marginally adequate reasoning skills. However, students demonstrated inadequate academic habits of mind (that is, study skills, time management, etc.).

Assessment of the GE/Transfer program pathway began in spring 2012 and is targeted for

completion in fall 2013. For both the Foundational Skills and CTE pathways, faculty implementation teams are working to develop plans for increasing student attainment of learning outcomes. The assessment results from the program pathways will be another data resource available to EPC for their work on the EMP revision.

As part of the annual plan process, each instructional area submits a Discipline Assessment Plan (DAP) indicating its plan to regularly assess SLOs (Sample DAPs). Course SLOs are assessed by faculty and submitted to the SLO Committee using the SLOAC submission form which includes an improvement plan. The SLO course assessment workgroup of the Outcomes Assessment Committee (OAC) reviews the assessments and provides feedback on the assessment process (SLO Course Assessment Reports).

Faculty have an opportunity to meet, review, reflect, and improve upon their strategies in an ongoing cycle. For example, in fall 2010 the math department assessed all levels of algebra focusing on students' ability to do word problems. Department members found that students in higher levels of algebra were doing better than those at lower levels. It became clear that not all instructors were emphasizing word problems at the breadth and depth expected by the department. At a math department meeting, faculty wrote an improvement plan to address this. A subcommittee drafted sample word problems and each semester these are disseminated to all faculty to incorporate into their lessons.

Self Evaluation

The College has made significant progress on SLOs since 2007. At that time, the College was beginning to identify Institutional Learning Outcomes, but no program and less than three percent of course SLOs had been identified. Currently, 100% of courses and programs have identified SLOs. All programs have completed or are in the process of assessing SLOs.

Among faculty responding to the 2011 accreditation survey, 85 percent agreed that they are familiar with the SLOs established in their discipline/department and 76 percent have been involved in assessing SLOs for their courses or program; 87 percent reported discussing course SLOs with their students and 77 percent have discussed student learning with other faculty.

In 2009-10, when only about two percent of courses had completed assessments, the College developed the IAP based on the desire to establish a sustainable SLO assessment cycle that also maintained the integrity of the process to achieve meaningful results. The IAP set a 20% per year course assessment goal commencing in 2010-11 so that all courses would have a regular cycle of SLO assessment review. The College has been meeting this goal, beginning the fall 2012 semester with 40 percent of course SLOs assessed, and has been gaining momentum so that by the end of fall 2012, 53 percent, or 551 of our 1031 courses had been assessed (SLO Tracking Tool).

There has been a culture shift on campus with respect to SLOs and the assessment cycle. The OAC is reviewing the IAP and proposing revisions to accelerate the initial SLO assessments for courses. The campus SLO team, the Vice President of Academic Affairs, and the

Academic Senate President continue to hold discussions on the SLO assessment cycle. The Senate has asked the OAC to recommend incentives for faculty/departments to accelerate completion of the first round of course SLO assessments.

As a result of the self-evaluation process, campus awareness of SLO proficiency has increased, leading to an actionable improvement plan to accelerate the initial course SLO 100 percent target. The OAC has evaluated and is revising the IAP, maintaining the sustainable schedule. However, the committee is exploring methods of acceleration in conjunction with campus administrative and faculty leadership.

To ensure LAVC continues to make progress, the College plans to take the following steps:

- Assign SLO liaisons from the Outcomes Assessment Committee (OAC) to assist departments in reaching goals
- Survey departments to determine barriers to completing assessments and what assistance is needed
- Establish a more regular cycle of course assessment and re-assessment through use of the DAP
- Develop more explicit structures and supports to make the assessment/improvement cycle an automatic part of the process
- Develop mechanisms to implement improvements based on assessments and follow up on changes that are made
- Communicate how improvements and planning are connected to assessment
- Develop consequences for departments/disciplines not completing assessments (e.g., hold back resources, freeze hiring, evaluations)
- Develop incentives for departments/disciplines completing assessments on time (e.g. ability to hire, allocation of resources, priority scheduling of campus space, assigned parking space for a semester, recognition on Opening Day or other campus wide events)
- Create a calendar for widespread discussion of outcome assessment results and how they will be included in the next EMP revision

Actionable Improvement Plan

Achieve 100 percent completion of the outcomes assessment cycle in all academic and service areas *(Responsible parties: PEPC, area VPs, Academic Senate; expected completion: end of fall 2013)*

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.

Descriptive Summary

The College assures the quality and improvement of all instructional courses and programs through a faculty driven process aided and supported by the VCCC and PEPC through their

respective processes, which are guided by the EMP. These processes include a comprehensive six-year program review and annual plan updates.

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 Nursing (BRN Continued Approval) and the National League for Nursing Accrediting Commission (NLNAC) (NLNAC Continuing Accreditation), and the Respiratory Therapy program (COARC Accreditation), 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).

In addition to certificate and degree courses, LAVC offers the following programs: ACE (concurrent high school enrollment), extension and community education, and study abroad. While evaluation criteria and processes vary somewhat by program, all of our regular instructional programs are subject to the program review process and undergo review by the PEPC and the VCCC. 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 (Contract Education evaluations). Job Training also offers credit courses, using regular curriculum and hiring instructors through department chairs. Continuing education courses are evaluated in the same way as all other courses. Community Education and Extension Program courses are monitored through evaluations to ensure academic integrity, quality, student performance, and student satisfaction (Community Services evaluations).

Self Evaluation

The processes for evaluating faculty, courses and programs are ingrained into college culture. Program review is the primary means of measuring the effectiveness of educational programs. Faculty evaluations ensure that faculty meet the standards set by the department/discipline. On the 2011 accreditation survey, 64.3 percent of those surveyed agreed that faculty and staff regularly engage in dialogue about the quality and level of the College's programs.

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.

Descriptive Summary

In fall 2009, the College created an Institutional Assessment Plan (IAP), an overarching document to serve as a roadmap to guide our efforts. The IAP includes a philosophy of student learning/assessment, definitions of essential terms/concepts, a framework to guide assessment, alignment with mission/vision/campus culture, timelines for assessment activities, and articulation of roles and responsibilities in the process (Institutional Assessment Plan). Departments also submitted alignment grids showing how course SLOs

supported the overarching program pathways outcomes for CTE (CTE Alignment Grids), Foundational Skills (Foundational Skills Alignment Grids), and GE/Transfer (GE/Transfer Alignment Grids).

Detailed criteria are used to validate the assessment process, including ensuring accurately and appropriately conducted sampling methodology, valid data that accurately measures what was intended, collaborative review by members of the discipline/service area, and proposals for improvements that are based on the data. Although more time-consuming, this process ensures the quality of assessments, robust dialogue, and a focus on continuous improvement.

The Outcomes Assessment Committee (OAC), formerly the Student Learning Outcomes Committee, began by focusing on instructional SLOs only (courses and programs). Over time, the committee expanded to include all areas of the college and service outcomes and assessments for non-instructional areas. Currently, a total of .8 FTEF reassigned time is allocated (0.2 for the Coordinator and OAC Chair, 0.2 for the Course Assessment Trainer, and 0.4 for the Program Assessment Coordinator). This is a reduction from 1.0 FTEF in spring 2012 and 1.2 FTEF in fall 2011.

Faculty play a central role in both establishing and assessing SLOs and developing and evaluating courses and programs. Course SLOs are submitted by discipline faculty, approved by the VCCC, and assessed by the discipline. Assessment results are submitted to the OAC for review and feedback. As part of the annual planning process, every department reviews its Discipline Assessment Plan (DAP) for collecting data and assessing SLOs. Program SLOs were identified by the OAC with input from discipline faculty and reviewed and approved by the VCCC and Academic Senate. Discipline faculty and others participate in assessing the program pathway outcomes. The OAC provides as-needed training and materials (SLO Program Assessment webpage).

LACCD Administrative Regulations E-64 and E-65 (Admin Reg E-64 and Admin Reg E-65) outline the curriculum approval processes for programs and courses respectively. Course outlines are reviewed and revised on a five-year cycle through the VCCC. Beginning with Cycle 3 of the program review process, all programs are reviewed every six-years. CTE programs undergo a biennial review. All reviews are submitted to PEPC. The VCCC Chair is a member of PEPC and informs the committee on the curriculum status of all disciplines (Curriculum Update Calendar).

Self Evaluation

The College follows clearly delineated and well established procedures for creating, evaluating, and improving courses and programs. These processes are faculty driven. The College has made the progress it has because a team of faculty exists to support the campus in getting assessments done. When courses or programs are created, it is discipline faculty who make the initial proposal with a majority needed to approve the curricular action. The VCCC is comprised primarily of faculty and is a subcommittee of the Academic Senate. Faculty play a primary role in evaluating programs through the program review process. All

instructional program reviews are sent from PEPC to the Academic Senate for approval.

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.

Descriptive Summary

Faculty develop outlines and specific objectives for courses. Course objectives specify the content that students are expected to master. Faculty assign grades as an indication of students' achieved competency in relation to the course objectives. Faculty develop SLOs for each course. Faculty assess student achievement of course SLOs as indicated in their DAP. Faculty workgroups and committees have developed broader student learning outcomes that specify the more general skills they expect students to be able demonstrate as a result of their participation in each of the three Program Pathways.

Each of the College's CTE disciplines has an advisory board made up of members of the business community, industry experts, and faculty. They provide information about changes in the relevant industries, feedback about their future direction, and suggestions about technical training, networking opportunities, and internship and employment opportunities for students. CTE advisory committees meet annually. Advisory boards may provide input regarding expectations for competency, but it is the college faculty who determine the expected levels of competency.

Self Evaluation

Faculty are integral in the design of degrees and certificates, relying on information from advisory committees, student demand, and transfer requirements. For example, in response to Senate Bill 1440 and changes in Title 5, the College quickly developed three associate degrees for transfer (Communication Studies, Mathematics, and Sociology). More of these degrees will be developed as new Transfer Model Curricula are developed. Another example is from the CTE area: The Business Department developed two certificates (Escrow and Property Management) in response to recommendations from their advisory committee.

Results of the CTE program assessment show that the majority of students met SLO expectations; however, there was room for improvement in the areas of writing, reasoning, and professional behavior. Based on the assessment of outcomes, an improvement plan with recommendations has been developed by CTE faculty and two faculty teams have been formed to lead the implementation effort. A training session was held for the teams on Opening Day 2012 (CTE Workshop presentation**)**. One of their tasks will be to develop activities and materials across the curriculum that can be used by CTE faculty in their courses.

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

Descriptive Summary

The breadth, depth, and rigor of our programs and courses are determined through our curriculum processes as outlined in Administrative Regulations E-64 and E-65. Discipline faculty engage in ongoing dialogue about their instructional programs both informally and formally in department meetings. Through the program review cycle, faculty conducts a rigorous evaluation of courses and programs. All course outlines are updated on a five-year cycle. Department chairs, in consultation with their deans, ensure that scheduled course offerings enable students to transfer or complete certificate and degree programs in a timely manner.

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 satisfactory performance, identifying weak performance, and assisting faculty in improving. Assessments include how well the instructor provides constructive feedback to students, to what degree the instructor is knowledgeable about the subject matter, teaching to the course outline of record, providing a clearly outlined syllabus, and spelling out his/her grading policy (Faculty evaluation form). A new section was added to the Distance Education support webpage, Virtual Valley, to aid department chairs in evaluating DE faculty and improving their performance, including a best practices checklist (Department Chair resources).

Self Evaluation

The College strives to schedule sufficient sections of courses to complete their programs of study in a timely manner. This is difficult especially in these tough budget times. An Educational Planning Committee (EPC) workgroup makes recommendations for FTEF allocations to departments for scheduling during the academic year. For intersessions, this workgroup makes more targeted recommendations at the course level. The College has established policies to ensure that programs are attainable, including a statement that core courses for degrees and certificates must be offered at least once every two years (Policy to Ensure Programs Are Attainable).

The Mathematics Department was awarded a U.S. Department of Education HSI STEM grant to accelerate the pathway through mathematics, thus decreasing the time to completion or transfer (Math Grant Performance Report). Through participation in PASS, the College is demonstrating its commitment to improving the quality of instruction, particularly in the areas of sequencing and time to completion.

The College maintains quality instruction through the faculty evaluation process, allowing for faculty to continue to improve and grow in their profession. Peer and student evaluations as well as observations are components of the evaluation process.

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

Descriptive Summary

In response to student needs, instructors utilize a variety of instructional methodologies: lecture, lab, activity, discussion, fieldwork, independent study, presentations, group projects, and web enhancement. The College has increased the number of approved online and hybrid classes being offered. Some instructors offer students the opportunity to participate in Service Learning. Professional development offers workshops on various teaching methodologies, technology, and innovative strategies they can use to meet various learning styles (2012 TechFest schedule).

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

As new construction and renovations of building are completed, students, including those with disabilities, have access to better technology and facilities to meet their needs. For example, the new Library and Academic Resource Center has assistive listening devices built into every classroom.

Self Evaluation

While faculty use a variety of instructional strategies, the choice of teaching methodology is left to individual instructors. On the 2011 accreditation survey, 65 percent of respondents said that faculty and staff regularly discuss the learning needs of students and pedagogical approaches, and 59.5 percent felt that colleagues regularly discuss the relationship between teaching methodologies and student performance. To increase campus dialogue on pedagogical practices, the Academic Senate formed a workgroup to plan an event for winter 2013 to share innovative strategies and discuss their impact on student learning (Senate minutes 11_15_2012).

As the distance education program has expanded, the College has been fortunate to have a Title V grant that has provided resources to help faculty improve their online courses. The campus is considering how much it should expand its DE program and is evaluating its commitment of resources based on identified student need, beginning with discussions in CDEC and EPC.

The Career/Transfer Center has a diagnostic available to students to assess their learning styles. Students who enroll in personal development courses also learn study skills 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.

Descriptive Summary

Program review is the primary means of evaluating the effectiveness of our courses and programs in terms of their relevance, appropriateness, currency, future needs and plans, and achievement of learning outcomes.

As a result of the restructuring of shared governance in fall 2010, PEPC evaluated the comprehensive program review process and decided that all programs will be on the same simultaneous cycle commencing in the 2013-14 academic year. This cycle is referred to on campus as Cycle 3 of Program Review. The previous cycle (Cycle 2) was between 2007 and 2012. The rationale was to better link program review to EMP implementation. The College piloted an annual planning process for instructional programs in fall 2009. The first complete annual plan cycle for both instructional and non-instructional programs was conducted in 2011-12.

In 2011, the Program Review Handbook was revised to incorporate the new shared governance committee structure as well as the new cycle for program review and annual planning (Program Review Handbook). The annual plans provide two benefits: 1) to provide annual follow-up on EMP implementation and 2) to provide information for future planning and program reviews. Advisory committees provide input for CTE programs annually and these programs undergo a biennial review that also addresses these concerns. The College has a program viability review process in place that addresses the issue of program relevance. The ACE program is currently going through this process (ACE Program Viability Report).

Self Evaluation

For Cycle 2 of program review, reviews were submitted on a staggered calendar. However, this made linking program efforts to college planning difficult; hence, the decision was made for all programs to be on a unified cycle. The College has continued to encounter some issues with timeliness of submissions. Even with these challenges, all programs have completed Cycle 2 of program review. An additional improvement adopted in fall 2011 was technical review of program review submissions with feedback given to departments. With Cycle 3, the College needs to ensure there is more focus on improvement in the program review documents and devise a way to monitor programs to see if recommendations and plans made through program review are addressed. Course and program SLO assessment results need to be more fully integrated into the program review process. The information provided through program review needs to better inform college planning and budgeting.

One of the major challenges in completing the program review cycle has been understaffing in the Office of Research and Planning. Recognizing this need, a research analyst was hired in fall 2012. Several departments were conditionally approved in spring 2011, as their student survey results and/or data profiles were not available. With a new uniform cycle of program review, data can be run once for everyone. A concern for the College is that the online program review system developed through a District task force is not yet ready for use. This electronic, web-based platform is needed in order to implement our plan.

With the implementation of the new program review cycle, it is expected that all departments will contribute to meeting the EMP goals with yearly follow-up through the annual planning process. By the time of the midterm report, the College will know how well the implementation of the cycle is working.

In order to successfully implement comprehensive program review for all programs commencing fall 2013, the College plans to:

- Incorporate annual plan data into comprehensive program review
- Implement an online system to complete comprehensive program review
- Increase faculty and staff participation in PEPC workgroups for program review evaluation

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.

Descriptive Summary

LAVC engages in several practices that reflect an effort to institutionalize ongoing planning. Our program review and annual plan processes are cyclical, ongoing, and used to plan, implement, and then assess the implementation of plans in all departments and programs. Both of these practices specifically ask for a needs analysis of the department or program as well as an assessment of previous needs analyses asked in previous program reviews and annual plans. The EMP provides a road map of where the College wants to be. There are also several standing committees (EPC, PEPC, and IEC) whose primary goals are to facilitate and assess ongoing planning on campus. SLO assessment cycles for all departments and services on campus are also ongoing and cyclical.

All requests for resources must link to our EMP. The recently revised program review and annual plan processes provide a foundation for continuous planning and institutional improvement. They form the basis for resource requests, allowing the college to link budget and planning. The program review process provides a framework for developing a six-year strategic plan, which the annual plans feed into. Annual plans focus on short-term planning while program reviews allow for more in-depth analysis and long range planning.

The Office of Institutional Research and Planning publishes reports and data which are used for campus planning. For example, each year this office produces student profile brochures and Gainful Employment data among other resources for faculty, staff, and students. Data collection and analyses are also major components of the program review and annual plan processes. Student surveys and SLO assessments are utilized in the creation of needs analyses by departments and programs.

Self Evaluation

The College has been engaged in a process to improve the link between planning and budgeting through its revised standing committee and reporting structure. The EPC oversees the implementation of the EMP and develops education-related policies. The College is approaching the level of functioning needed to integrate planning processes.

On the 2011 accreditation survey, 63 percent reported that they have discussed how assessments are used to improve programs and courses, but only 38 percent believed that the connection between assessment and program improvement has been effective and 18 percent did not know. These results reflect perceptions in December 2011, before any of the CTE Pathway and Foundational Skills Pathway assessments had been reported out.

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.

Descriptive Summary

The institution does not use departmental course or program examinations.

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.

Descriptive Summary/Self Evaluation

Credit for courses is awarded based on the instructor's determination of student achievement of course objectives as stated in the course outline of record as required in Title 5, section 55002. These objectives are linked with the student learning outcomes as also listed in the course outlines. Students receive credit in the course once they have earned a passing grade (A, B, C or Pass), and if not a major requirement, the student can also receive credit for a D grade. Units are determined based on the total hours of study required on the part of the student, including both in-class and out-of-class time in accordance with Title 5, section 55002.5 and LACCD Administrative Regulation E-113 and are 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.

Descriptive Summary

The College awards degrees and certificates in accordance with District Board Rule 6201. It offers 79 AA/AS Degrees, 3 AA-T/AS-T Degrees, 55 Certificates of Achievement, 12 Skills Certificates and 12 Noncredit Certificates of Completion (LAVC Catalog). Each 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. Each program fits into one of our three defined program pathways: Foundational Skills, CTE, or GE/Transfer. The pathways have their own identified learning outcomes.

Self Evaluation

On average, the College awards 836 degrees and 260 certificates, as well as 211 skills certificates per year (10-Year Report on Degrees and Certificates). The top five associate degrees are: General Studies: Social and Behavioral Sciences, Liberal Arts and Sciences, Registered Nursing, General Studies: Natural Sciences, and Economics. The top three certificate areas are: Child Development, CSU Breadth, and IGETC. The Liberal Arts and Sciences degree no longer exists; however, it is still being awarded since students have catalog rights for any program they need to complete. The degrees and certificates fall into the CTE and GE/Transfer Pathways.

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.

Descriptive Summary

LACCD Board Rules establish General Education (GE) requirements and criteria. In particular, there are two local GE plans for students to follow in addition to major requirements: GE Plan A requires 30 units and GE Plan B requires 18 units. In addition, LAVC has established its own general education philosophy and guidelines, as delineated on our website (GE principles). The determination of whether a course qualifies as a GE class, and in which area, is made by faculty who serve on the VCCC, based on a recommendation by the proposing department and discipline faculty.

Self Evaluation

The information provided by LAVC regarding GE is complete and well publicized. The GE requirements appear in the catalog, class schedule, on the LAVC website, and in handouts available through the counseling department (Counseling handouts).

Students planning to transfer the University of California system follow the Intersegmental General Education Transfer Curriculum (IGETC) and students planning to transfer to the California State University (CSU) system follow the CSU Certificate pattern. Both patterns have approved certificates and are among the highest awarded certificates offered by the College. The LAVC GE pattern aligns closely with IGETC and CSU GE. In April 2011, the VCCC approved a motion to “ensure that new courses submitted for GE credit approval be consistently applied to the Associate Degree GE plans and the transfer GE plans” (VCCC minutes 4_13_2011).

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.

Descriptive Summary

District Board Rules specify that general education is required for the associate degree and establishes the following areas: natural science, social and behavioral sciences, humanities and language and rationality. Unit requirements for Graduation Plan A, students are required to complete three units in 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. Associate degrees for transfer follow either the Intersegmental General Education Transfer Curriculum (IGETC) GE pattern or CSU Certification GE pattern. The IGETC pattern requires completion of nine units in the arts and humanities, nine units in social and behavioral sciences, and seven to nine units in physical and biological sciences. The CSU Certification pattern requires completion of nine units in scientific inquiry and quantitative reasoning, nine units in arts and humanities, and nine units in social science.

Self Evaluation

LAVC offers over 100 courses for students in these GE areas. These courses support the GE/Transfer program pathway in global awareness and social responsibility. These are integral parts of the courses in the major areas listed above. The College is currently in the process of assessing GE/Transfer Program Pathway outcomes.

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.

Descriptive Summary

District Board Rules require that degree-seeking students satisfy reading and writing competency and mathematical competency requirements. Under Graduation Plan A, students are required to complete 12 units of language and rationality. This includes three units in English composition and six units of communication and analytical thinking. Under Graduation Plan B, students are required to complete six units of language and rationality. This includes three units in English composition and three in communication and analytical thinking. The IGETC pattern requires students to complete six to nine units in English composition which includes composition, critical thinking, and oral communication, and three units in mathematical concepts and quantitative reasoning. The CSU Certification pattern requires completion of nine units of English language communication (oral and written communication) and critical thinking and three units in mathematics and quantitative reasoning. Both the CTE program pathway and the GE/Transfer pathway include the following outcomes: reasoning skills, communication skills, and technical skills.

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

Self Evaluation

The curriculum is designed to facilitate lifelong learning. LAVC offers an array of courses in the GE areas of Language and Rationality as well Natural Sciences, in which students learn to apply the scientific method. Reasoning skills and communication skills are outcomes in all three program pathways. The College is currently in the process of assessing GE/Transfer Program Pathway outcomes.

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.

Descriptive Summary

District Board Rules specify that ethnic studies be offered in at least one of the required areas. 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, comprised of GE courses, 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 units of American Institutions. The IGETC pattern requires students to complete nine units in the social and behavioral sciences. The CSU Certification pattern requires students to complete nine units in the social sciences.

Self Evaluation

Global awareness is one of the outcomes in the GE/Transfer Program Pathway. LAVC offers offer 60 courses in the GE area of Social and Behavioral Sciences. The General Studies: Social and Behavioral Sciences AA, comprised of GE courses, is the highest degree awarded by the College. The College is currently in the process of assessing GE/Transfer Program Pathway outcomes.

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

Descriptive Summary

The awarding of an Associate Degree represents a pattern of learning experiences designed to develop certain capabilities and insights within a major or area of emphasis. All Associate Degree programs listed in the college catalog are configured in one of three formats referred to as Plan A, Plan B, or Transfer Degrees. Plan A consists of at least 18 units of required course work in the major. Plan B consists of at least 36 units of required course work in the major. Transfer degrees require a minimum of 18 units of major coursework. An Associate Degree is awarded upon successful completion of 60 units, which includes all major requirements in a focused area of study, general education, competency requirements, GPA requirements and electives, if needed. Many degree programs begin with introductory courses and give the student an overview before he or she begins focused study of the subject. Higher-level courses incorporate focused study or directed practice in a particular field. Many courses require prerequisites to ensure that the student has the necessary background to be successful in the subject major.

Self Evaluation

The VCCC ensures that all degree programs follow the Plan A, Plan B, or Transfer Degree requirements. Degree programs are carefully designed to lead the student from the general to the more specific. The VCCC evaluates new degree programs for adherence to a sequence of courses that moves from a broad introduction of the field of study to a more focused arena. Course sequencing in degree programs is revalidated as needed between comprehensive program reviews and during the cycle. Department faculty assess course offerings and, through academic program review, ensure that any given sequence of courses leading to a degree reflects either a focused area of inquiry or an interdisciplinary core.

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.

Descriptive Summary

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.
- All certificates in Child Development meet State Department of Social Services requirements (as defined in Title 22). The certificates offered are: Certificate of Achievement in Associate Teacher, Preschool; Certificate of Achievement in Director, Preschool; Certificate of Achievement in School Age Programs Teacher, Day Care; Certificate of Achievement in Infant/Toddler Care Teacher; Skills Certificate in Associate Teacher, Preschool, Literacy Emphasis; Skills Certificate in Associate Teacher, Preschool, Special Education Emphasis; Certificate of Achievement in Child Development Teacher**.**
- Fire Technology offers a course in Emergency Medical Technician (EMT) training that prepares students to take the test to be admitted to the National Registry of Emergency Medical Technicians. Certification in this registry is necessary to work as an EMT. Occupational certificates prepare students to become fire fighters, fire inspectors, and arson investigators.
- Real Estate courses prepare students to acquire California salesperson and brokers' licensures.
- Electronics offers a low-unit certificate to prepare students for the A+/Net+ certification exam.
- Physical Education offers a course on CPR and first aid. Upon successful completion of the course, students are awarded the Red Cross certificate in first aid and CPR.

Self Evaluation

The nursing and respiratory therapy programs are the only programs that receive feedback on the performance of our students. The Nursing Department's pass rates on the NCLEX averaged 90 percent from 2007-2011 (NCLEX pass rates). The pass rates on the respiratory therapy state license exam averaged 94 percent during the same time period (NBRC Annual Summary). Tracking student success for other areas is difficult since these other external agencies do not report this information to us.

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

In 2011, the college began reporting Gainful Employment information to the U.S. Department of Education. This initial reporting data will give LAVC baseline data for future analysis.

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 outcomes consistent with those in the institution's officially approved course outline.

Descriptive Summary

The LAVC catalog provides information about educational courses, programs, and transfer policies. The catalog is reviewed by a production team and updated each year. Course descriptions in the schedule of classes are reviewed with each publication cycle (winter, spring, summer, and fall). Course descriptions in both the catalog and schedule of classes align with those approved in the course outline of record. The catalog lists all educational programs in a table on pages 17-19 (Educational Programs), identifying the degrees and certificates offered by each individual program. Degree and certificate programs are detailed in the catalog and online. Student learning outcomes are published in the catalog for each the of the three program pathways. Course learning outcomes are attached to the course outline, which can be publicly viewed on the District ECD system. There is also a description for each degree and certificate listed in the catalog.

The Career/Transfer Center provides detailed information on colleges, transfer policies, college placement tests, and career opportunities.

The college catalog, schedule of classes, and website provide information on the pathways and how to find the course SLOs prior to the start of the semester. LACCD Board Rule 6705.20 states that during the first week of classes, the faculty members teaching classes shall provide students and the department chairperson with a syllabus that includes the approved course SLOs. Instructor evaluations include the requirement that a syllabus be provided and that approved SLOs be published on the syllabus.

Self Evaluation

Information provided to students is clear and accurate. On the 2012 Student Survey, 86.6 percent of respondents agreed or strongly agreed that college publications (catalog, schedule of classes, website) clearly and adequately reflect the College's policies and procedures, and 90 percent agreed or strongly agreed that student learning outcomes for their classes are presented or listed on course syllabi (2012 Student Survey #78h).

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.

Descriptive Summary

The LAVC catalog and the schedule of classes are used to communicate transfer credit

policies to students. These publications, as well as counselors, also refer students to www.ASSIST.org, the official repository of articulation for California's public colleges and universities and provides the most accurate and up-to-date information about student transfer in the state. Policies that affect transfer credit or external examination policies are brought through the VCCC and the information is updated in the catalog. The Articulation Officer provides training for all counselors on the acceptance of transfer credit as outlined in CSU Executive Order 1033 and the IGETC Standards.

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

Self Evaluation

LAVC has long-standing articulation agreements with institutions and maintains excellent relationships with them. The Articulation Officer submits all required information so the UC and CSU transfer information is accurate in ASSIST.

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.

Descriptive Summary

LACCD Board Rule 6202 states that students may graduate under the catalog in effect at the time of graduation or the catalog in which they entered, if the student maintained catalog rights. In the event that a program is discontinued or changes significantly, the student may file the "Graduation Course Substitution Form" to substitute available and appropriate courses for the program in question. When programs are eliminated, the institution makes an effort to contact and accommodate current students through program changes. The College adopted a Policy to Ensure Programs Are Attainable in an effort to assist students in completing program requirements.

Self Evaluation

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

respectively. Since the transfer degrees were a re-packaging of, and very similar to, AA curricula, it was clear that students maintaining catalog rights would be able to do so without any impact. Also in spring 2012, four programs in Electronics (the AS and Certificate for Electronics: Consumer/Computing Servicing and Electronics: Industrial Electronics) were inactivated as there was no demand for them. There were no declared students in these programs.

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.

Descriptive Summary

The Office of Academic Affairs oversees the publishing of the college catalog and schedule of classes. Department chairs and program directors review information for accuracy. Admissions and Records, Counseling, Student Services, and other areas on campus review their respective portions. If there are errors in the printed schedule of classes or as changes occur, updates are made to the online version.

The LAVC Student Profile Brochure is published annually by the Office of Research and Planning. The President's Office oversees the publication of the LAVC College News, published online each week by the Public Relations Office. The Public Relations Office oversees the website. Policy dictates that each department chair, program director, and administrator is responsible for reviewing and correcting the accuracy and timeliness of their postings on the LAVC website.

Self Evaluation

On the 2012 Student Survey, 86.6 percent of respondents agreed or strongly agreed that college publications (catalog, schedule of classes, website) clearly and adequately reflect the College's policies and procedures (#78e).

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.

Descriptive Summary

Statements on academic freedom are published in the catalog, in the faculty Collective Bargaining Agreement (Article 4), and in LACCD Board Rule 15002. The LAVC Academic Senate adopted the Faculty Rights and Responsibility Statement from the 1987 AAUP Statement on Professional Ethics (Statement on Faculty Ethics).

Self Evaluation

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

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

Descriptive Summary

Faculty members are expected to provide a safe learning environment in which questions and opinions may be discussed freely. Instructors are evaluated in part on objectivity and fairness. The Academic Senate has an Academic Rights and Responsibility Committee to investigate and make recommendations for charges of any breach of ethics.

Self Evaluation

On the 2012 Student Survey, 86.4 percent of respondents agreed or strongly agreed that instructors at LAVC distinguish between personal conviction and professionally accepted views in class (#78i).

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

Descriptive Summary

Information on student conduct is published in the catalog and schedule of classes. Statements about academic honesty are published in the catalog, schedule of classes, the website, and on syllabi. LACCD Board Rule 6705.20 requires faculty to include a statement on their syllabi about student codes of conduct as they relate to academic honesty. LACCD Board Rule 9803.12 defines academic dishonesty. LACCD Board Rule 91101spells out the procedure for dealing with academic dishonesty and is in the catalog along with a Policy on Academic Dishonesty (p. 178-180), which includes examples and consequences. A statement on academic dishonesty is printed on the cover of LAVC examination books, which include a line for a student signature of acknowledgement.

Self Evaluation

On the 2012 Student Survey, 88.3 percent of respondents agreed or strongly agreed that the policies and penalties for cheating are provided and are followed (#78d).

LAVC believes that trustworthiness and honesty are the foundations of an academic environment. The Associate Dean of Student Services frequently offers workshops on ways to deal with plagiarism through establishing a classroom environment that prevents cheating

(Student Discipline Boot Camp). An online Student Discipline Boot Camp for instructors is accessible through ETUDES, the distance learning course management system (Student Discipline News). STARS workshops have dealt with academic honesty (Preventing Academic Dishonesty workshop)

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.

Descriptive Summary/Self Evaluation

LAVC is prohibited by law from instilling specific beliefs or worldviews upon its students, faculty, and staff. Standards of conduct for students are included in the catalog and schedule of classes. Employee standards of performance are outlined in employee contracts and district personnel guides. Faculty standards of conduct are contained in the Faculty Handbook (Faculty Handbook).

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 for students other than U.S. nationals.

STANDARD IIA EVIDENCE

IIA-1	Program and Course Approval Handbook
I1A-2	PEPC mission statement
IA-7	Student Profile Brochure
IB-35	PASS Implementation Proposal
IB-33	PASS Toolbox
IA-13	2011 Accreditation Survey
IIA-3	Student Engagement Survey
IIA-4	Schedule of Classes course sequences: English p. 44, ESL p. 45, Math p. 60
IIA-5	PASS Student Success Goals
IIA-6	PASS data

IIA-7	Approved DE courses
IIA-8	DE Course Surveys
IB-50	Success and Retention Report page 12
IIA-9	CDEC minutes 11_7_2012
IIA-10	Program Pathways
IIA-11	Program Alignment
IIA-12	Degree/Certificate/Transfer Mapping
IIA-13	CTE Assessment Report
IIA-14	Foundational Skills Assessment Report
IIA-15	Sample DAPs
IIA-16	SLO Course Assessment Reports
IIA-17	BRN Continued Approval
IIA-18	NLNAC Continuing Accreditation
IIA-19	COARC Accreditation
IIA-20	Contract Education evaluations
IIA-21	Community Services evaluations
IIA-22	Institutional Assessment Plan
IIA-23	CTE Alignment Grids
IIA-24	Foundational Skills Alignment Grids
IIA-25	GE/Transfer Alignment Grids
IIA-26	SLO Program Assessment webpage
IIA-27	Admin Reg E-64 and Admin Reg E-65

IIA-28	Curriculum Update Calendar
IIA-29	CTE Workshop presentation
IIA-30	Faculty evaluation form
IIA-31	Department Chair resources
IIA-32	Policy to Ensure Programs Are Attainable
IIA-33	Math Grant Performance Report
IIA-34	2012 TechFest schedule
IIA-35	Resources for DE faculty
IIA-36	Resources for DE students
IIA-37	Senate minutes 11_15_2012
IA-24	Program Review Handbook
IIA-38	ACE Program Viability Report
IA-11	LAVC Catalog
IIA-39	10-Year Report on Degrees and Certificates
IIA-40	GE principles
IIA-41	Counseling handouts
IIA-42	VCCC minutes 4_13_2011
IIA-43	NCLEX pass rates
IIA-44	NBRC Annual Summary
IIA-13	CTE Assessment Report
IIA-45	Educational Programs
IIA-46	2012 Student Survey #78h

IIA-47	Statement on Faculty Ethics
IIA-48	Student Discipline Boot Camp
IIA-49	Student Discipline News
IIA-50	Preventing Academic Dishonesty workshop
IIA-51	Faculty Handbook

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.

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.

Descriptive Summary

The mission of the college is to provide quality educational programs that foster student success. Every six years, a program review committee consisting of faculty, staff, students, and administrators, evaluates each student services program. Each completed review goes through the Program Effectiveness and Planning Committee (PEPC) and the Institutional Effectiveness Council (IEC) before being recommended for approval to the college president. All student services programs have completed one cycle of program review and have begun the second. Using program review, each area is required to document student satisfaction and include an action plan to address areas of dissatisfaction (Program Review Handbook Cycle 3 page 5).

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

Through the shared governance process -- the IEC and its standing committees: PEPC, Educational Planning (EPC), Hiring Planning (HPC), Student Success (SSC), Technology (TC), and Work Environment (WEC) -- constituents are empowered to make recommendations to improve student services and ensure that they promote the College's mission/vision and Educational Master Plan (EMP) (Planning and Decision-Making Handbook).

Categorical programs (e.g., EOPS, Services for Students with Disabilities, CalWORKs, and Matriculation) are required to undergo a review by either the State Chancellor's Office or the California Department of Education to ensure they are in compliance with legal requirements. Some of our programs (Financial Aid, Child Development Center) undergo external review by outside agencies (External reviews).

Self-Evaluation

The College provides a wide range of excellent student services (Office of Student Services) and works hard to enhance student support services through research that ensures programs are effective. Program review and service outcomes assessment assure the quality of student support services by evaluating strengths and weaknesses and setting goals for improvement. Site visits and external reviews validate the quality of our programs. As the College expands online support services [see II.B.3.c], it will continue to assess their quality to ensure that they support student success.

1I.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 of Publications Where Other Policies May be Found

Descriptive Summary

The college catalog is published at the beginning of each academic year and can be viewed and/or downloaded from the website at no charge (LAVC Catalog). Starting in fall 2012, the catalog has been available only online.

The catalog contains all of the information listed in the standard, plus more features. Several sections are devoted to providing information about financial aid. Especially helpful is the information covering how to determine financial need and cost of attendance. Academic

resources, student support services, and student activities are included. In addition to the names and degrees of administrators and faculty, departmental organization is listed as are course subject abbreviations.

Information on FERPA (Federal Educational Rights and Privacy Act) has been added as has Board of Governors fee waiver information. Since there is the possibility of fees changing, the disclaimer "subject to change" is given. Student learning outcomes for program pathways are included.

Numerous pages describe degrees, certificates, graduation, and transfer options. District and college policies include those concerning academic dishonesty, nondiscrimination, acceptance of transfer units, student grade grievance procedures, sexual harassment, the sexual assault policy, and refund of fees.

The catalog is updated annually by a committee that includes faculty, staff, and administration, to reflect current changes and issues. Prior to publication, each department/program, is given a copy of its section from the last issue to check and update, when necessary. Additionally, the production for the schedule and catalog is reviewed by administration, faculty, and staff to ensure accuracy.

When policies are not spelled out in the catalog, the locations in which they are found are listed, such as District Board Rules, Title 5, the District website, California Education Code, State Chancellor's Office website, the Clery Act, and Federal Financial Aid Guidelines.

Self-Evaluation

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

The College's procedures for addressing compliance issues of alleged sexual harassment and/or unlawful discrimination changed in spring 2012 and are now handled through the District's Office of Diversity Programs. Information on filing complaints appears in our schedule of classes and is posted on the college website (Compliance Procedure). The information will be included in the next catalog.

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.

Descriptive Summary

Our student population is diverse. Hispanics are the largest of our ethnic groups at 41 percent, with 35 percent White, 10 percent Asian/Pacific Islander, six percent African-American, and eight percent multiple ethnicities. Based on K-12 enrollment projections, the Hispanic percentage is expected to reach 52 percent by 2013. English is the primary language

for 72 percent of our students (Student Profile Brochure).

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 outcome assessments.

Another method of identifying student support needs and improving success is Early Alert. Developed in 2006, the Matriculation Advisory Committee, working with SARS software, developed an online system that faculty can use to refer students who need help with academic and personal issues. The appropriate service contacts the students and provides assistance. Early Alert is staffed by District IT, which inputs data into the Student Information System (SIS), compiles a report for the college, and sends students letters referring them to a point person in various student services, such as counseling, SSD, financial aid, or tutoring.

Student Services developed a strategic plan which sets five-year goals with annual updates from the VP of Student Services (Student Services Strategic Plan). Revision of the plan is in progress. The Matriculation Plan sets goals that address student needs (Matriculation Plan). It has been revised and is pending approval. The Student Equity Plan, which sets goals for our students in the areas of access, course/ESL/basic skills/degree/certificate completion, and transfer, was developed in 2004 with input from constituent groups (Student Equity Plan). Revision of the plan began in fall 2012 (Student Equity Plan presentation).

LAVC is participating in an RP Group study sponsored by the Kresge Foundation, on how student support, both inside and outside the classroom, can be delivered cost-effectively to narrow the achievement gap for Latino and African-American students and enable more students to transfer and obtain a degree or certificate. The project began in spring 2012 with focus groups and phone interviews, with final data to come in spring 2013.

Based on information about our student population, the College has responded with a broad spectrum of student and academic support:

Admissions & Records serves students by processing admissions applications, admitting eligible applicants, registering students, establishing and maintaining student academic records, and evaluating academic records for graduation, UC and CSU certification, and transfer.

Assessment Center offers placement testing for English, ESL, math, and chemistry. The testing is computerized for English and math and is offered on an appointment basis. It is a testing site for the TOEFL for prospective international students.

The Advanced College Enrollment Program (ACE) at LAVC offers college classes on high school campuses and provides preparation for college and enrichment for advanced high school students. The program facilitates the matriculation process to LAVC for high school students.

Associated Student Union (ASU) helps students become involved in shared governance and campus activities. It also helps with the high cost of books by sponsoring a textbook program that allows students to exchange, buy, and sell their used textbooks.

California Work Opportunities and Resources to Kids (CalWORKs) provides assistance with childcare, counseling, classes, textbooks, paid work-study, and other services for students on welfare.

Career/Transfer Center (CTC) provides information about majors, careers, and transfer requirements and assists with educational and career planning and transfer. 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 college fairs and workshops on topics such as guidance for undecided majors, and maintains a resource library. CTC staff work with department chairs and use social networks, such as Facebook and Twitter, to promote programs and workshops.

Child Development Center is a licensed childcare facility, providing a preschool program for children ages 2½-5 and a school-age program for children up to age 13. The center is available to children of students, staff, faculty, and the community; student-parents have priority. The center offered services to 174 children in 2011-2012 and operates on LAVC's academic calendar.

Citizenship Center (provided through the Continuing Ed/Noncredit Program) 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.

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 in a job related to their majors. It holds an annual job fair and has a Job Resource Center with listings to help 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 and career goals and developing educational plans. It has designated counselors for athletes, veterans, international, honors, career-technical, and Puente students.

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 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.

International Students Program provides services to all F-1 Visa students. A counselor advises students and an international students' coordinator handles applications and paperwork.

Monarch Café provides food, beverages, and snacks in the cafeteria from 7:30 a.m. to 7:00 p.m. Monday through Thursday.

Office of Ombudsperson handles student grievances under Administrative Regulation E-55. If informal remedies do not resolve the problem, the Ombudsperson facilitates formal resolution procedures. For complaints involving alleged discrimination on the basis of ethnic group identification, religion, age, sex, color, sexual orientation, or physical or mental disability, students are directed to contact the LACCD Office of Diversity Programs.

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 an LAVC professor 16 years ago, the fund grew from her first $1,000 contribution to over $45,000, with a current balance of $9,482.

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 Financial Aid Office informs students about scholarships offered by outside organizations by posting information on the college website and distributing flyers.
- The LAVC Foundation solicits donations from benefactors and bestows scholarships, granting $206,742 in awards in fiscal year 2011-2012. Several departments administer their own scholarship programs through the Foundation.

Services for Students with Disabilities (SSD provides a variety of federal and 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 may receive accommodations, specialized learning skills classes, specialized tutoring, test proctors, note-takers, readers, interpreters for deaf or hard of hearing students, and academic counseling.

Service Learning Program integrates community service into the curriculum, involving students with community agencies through volunteer service, giving them practical experience that can be related to any class. Faculty incorporate reflection into the curriculum through journal writing to challenge students to think critically about their experiences.

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 at little or no cost. It promotes health education through campus-wide programs, such as AIDS prevention, breast cancer awareness, and smoking cessation. In fall 2012, its Psychological Services unit expanded its services and hours.

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 priority enrollment, increased interaction with faculty, transfer scholarships, and guaranteed consideration for priority admission to a number of competitive four-year institutions.

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.

TRiO/Upward Bound provides first generation, low income high school students with an array of services to prepare them for college. Students from two local area high schools are provided with tutoring, college advisement, cultural activities, and workshops on financial aid and college entrance requirements.

The Veterans Program provides services such as academic and career counseling as well as outreach programs to a growing population of over 400 veterans. It helps student veterans find out about benefits and services as well as educational, training, and career opportunities. To further assist them, the LAVC Academic Senate voted to encourage faculty to provide add slips for student veterans and the District has approved priority registration for them.

Self-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 the college website.

During the past several years, the need for more comprehensive transfer services has resulted in the College partnering with four-year institutions, such as UCLA, through TAP. Acceptances to UCLA by our TAP students averaged 85.6 percent over the last five consecutive years (TAP results).

Since about half of our students are considered low income, financial aid is critical to allow many of them to pursue an education. In 2011-12 Financial Aid disbursed $32, 841,152 in Federal/State Aid (grants, loans, work study). This figure is up $3 million from 2010-11. Approximately 8,763 students were awarded financial aid. To date, the amount of Pell Grants awarded totals $24,129,684. Our number of applicants has nearly doubled since 2008-09 (Financial Aid data).

Although the College has many services and programs to support our students, about 3,000

students are on academic and/or progress probation each semester. To address this challenge, the Academic/Progress Probation Project was created to help at-risk students through prevention and intervention. Faculty, administrators, and staff identified and evaluated existing college-wide and district practices and policies and began a dialogue on how to better serve this population with a college-wide approach utilizing economies of scale (Academic/Progress Probation Project). Recommendations for implementing interventions will go through the shared governance process in spring 2013.

All academic and student support programs will eventually align their goals with those of our Achieving the Dream (AtD) initiative, Preparing All Students for Success (PASS), in order to help students close the achievement gap, increase retention, persistence and completion rates**.** PASS strategies that directly align with those of student services involve mandatory student orientation, academic goal setting, and long term and short term planning (PASS Alignment Grid). Thanks to College efforts to contact every one of our more than 300 eligible students to encourage them to apply, 57 LAVC students were each awarded $500 AtD scholarships in December 2012.

The recent establishment of the Office of Ombudsperson reflects a local approach to address the needs of the College.

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.

Descriptive Summary

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, Veterans, the Career/Transfer Center, SSD, Financial Aid, Student Health Center, and TRiO/Student Support Center, have extended hours to accommodate evening students. The Child Development Center runs a day program from 7:45 a.m. to 5:00 p.m. and supports evening students by providing childcare for school age children Mon.-Thurs. from 2:30-10:20 p.m.

Student Services offices are accessible by phone and list information on the college website. Most programs have brochures or handouts available and every office is listed in the Student Services brochure. To assist new students, a separate link on the LAVC website directs them to programs and services, such as admissions, financial aid, assessment, and counseling – Nine Steps to LAVC: A Quick-Start Guide to Enrollment.

New and continuing students have access 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 SIS web portal 24/7, which provides information such as unofficial transcripts, registration appointments, and the status of financial aid applications, and allows students to add and drop classes, and view their grades, schedule, and fees owed.

Matriculation services (assessment, orientation, counseling, and advisement) are available to students Mon. to Thurs. 9 a.m. to 7 p.m. and Fri. 9 a.m. to 3 p.m., allowing LAVC to assist both day and evening students. Academic Affairs serves day and evening students with coverage Monday to Thursday from 8 a.m. to 8 p.m., Friday from 9 a.m. to 4 p.m. To provide access to students in distance education or weekend classes, online services such as registration, enrollment, and orientation are available.

The Career/Transfer Center's online resources include: CA-Career Café, VAULT, Eureka, Virtual Career Center, "What can I do with this major?" and various assessments (Strong/MBTI, Eureka Skills). The CTC also hosts a series of webinars with various UC's and CSU's, arranges virtual university appointments with universities out of the area, and participates in online career/transfer fairs/open house activities.

Self Evaluation

Student Services provides comprehensive and extensive services, with an emphasis on access. 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. Online advising and online orientation are now offered. Online orientation was updated in 2011 and a new, improved version was launched in May 2012, thanks to a Title V grant the College received for this purpose. The system allows Student Services to track the number of students accessing this option -- 175 students in the first month and 280 students the following month.

One means of assessing student awareness of and utilization of online access to counseling information and services was the 2012 Counseling Survey, which received over 3000 responses. Several questions focused on student utilization of the Counseling website, how and where students obtain educational and career goal information, online scheduling of counseling appointments, and student preference for online versus in-person advising, workshops, orientations (Spring 2012 Counseling Survey). Results have been analyzed and discussed.

In spring 2012, members of the counseling department had training in using Elluminate, a web-based conferencing program. In fall 2012, a workgroup with several counselors was formed to explore ways to offer online advisement beyond the current practice of emailing students who have questions and referring them to the website. An Online Counseling Sub-Committee is exploring ways to phase in more online advising over the next year, including using email, e-chat, streaming, and Elluminate. They piloted an "Ask a Counselor" email, expanded the counseling webpage with important dates and deadlines, and added a new FAQ section with answers to commonly-asked questions (Online Counseling Sub-Committee).

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.

Descriptive Summary

Civic and personal responsibility is supported by many events and programs. Through a number of activities, LAVC encourages students to take personal responsibility for maintaining a positive learning environment:

- STARS workshops on helping students become more self-regulated learners
- Instructor evaluations and surveys emphasizing students' role in providing feedback
- Personal Development courses that include taking personal responsibility
- Psychological services and counseling through the Health Center
- The *Valley Star*, the campus newspaper, which keeps students informed of campus events, promoting awareness of being part of a community
- Participation in shared governance by service on committees

The College provides students with many opportunities for civic involvement:

- Associated Student Union (ASU), the student government organization, encourages students to develop initiative and take responsibility for campus conditions through leadership. ASU organizes leadership retreats to teach students collaboration, delegation, lobbying, and communication skills. Clubs give students the opportunity to contribute to the life of the college and the community (ASU Program Review p. 2).
- Service Learning, which offers the opportunity to contribute to the community through volunteering at local nonprofit agencies
- Guest speakers who discuss current events and politics
- Blood drives and disaster relief efforts
- Take Back the Night and Denim Day event to raise awareness of sexual assault and abuse
- Coastal Cleanup Day to help the environment
- Political advocacy for increased education funding, Dream Act support, voter registration
- The Citizenship Center, which provides information about naturalization

(Civic Involvement activities)

Aesthetic development is supported by the college. The Arts Season has included:

- Art gallery exhibitions featuring the work of students, faculty, and community members
- Dance performances, music concerts, film screenings, an annual showcase of student films, and theatrical productions of plays and musicals
- Arts activities supported by the LAVC Arts Council
- Summerfest, a festival of the performing arts offering Broadway-style musicals and drama, concerts, dance, student films, and art exhibits

(Aesthetic Development activities)

Our investment in students emphasizes intellectual and personal growth:

- Lectures and speakers (e.g., the Philosophy Club Speakers Bureau)
- A national award-winning Speech and Debate (Forensics) team
- Presentations by TAP/Honors students at conferences
- An annual student Philosophy Conference, attended by 65 students in April 2012
- A study-away program to help students develop global awareness

(Intellectual and Personal Growth activities)

Self-Evaluation

LAVC effectively fosters personal and civic responsibility through a multitude of activities that contribute to a healthy campus atmosphere and promote a connection to others. The college supports a wide range of programs that contribute to aesthetic, intellectual and personal growth. LAVC is particularly proud of its arts events and gallery, which mounts exhibits that draw attendees from outside the college and are noteworthy in the arts community.

From the 2009 ASU program review, the College learned that one of its greatest challenges is the need to improve awareness of ASU events and clubs. Among student respondents, 32 percent were not aware of the opportunities for students to be involved in student government. Regarding ASU activities, 21 percent of respondents had never attended a campus event while 47 percent had sometimes attended an event or participated in student activities. One solution proposed was a marketing campaign aimed at increasing awareness (ASU Program Review p. 3).

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.

Descriptive Summary

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, orientations and the website. Intensive counseling and career planning advice is provided in Personal Development (PD) courses; seven sections were offered in fall 2012. These courses assist students in utilizing campus resources, improving study skills, and designing long-range educational and career plans. As part of the PASS/AtD initiative, the Educational Planning Committee (EPC) approved an additional eight sections for spring 2013.

The counseling department provides a range of specialized services to meet the needs of our diverse student population, including educational planning, career assessment and exploration, and assistance with academic or personal problems. Counselors try 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. Designated counselors provide services to meet the needs of specialized populations and those in special programs: International Students, Puente Program, Service Learning, Transfer Alliance/Honors Program (TAP), Veterans, Athletes, CTE, CalWORKs/GAIN, EOPS, TRiO, Services for Students with Disabilities (SSD), Continuing Education, and Foundational Skills.

Each semester the counseling department handles orientation/advisement of matriculation for new and continuing students. A number of programs have facilitated registration and connected students to support services and counseling. In 2011 the Student Success

Committee (SSC) organized a student success Jamboree, a three-day bridge program to give students the tools they need to be successful in college (Jamboree). Students learned about LAVC's programs and resources to be able to make connections with instructors, staff, and other students. New students were also expected to complete an online orientation. College life, goal-setting, school policies, procedures, and programs of study were presented and placement results and recommendations were discussed.

As part of the PASS/AtD initiative for improving student success, a campus wide workgroup with strong counselor representation organized a Welcome Fair, held in August 2012. The event educated new students on college resources and provided college success workshops to help students learn how to be successful. This event will help students to foster a sense of community and connection with the campus. Another fair is planned for spring 2013. A student came up with the idea of phoning all students who had registered for the event to encourage them to attend (Welcome Fair).

Counseling instituted a Mega Counseling Event, which included class visitations and follow up appointments for students to help as many students as possible within a short period of time plan their fall schedules (Mega Counseling).

Counselors serve as resources to 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-nine departments and programs are presently linked to a counselor-liaison (Departmental Liaison Program). The counseling department has made this program a priority, especially to connect to instructors who teach evening classes. A pilot program to link counseling with academic departments has been developed to provide drop-in appointments at the department site (Faculty Collaboration Pilot Project). 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. 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.

As part of the College's Basic Skills Initiative grant, LAVC hired two part-time counselors to specifically focus on the needs of basic skills students. One of the counselors has been working with noncredit and the other with credit students. Both have provided routine in-class presentations for faculty and students. They have shared their presentations and strategies for working with faculty with the other counseling staff and at departmental meetings. Students were surveyed for feedback on the presentations, and the results were positive (Basic Skills Survey).

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. In collaboration with the Matriculation Office, general counseling maintains a record of the number of students who request counseling. SSD, CalWORKs, EOPS, and noncredit programs 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 (2010 Counseling Program Review), the department developed a comprehensive plan (pp. 23-24), consisting of several goals projected over a five-year span. The following improvements have been implemented:

- Expansion of the counseling staff to improve the counselor to student ratio: A new full-time probationary counselor was hired for the 2012-13 academic year to replace a counselor who retired in 2009. Requests to replace three additional counselors who retired in 2011 were submitted to the HPC for 2013-14.
- Increased focus on probation intervention and follow-up: A probation workgroup has been meeting over the past year to explore comprehensive strategies for working with students on probation. It is making progress toward implementing interventions to decrease the number of students on probation.
- Further training to facilitate implementation of the Degree Works audit system: A counselor was assigned to provide support and training for students and staff to use Degree Works. (Degree Works is currently being phased out, to be replaced by the new Student Information System.)
- Expansion of career development services to help students who are undecided on majors and career goals: With financial support from the CTE Dean, the Career/Transfer Center has increased the availability of workshops for undecided majors, expanded the job shadowing program, and implemented a robust program of speakers' panels representing a variety of career fields.
- Implementation of new online orientation plus interactive advisement software: This new online program was fully implemented in spring 2012. Increased marketing will be a focus for 2012-13.
- Evaluation of the Personal Development curriculum and course offerings: A workgroup was established to address course SLO assessment results, recommend strategies to improve achievement, and explore expansion of the curriculum and course offerings.

Assessment of SLOs and SSOs revealed that the primary area requiring improvement was in teaching students how to understand and create a Student Education Plan (SEP). In order to educate students about what an SEP is and why it is important as well as teach them how to create and follow an SEP, the department created a new SEP workshop including a PowerPoint presentation, added an educational planning section on the department webpage, and visited more than 60 classrooms as part of spring 2012 outreach efforts. Counselors shared important information about policy changes on course repetition and new financial aid guidelines and encouraged students to attend SEP planning workshops (Keys to Success). An evaluation of the effectiveness of the workshops indicated that students achieved a better understanding of how to create an SEP; however, the department is fine-tuning the workshop, expanding marketing, and adding information on the webpage (Counseling Outcomes Assessments).

Self-Evaluation

Results of surveys show that, overall, students seem satisfied with counseling services, with the majority of responses (around 80 percent) in the agree/strongly agree range for knowledge and helpfulness (2012 Counseling Survey).

Counseling department efforts have allowed them to reach a greater number of students. In 2011-12, there were 12,744 students served (drop-in, 30 and 60 minute appointments, orientation, class visits), an increase from 2010-11, when counseling served 10,129 students. This is especially important since about 16 percent of our students are undecided on their educational goal and would benefit greatly from advisement and guidance. On the 2009 student survey, 68.3 percent of respondents said they had met with a counselor and 34.2 percent reported having a formal educational plan designed with a counselor (2009 Student Survey #23) while in 2012, 72.5 percent reported meeting with a counselor and 49.4 percent said they had an educational plan (2012 Student Survey #26).

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

Descriptive Summary

One of our GE/transfer program pathway SLOs is global awareness, which encompasses participating actively in a diverse society. Programs such as CalWORKs/GAIN, the Citizenship Center, SSD, EOPS, the International Student Program, Puente, and TRiO attract diverse students to our campus. The College has a variety of programs and services that enhance diversity and infuse our campus with rich cultural and ethnic traditions, actively promoting multiculturalism and fostering understanding and tolerance on our campus and in our community. Some examples are:

The Associated Student Union (ASU) has a Commissioner of Ethnic and Cultural Affairs who represents special interest groups and helps to implement events. Its Inter-Club Council (ICC) illustrates the diversity of our student body and is a microcosm of our wider community. It includes the Black Student Union, Feminist Club, French Club, Hillel, and Spanish Club. The ICC helps to sponsor annual ethnic and cultural programming, including Black History Month, Sexual Assault Awareness Month, Earth Day, Armenian Genocide Remembrance, Sukkot, Latino Heritage Month, and Veterans Day.

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

Community Services offers classes promoting cultural understanding and a chance to experience other cultures; language courses include conversational French, Italian, and Spanish; dance classes include flamenco, Middle Eastern, and salsa.

The Diversity Committee organizes events such as the Multicultural Fair and programs that promote understanding of diverse populations, including Dr. Martin Luther King, Jr. Day;

Cesar Chavez Day; and "Bullied: A Student, a School and a Case That Made History" (Diversity events 2011-12).

The Strategic Team for the Advancement and Retention of Students (STARS) presented an interactive Diversity and Tolerance workshop and posted resources for teaching tolerance on its website.

Self-Evaluation

LAVC is conscientious in fostering an understanding and appreciation of diversity through many of its programs. The Diversity Committee sponsors 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 – 84.1 percent of students surveyed in 2012 felt their experiences at the College had improved their ability to understand people of other racial, cultural, or ethnic backgrounds (Student Survey #75k).

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

Descriptive Summary

LAVC utilizes the College Board's Accuplacer Online system to assess students in English as a native language (ENL), English as a second language (ESL), and mathematics. Accuplacer Online is selected from the State Chancellor's list of approved assessment instruments since 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. The evaluations are conducted in accordance with State Chancellor's Office guidelines (Standards, Policies and Procedures for the Evaluation of Assessment Instruments). The College strives to eliminate disproportionate impact by using multiple measures, including survey questionnaires and past educational experience.

Self Evaluation

LAVC 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.

Descriptive Summary

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 (Board Rules Chapter VIII, Article IV).

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 maintains CD-Rom back-ups stored in a locked cabinet in the vault. LAVC also maintains a confidential and secure housing environment and provision for a secure back up for all records pertaining to student discipline and grade grievances.

Self Evaluation

LAVC releases student records in accordance with FERPA and District guidelines (Administrative Regulation E-111 Student Discipline Records). Each office has standard procedures that are followed for the release of information. By official district definition, the only student services departments that maintain records are Admissions and Records, the Student Health Center, and the Office of Ombudsperson. For better security of student records and to comply with legislation, the District began replacing students' social security numbers with ID numbers in July 2006.

A FERPA training was held for the counseling department in fall 2012 and a District manual was distributed (FERPA training).

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 improvements.

Descriptive Summary

Student Service Outcomes (SSOs): SSOs were institutionalized in 2007; the Outcomes Assessment Committee (OAC) (formerly the Student Learning Outcomes Committee) oversees and coordinates efforts. All student outcomes are under the auspices of the Program Effectiveness and Planning Committee (PEPC) and are published on the college website. In setting and evaluating unit goals and objectives, the Student Services Division applies the guidelines developed by PEPC.

The assessment of SSOs allows the division to evaluate its services. It creates criteria to determine how well it is achieving its goals and uses the results to make improvements. Beginning in 2006, program reviews are now required to include SSOs tied to the college mission. Student Services is continually identifying students' needs in order to provide access to a wide range of services. Some Student Services units are in their second SSO assessment cycle.

Annual Plans: To annually update goals, report on their achievement, and request resources, each Student Services department prepares and submits annual plan modules. The annual plans allow the units to highlight accomplishments, identify areas for improvement, and list goals for the upcoming year.

Program Review: The Student Services program review process provides a foundation for future planning and program improvement, incorporating a vision for student success as well as EMP strategies and accreditation recommendations. Program review occurs every six years and incorporates the information presented in the annual plans with a focus on in-depth analysis and long-range planning.

As part of program review, individual programs conduct specific surveys to measure and evaluate how to best serve the identified needs of their students. The Office of Research and Planning provides the division with information, data, research, analysis, evaluation and assessment that we use for planning, goal-setting, and decision-making. The District Office of Institutional Research conducts student surveys, which provides useful information about the effectiveness of programs and services. Specially-funded programs within the Student Services unit are required by their funding source to conduct surveys and collect data in order to be compliant with regulations. These reports allow individual programs to evaluate on a continuing basis how to allocate resources, implement adjustments, and identify leakage points of service.

These are some examples of how programs have made improvements:

Admissions and Records: Formerly, students had to decide which of four or five different petition forms was necessary to complete in order to withdraw from a class. Often, students chose the wrong form and had to re-do the petition using the correct form. After discovering this problem, the department consolidated its petition forms and process by creating one form with a simplified check-off list for students to indicate which type of withdrawal they were seeking. This resulted in a more efficient system and fewer frustrated students.

Child Development Center: In preparing the Center's program review, the director and teachers realized the need for more parental involvement in the program. As a result, they planned workshops and volunteer opportunities. Additionally, analysis of annual parent surveys revealed the need for daily/weekly program activity information for school-age children and for age-appropriate developmental information for pre-school parents. The Center now distributes additional pertinent information to student-parents (Child Development Center Program Review).

Enrollment Services: In order to maximize services for students when faced with a reduction in state funding, Enrollment Services adjusted its hours of operation. The office now closes between 2-4 p.m. Mon.-Thurs. and at 2 p.m. on Fridays to work on student files without interruption since these times were the lowest in demand. This temporary change was implemented after carefully assessing how to balance service hours while maintaining student access and effectiveness.

Extended Opportunity Programs and Services (EOPS): As a result of ongoing assessment, the program has been exploring creative solutions to improve services and achieve greater student success. It has planned student orientations and workshops and has incorporated outreach to increase the number of Latino students to better reflect the campus and surrounding community. The program changed its tutor evaluation survey from an in-person survey to an on-line survey when it was discovered that students felt intimated when completing it in person. In the EOPS survey, the most popular request was for more tutoring. In order to provide more tutoring within budget constraints, sessions were reduced from 50 to 30 minutes to allow for more students to take advantage of services (EOPS Outcomes Assessment).

Financial Aid: While completing an annual internal review of the various financial aid procedures, processes, and regulations, the department determined that it was able to eliminate barriers in the award process. Financial Aid has been able to streamline the process, allowing for reduced delivery time of awards to students (Financial Aid streamlining process). SLO Outcomes Assessment data showed that efforts to assist students were succeeding and very few students were completing application forms incorrectly (Financial Aid Outcomes Assessment).

Student Health Center: After completing its program review, the need for a larger facility, increased health education, and guidelines for data collection in the Health Center became apparent. The busy medical staff did not have concrete direction on how to collect the necessary data nor a priority about the importance of data collection. Currently, a new approach to data collection is being reviewed (Student Health Center Assessments). In addition, the unit determined that in order to increase awareness, visibility, and access, a dedicated health educator was needed to coordinate campus outreach and activities/events. The new Health Services contract fulfills this service requirement.

Office of the Vice President, Student Services: The office instituted a new system to address student complaints and find viable solutions to solve student problems. After a student submits a complaint, the office completes a form that is forwarded to the appropriate department leader (e.g., dean, director) for a response to the student. For general complaints, the VP's office will respond to the student and a solution proposed. The office also prints a Referral Guide for Student Solutions for students and faculty/staff (Referral Guide for Student Solutions). These steps support the SSO in providing information, referrals, and complaint resolution (Office of VPSS Program Review).

Services for Students with Disabilities (SSD): SLO assessment results in 2012 led SSD to recognize the need to improve access to information regarding self-advocacy. The SSD

Student Handbook will be reviewed and a section on self-advocacy will be developed so the program can help students improve self-advocacy skills (SSD SLO Assessment). Its recent program review will be analyzed to find ways to improve SSD services (SSD Program Review).

TRiO/Student Support Services: In assessing its annual student survey, the unit discovered that its students were generally happy with the number of tutoring hours available but requested that a wider variety of subjects be included in tutoring services, so the unit expanded the disciplines in which students can be tutored. In addition, to comply with a new U.S. Department of Education regulation requiring that all students must be financially literate, TRiO/SSS provides its students with financial literacy information through a series of workshops and an online program. Follow-up by the TRiO counselor and the director ensures that students complete the task (TRiO Outcomes Assessment).

Self Evaluation

Student Services has completed outcomes assessments for 10 of its 19 departments. Assessments have led to numerous improvements, as cited above.

Student Services has always relied on student feedback to accommodate student needs. One of the most dramatic examples occurred when student complaints revealed a significant demand for a better-equipped facility and increased classes in the Adapted Physical Education program. The VP of Student Services sent the feedback to the Bond Steering Committee, requesting an improved facility. The College now has a modernized Adapted PE Center and additional course sections, resulting in greater access to students and improved services.

The program review and annual plan processes allow program directors to take ownership in evaluating what's working and what's not. The strategy of modularizing components allows them to set short-term goals, determine outcomes, design evaluative strategies, and assess for improvement throughout the year. Aligning planning, implementation, and evaluation, each unit is able to assess the appropriateness, adequacy, and effectiveness of its program. The evaluation process is multi-faceted and continuous in order to provide valuable feedback that can identify areas of improvement.

The annual plan process ensures that requests for improvements to meet the needs of students will be considered for funding. An example is the most recent hire of the Admissions and Records Senior Office Supervisor to fill the position for the B-shift and ensure that there will be a supervisor on site to assist evening students. The Admissions Office also filled a position for an Admissions and Records assistant in the A-shift. Both positions replaced retired staff to ensure continued effective functioning of the office and service to students.

STANDARD IIB EVIDENCE

IA-24	Program Review Handbook Cycle 3 page 5
IB-37	Planning and Decision-Making Handbook
IIB-1	External reviews
IIB-2	Office of Student Services
IA-11	LAVC Catalog
IIB-3	Compliance Procedure
IA-7	Student Profile Brochure
IIB-4	Student Services Strategic Plan
IIB-5	Matriculation Plan
IIB-6	Student Equity Plan
IIB-7	Student Equity Plan presentation
IA-12	TAP results
IIB-8	Financial Aid data
IIB-9	Academic/Progress Probation Project
IIB-10	PASS Alignment Grid
IIB-11	2012 Counseling Survey
IIB-12	Online Counseling Sub-Committee
IIB-13	ASU Program Review p. 2
IIB-14	Civic Involvement activities
IIB-15	Aesthetic Development activities
IIB-16	Intellectual and Personal Growth activities

IIB-13	ASU Program Review p. 3
IIB-17	Jamboree
IIB-18	Welcome Fair
IIB-19	Mega Counseling
IIB-20	Departmental Liaison Program
IIB-21	Faculty Collaboration Pilot Project
IIB-22	Basic Skills Survey
IIB-23	2010 Counseling Program Review
IIB-24	Keys to Success
IIB-25	Counseling Outcomes Assessments
IIB-11	2012 Counseling Survey
IIB-26	2009 Student Survey #23
IIA-46	2012 Student Survey #26
IIA-46	2012 Student Survey #75k
IIB-27	Standards, Policies and Procedures for the Evaluation of Assessment Instruments
IIB-28	Board Rules Chapter VIII, Article IV
IIB-29	Administrative Regulation E-111 Student Discipline Records
IIB-30	FERPA training
IIB-31	Child Development Center Program Review
IIB-32	EOPS Outcomes Assessment
IIB-33	Financial Aid streamlining process
IIB-34	Financial Aid Outcomes Assessment

IIB-35	Student Health Center Assessments
IIB-36	Referral Guide for Student Solutions
IIB-37	Office of VPSS Program Review
IIB-38	SSD SLO Assessment
IIB-39	SSD Program Review
IIB-40	TRiO Outcomes Assessment

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.

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.

Descriptive Summary

LAVC strives to provide quality library and learning support services and resources that support the college mission of fostering student success. Thanks to our bond construction program, the College opened a new Library and Academic Resource Center (LARC) in fall 2012, which includes a library, smart classrooms, academic labs, 14 library group study rooms, 9 group tutoring rooms, and 460 new computers (including 90 computer stations in the Computer Commons, an open lab for student use). The building also has a media preview room, listening stations, and a copy center. The librarians and lab directors whose centers were moving to the new building participated in a Building Users Group (BUG) to select the materials and equipment that were purchased with bond funds.

Library
The library is staffed by four professional librarians and seven classified staff. The collection contains approximately 152,299 volumes, 20,236 electronic books, 84 current print periodical subscriptions, and 8,370 microfilm reels. Electronic databases provide access to thousands of full text articles in journals, magazines, newspapers and reference books. Through 20 online database subscription services from InfoTrac, EBSCO Host, Proquest, Lexis-Nexis and others, the library provides access to the indexing of over 15,000 periodical titles as well as over 7,000 full text titles, plus a national collection of newspapers and online resource centers in biography, business, law, health, literature, and contemporary social issues. A music listening database was recently added.

The library collection and library resources are evaluated and selected by the collection development librarian, who has years of expertise in evaluating and selecting educational resources for educators and students on the community college level. This librarian seeks input from faculty members when selecting materials. The library has a collection

development policy that details the authority, responsibility, selection, and evaluation guidelines and procedures (LAVC Collection Development Policy).

At the beginning of each semester, the library places a notice in the college bulletin and posts a Guide to the Library (Guide to the Library) on the website to explain services. Faculty are reminded of opportunities to provide input at new faculty orientations and at Chairs and Directors meetings. The library reminds faculty to recommend new material and informs them of the library's monthly new book list (New book list). Faculty members can request new and updated materials through program review, on course outline updates, and on new course proposals. The library tech in charge of acquisitions compiles the requests to be included in their next order of library materials (Materials requests).

To assist in keeping collections current, instructional faculty are involved in weeding out outdated materials. Librarians periodically evaluate the collection for currency and appropriateness.

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.

Learning Support Services

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

For example, the Science Tutoring Lab supplies students with microscopes, slides, skeletons, and other equipment. Services for Students with Disabilities (SSD) uses assistive technology (both hardware and software) as a means for students to access educational materials and operates a High Tech Center with ten accessible workstations and an equipment loan program for certain types of technology. SSD software includes programs that help provide access for students with disabilities (e.g., Kurzweil, Dragon Naturally Speaking, JAWS for Windows).

The Math Lab's computer classroom has 45 PCs that can be used by students when no math classes are in session. Students can access web-based software required by instructors for class assignments. The lab recently installed two multimedia computers on which students can watch math DVDs. It has hundreds of math videos that correlate to texts used by the majority of faculty in the department; since they are topic-specific, any student can use them. The lab maintains a library of all currently-used math textbooks for student use in the lab.

The Writing Center has 35 computers and a comprehensive reference library for student use.

Self Evaluation

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

The library selects resources to serve diverse needs. On the fall 2011 library survey, 84 percent of in-house respondents reported that print and electronic resources met their informational needs, and 64 percent of online respondents said their needs were met (Library Survey Fall 2011).

The library budget for materials, including books and periodicals, has been reduced in the last decade. Its budget for materials for the year 2011-2012 was about $62,000; in 2004-2005 its budget was nearly $232,000, a drastic decrease in less than a 10-year period. The reality of budget constraints has limited the ability to increase the library collection. In recent years, additions have been funded primarily through block grants, which are no longer available, and the library is currently without an acquisition budget.

There is a concern about the ability to continue funding the acquisition of equipment and software in the labs. In the SSD High Tech Center, software installed in fall 2010 is now one or two upgrades behind, so while it is functional, it is probably no longer on the cutting edge. Because of concerns about compatibility when the campus migrates to Windows 7, SSD will need to work with IT to come up with a testing methodology to ensure software compatibility prior to upgrade, as was done in the library.

The library needs to determine a minimal level of resources and services required to function and meet campus needs. This can be done through analysis of usage and assessment of the books, periodicals, and electronic databases that will best serve our students. These baseline requirements should be linked to the college planning process to ensure they are funded. Library chairs who participate in a district wide discipline committee have discussed options to leverage the buying power of the District to reduce the cost of core electronic resources and will continue to explore options.

Actionable Improvement Plan

Establish an institutional standard for core library educational materials based on analysis of long-term needs and integrate it into the college resource allocation process *(Responsible parties: Library Department, Academic Senate, VP Academic Affairs; expected completion: spring 2013)*

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.

Descriptive Summary

Library
The library offers one section of Library Science 101 each semester, serving 65 students annually. An additional online section has been added for spring 2013. The library has collaborated with the English Department to develop information literacy standards for students taking English classes. The Transfer Alliance Program (TAP) honors program requires its students to enroll in Library Science 101. The library's online information competency module has made it possible for students to access information competency training 24/7 (Online information competency module). Librarians also "visit" online classes and provide assistance to online students via ETUDES. Librarians facilitate information competency workshops for faculty (TechFest workshops) and participate in workshops for students that include segments on evaluating websites (The Death of Literacy: Is the Internet Rotting My Brain?).

Learning Support Services
LAVC's learning support services provide resources that offer information competency instruction. Lab directors conduct tutor training 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, which include information competency (Level One Topics lavcEng75). The Writing Center has incorporated training from librarians into staff meetings to provide tutors with a comprehensive overview of how to access the library's databases and how to tutor students on questions related to research.

In the Science Tutoring Lab, students from Biology 3 (Introduction to Biology) receive assistance from tutors on evaluating the quality of collected data. In the Math Lab and General Tutoring, students enrolled in Statistics receive help understanding the bias inherent in surveys.

The Writing Center provides hour-long workshops focused on internet research, MLA format, and plagiarism—all of which address facets of information competency (Writing Center workshops). It provides individualized tutoring sessions that assist students to evaluate sources and learn how to access academic scholarly articles when writing research papers. Students from English 103 and Speech 105 (critical thinking courses) attend tutoring sessions on research on a regular basis. The center offers English 69, a one-unit laboratory class with a heavy emphasis on information competency, including evaluating the quality of information, using advanced search functions to limit searches to academic institutions or peer-reviewed articles, and navigating library databases.

Self Evaluation

The College has made a concerted effort to address information competency through library and learning support services. The College needs to make more students, faculty, and staff aware of its availability by promoting information literacy classes, workshops, and labs.

In an effort to create a more systematic approach to train all tutors in information literacy, the Committee for Academic Resources and Tutoring Services (CARTS), in conjunction with the PASS Tutoring Workgroup, is developing a plan for campus-wide tutor training that includes information literacy along with other essential academic skills such as study skills, note taking, test taking, meta-cognitive skills, and reading within the discipline. The plan was developed in fall 2012 and will be implemented in spring 2013 (PASS Tutoring Workgroup Plan).

As a result of a Learning Center program review, in which the need for assistance in the labs was identified, a position was listed in the College's approved Academic Affairs staffing plan. A dedicated computer lab assistant is being hired for the Computer Commons, to be filled for the spring 2013 semester.

Now that TAP students are required to take an information competency class, additional sections of Library Science 101 should be offered. In the past, limitations on classroom space and budget reductions have prevented the library from accommodating student demand. With the opening of the new library building, space is no longer an issue. Once the budget situation improves, more FTES needs to be allocated so the library can offer more sections.

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.

Descriptive Summary

Library
In fall 2012, the LAVC library opened its doors to a new state-of-the-art facility. Hours are Monday through Thursday from 8:00 a.m. to 700 p.m. and Friday from 9 a.m. to 1 p.m.

In 2010-2011, the library had a gate count of 170,744 visitors. In 2009-2010, the gate count was 139,474, and in 2008-2009, the count was 155,675. The decrease in 2009-2010 could be attributed to the library moving into temporary space while the new facility was being built.

Using statistics about the Gale electronic database, library staff found that total searches had increased from 59,249 in September 2011 to 107,106 for the same month in 2012 (Database Usage Report). Data on face-to-face queries shows they have decreased, with reference librarians answering about 11,000 reference questions in 2010-2011 compared to 15,344 in 2008-2009. When the library started collecting statistics on E-Books (2005-06), there were 509 eBooks used. In 2011-12, that number had increased to 4,192.

Since our students are relying more heavily on electronic resources, the library has expanded its electronic resources to meet that demand. The library's 20 electronic databases are accessible 24/7 and include Lexis-Nexis, CQ Researcher, Gale InfoTrac, and Access/Science. In addition, the library offers a number of other online resources on the library home page. Any registered student may access resources from on-campus or off-campus (Remote Access to Online Resources).

Computer Labs

Center for Career and Technology Training (CCaTT) Lab has over 40 workstations and offers software resources to students currently enrolled in LAVC's Career-Technology Education (CTE) programs. Resources include AutoCAD, Microsoft Visual Studio, Adobe CS4, and respiratory therapy simulators. It supports online and hybrid course offerings and has printing, copying, and scanning capabilities. While it does not offer tutoring, students are encouraged to bring in tutors or work in groups. Hours vary and include Saturdays.

Computer Commons: A 90-station open use computer lab is available in the new LARC, supervised by the Director of General Tutoring and staffed by instructional assistants. Links to language lessons formerly housed in the Foreign Language Media Lab are available for student use. Hours are Monday-Thursday 10 a.m. to 6 p.m. and Fri. 11 a.m. to 3 p.m.

Academic Learning Support Labs

EOPS/CARE Tutoring Center and Computer Lab is a combined space for tutoring, computer use, or studying, with 12 computer/study areas. Computers have internet access and printing capability. Students can make individual tutoring appointments for 50 minutes in a variety of subjects; on average, the program provides about 25-30 hours per week of tutoring. The center/lab is open Monday-Thursday 8:30 a.m. to 4:00 p.m. and Friday 8:30 a.m. to 1:00 p.m.

General Tutoring provides peer tutoring, learning assistance, and self-instructional materials. The center collaborates with many departments to offer tutoring specific to their disciplines. General Tutoring faculty and staff create and deliver specialized workshops in collaboration with other disciplines and departments to address specific study skills, including time management, note taking, test preparation, and test taking techniques. The lab also houses DVDs and videotapes for the ITV and cinema programs and provides a quiet environment for students to view audio-visual materials. Hours are Monday, Tuesday, and Thursday from 10 a.m. to 4 p.m., Wednesday 12 to 4 p.m., and Friday by appointment.

The Math Lab provides tutoring to students enrolled in all levels of mathematics. The lab offers one-on-one tutoring for students in developmental classes, group tutoring, and weekly topical workshops. It has been an integral part of the department since 1996 when it was first established. A full-time math faculty member with 0.2 FTE reassigned time supervises the lab, which is staffed by a full-time instructional assistant. Tutors and student workers provide peer tutoring and several full-time and part-time faculty members volunteer. Hours are Monday to Thursday from 9:30 a.m. to 6:30 p.m. Students can use computers and get tutoring support for online homework Monday to Thursday from 12:45 p.m. to 6:30 p.m.

The Nursing Program offers all currently enrolled nursing students math tutoring, clinical skill simulations, clinical workshops, test-taking and critical thinking workshops, tutoring sessions, and a free NCLEX review course twice a year. The services are provided thanks to a tutoring/mentoring grant from the Los Angeles County Department of Health.

The Reading Center offers a range of modular, multi-media, self-directed programs and resources that teach and reinforce phonics, vocabulary, reading comprehension, grammar, spelling and study skills. Students may enroll sequentially in up to three units per semester,

which are earned through independent work. The lab is available to students enrolled in Developmental Communications courses. Staff are available to help students use the resources. Hours are Monday through Friday from 9:00 a.m. to 5:15 p.m.

The Science Tutoring Lab provides tutoring for Anatomy, Biology 3, 6, 7, Marine Biology, Physiology, Medical Terminology, and Microbiology. Tutoring is based on SLOs from these courses. The lab provides students with resources such as models, microscopes, slides, and supplemental materials provided by instructors. Although the lab is a group tutoring environment, if students need extra help, tutors work with them individually. Hours are Monday 12 p.m. to 6 p.m., Tuesday 4 p.m. to 8 p.m., Wednesday 2 p.m. to 6 p.m., Thursday 2 p.m. to 8 p.m., and Friday 10 a.m. to 1 p.m. The lab sees heavy traffic and in spring 2012 logged 6,400 hours. Online tutoring is offered 20 hours a week.

The Speech Lab helps students improve their English speaking skills. It offers students who wish to reduce their accents computerized lessons featuring American English pronunciation. Students may schedule their attendance to fit their schedules and can join conversation groups to practice using English. Hours are Monday, Tuesday, and Wednesday 9:30 a.m. to 8 p.m. Thursday 10 a.m. to 1 p.m. and Friday 9 a.m. to 12 p.m.

The SSD High Tech Center uses assistive technology (both hardware and software) as a means for students with disabilities to access educational materials. It has 10 accessible workstations and an equipment loan program for certain types of technology. Dragon and Kurzweil systems allow students to scan textbook pages, notes, and sample exams, and the equipment "reads" these documents out loud. Students can borrow equipment and may be permitted to use assistive devices during tests. Hours are Monday, Wednesday, and Thursday 8:00 a.m. to 4:00 p.m., Tuesday 8:00 a.m. to 7:00 p.m., and Friday 8:00 a.m. to 2:00 p.m.

TRiO/Student Support Services provides tutoring to the students 160 low-income, first-generation, or disabled students it serves annually. Subjects include English, math, and many of the humanities and science courses. A computer lab is also available for TRiO students. Students are encouraged to sign up for free one-to-one tutoring services, which are set up by appointment and include some evening hours.

The Writing Center offers individualized help with writing, reading, and critical thinking assignments. The center provides one-to-one and group tutoring sessions, writing workshops, and educational materials. Students can work on assignments independently on computers; an assistant is on duty to answer questions about word processing, MLA format, printing, and Internet research. The center offers ½-unit and one-unit laboratory courses in writing, reading, critical thinking, formatting/revising, and research-related computer skills. Its comprehensive website offers online tutoring, instructive handouts, and useful links. Hours are Monday, Wednesday 10:00 a.m. to 2:00 p.m., Tuesday, Thursday 2:00 p.m. to 7:00 p.m.

Self Evaluation

Having so many of our labs in a central location in a beautiful new facility is enhancing student access. The spacious new library, with new computers, study carrels, 14 group study

rooms, and three media viewing rooms, is already attracting more students. In the first week of the semester in 2012, the gate count in the new library was 10,492 -- nearly double what it was in that same week the previous year in its temporary location (5,472). Previous student complaints about the lack of group study rooms and the wait time to access a computer have been resolved by their availability in the new building.

The College has been diligent in identifying and establishing different types of learning support services designed to accommodate the needs of a diverse student population, as evidenced by the scope and range of services provided. Accessible computer stations and assistive listening devices are available in the SSD High Tech Center, the library, and all the labs in the LARC.

Data gathered through various methods, such as gate counters and surveys, have been used to determine peak hours of attendance in order to adjust hours to meet student need. However, because of increased costs combined with budget cuts, access to services is not at the desired level. Library hours have been reduced over the years. In 2006-07, the library was open 64.5 hours a week; in 2011-12, it was open 58.5 hours a week, and as a result of further cuts, in fall 2012, it was open 48 hours a week. When asked if they were satisfied with the hours the library was open, 66 percent of survey respondents to the fall 2011 library survey said they were satisfied as compared to 88 percent in 2005.

Between 2005 and 2011, the LACCD mandated a 63 percent increase in the tutor pay rate -- in 2005, a student tutor III earned $8.11 per hour but in 2012, that student earned $13.25 per hour. Lab budgets have not increased to accommodate the mandatory pay raise; in fact, the budget allocation for labs has been reduced by up to 60 percent. From 2005-2011, the Writing Center tutoring budget went from $64,000 to $22,000. This has led to reduced hours for some academic support services. The Writing Center's hours have been reduced from 40 hours a week to 18. General Tutoring's hours have been reduced from 54 hours a week to 24. Although the Math Lab was able to maintain its hours through funding from PASS and a grant to the Math Department, this is a temporary fix. It is no surprise that the number one concern reported by students is the need for better access, with 63 percent of students surveyed in spring 2011 indicating that they wanted more hours, more time with tutors, and more tutors on the staff (Writing Center Survey Results).

Recognizing the need to scale up our efforts to improve student success and access to tutoring services, the College made tutoring an institutional priority and went through established channels to request funding for increased tutoring support as well as the need for staffing to provide hands-on assistance in the computer labs. A Tutor Conference Committee was formed to come up with a plan. It conducted a needs assessment to determine adequate support and used data to demonstrate the value of tutoring to student success (Tutoring Data). Its resulting recommendation was for a staffing plan for tutoring over a three-year period, for a baseline budget allocation in proportion to the number of class sections offered each semester (Tutor Conference Committee Recommendations). To assess the use of funding, the centers will be evaluated for efficiency and effectiveness on an annual basis. The plan was approved by IEC (SSC Tutoring Motion) and will be integrated into the revised Educational Master Plan.

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

Descriptive Summary

Maintenance includes repair, conservation, and preservation of the library collection. As materials age or become worn or damaged, they are temporarily removed from circulation. Worn material is either repaired or removed from the collection, with the collection development librarian making the determination.

The old library's 3M book security system, purchased in 1989, did not always sense material passing through and the emergency exit doors at the back of the library could not be supervised. However, the new library has a Radio Frequency Identification Technology (RFID) system that uses electronic detection tags containing programmable memory chips to identify library resources passing through the electronic security gate. Security is also monitored by the College's Sheriff's Office. For enhanced security, the library coordinates with the campus Sheriff's Office to develop a visible presence with scheduled patrols. The Sheriff's Office offers an escort service upon request and uses high tech capabilities to monitor the building.

Since the move to the new building, the library and the learning support labs are secured by key locks for the computer commons, card reader access for the data room, and card readers and motion detectors for the two main entrance doors (LARC security drawings). Computers are secured with cables.

In some labs, instructional assistants can help with technology-related questions and are on hand to provide oversight and security. On Saturdays, when the CCaTT Lab is open, an instructional assistant is present.

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

Self Evaluation

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

The new library building's RFID electronic tag security system and security gate reader are a great improvement in security and inventory control over the system used in the old library.

The College is committed to making it a major focus to provide adequate maintenance for equipment. Computers in some of the older labs periodically go down. Support services from the IT department have been adequate but sometimes delayed due to understaffing, which affects students needing immediate assistance to resolve technical issues through its IT Help Desk. The move to the new LARC has compounded the problem because its 460 computers have no dedicated IT personnel to provide support. Although IT responds as best as it can, the College needs to develop staff planning to provide dedicated IT support to accommodate the technology needs of the library and learning support labs.

Actionable Improvement Plan

Make it an institutional priority to enhance IT staff capability and availability to maintain and improve support of LAVC's technology environment *(Responsible parties: IT Task Force, Technology Committee; demonstrate progress by summer 2013)*

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.

Descriptive Summary

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. The consortium combines the purchasing power of the libraries to negotiate reduced subscription rates for dozens of electronic resources.

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

The library, Writing Center, and CCaTT Lab provide users with access to pay-for-print and photocopy services through QCI. The College also has a contract with Red Canyon Student tracking software which is used to track student use of learning support services. To assist students with Foundational Skills, the College had a contract with Plato Learning Support Software, which was used in various learning support service areas as well as classrooms.

Academic Affairs is currently taking the lead on getting materials transcribed and captioned through a Distance Education Captioning and Transcription (DECT) grant, which is available

to all California Community Colleges to utilize for captioning and/or transcription services for distance or web-enhanced classes that meet certain requirements.

Self Evaluation

Through membership in the consortium at a reasonable annual fee, the library provides students with access to many more electronic databases than it could otherwise afford. The consortium also provides expert evaluation of the resources purchased. Membership in the District's intra-library program provides students with access to additional resources and collection materials that LAVC does not carry. In 2011-2012, our students requested 95 items and the library loaned 217 items to member libraries. In the last 10 years the number of requests has declined due to the addition of eBooks to the library collection (Circulation Data Report).

LAVC's contract with the Red Canyon student tracking was reviewed through CARTS [see II.C.2] and the determination was made that the current system was not meeting the majority of users' needs (Student Tracking System Analysis). The committee investigated the elements desired in a system and selected another vendor to provide the service.

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.

Descriptive Summary

The College evaluates and improves library and learning support services through several methods: program review, the assessment of service outcomes and student learning outcomes, annual plans, surveys, and the collection of data. All of the tutoring labs undergo program review either through their departments or as individual programs. The Office of 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 analyses and recommendations. The library and labs use surveys and student feedback to determine if services and resources are meeting needs.

Library:
Five action plans were identified as a result of the most recent program review and they have all been addressed. Some issues that were identified, such as a lack of group study rooms, have been resolved due to the move to the new library building (2011 Library Program Review).

The most recent survey used to assess service outcomes yielded results indicating that 66 percent of users were satisfied with library hours and 81 percent were satisfied with the library's circulation services. Results showed that some areas of library services needed improvement, such as more group study rooms (Library Survey Fall 2011). After analyzing

the data, librarians made several recommendations, such as following up on reference questions, finding ways to restore hours and replace librarians and student workers, and conducting more outreach to increase awareness of services (2012-13 Library Outcomes Assessment).

Library Science 101 assessed all 65 of its students and concluded that since more than 90% of the students did well in the class (scoring either excellent or average), it is necessary to challenge them further to increase their knowledge (LS101 SLO Assessment).

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

- Day-to-day feedback from students at the service desks: Requests for information or services the library does not provide are relayed to the collection development librarian, who considers adding the service, based on those needs.
- Curriculum process: When new courses or programs are proposed, the library and the department review the existing library resources to determine if they are adequate to meet needs or whether the library should acquire materials. Faculty can request resources on course outline updates.
- Services Surveys: User surveys conducted by the library every two years (both online and in-house) help librarians evaluate the quality of library services and solicit feedback on resource collections, courses, workshops, and class orientations.

Librarians participate monthly in a district wide discipline committee. Participants create and revise policies that affect all of the colleges' libraries, including the shared automated library system, intra-library loan, and databases. They share ideas for solving problems, being more effective, conducting course and program SLO assessment, budgeting, scheduling, providing staff support, evaluating existing services, and other topics, such as programming and furnishing a new or remodeled library. They discuss state and national library issues and evaluate new products and services. Because college libraries now use automated systems for so many facets of their operation, the committee is exploring the possibility of shifting to a cloud system so as not to rely on district servers.

Learning Support Services:

The Committee for Academic Resources and Tutoring Services (CARTS) coordinates services, shares information, and ensures compliance with state regulations. The committee also suggests improvements, such as a better tracking system to measure usage. To improve access to academic resources and tutoring, CARTS has established five goals to enhance student success. The committee is comprised of faculty and staff representatives from various tutoring labs.

Through CARTS, learning support services established a common SLO for Supervised Learning Assistance, Tutor 1T, a course in which students who use the Writing Center, General Tutoring, Math Lab, and Science Tutoring Center can enroll. The SLO states that students will be able to demonstrate successful completion in a tutored subject (Course SLO SLA 00IT). To assess the SLO, CARTS committee members gathered data in spring and summer 2012, assessed it in fall, and will share results for improvement with CARTS and the Student Success Committee in spring 2013. The project looked at success and retention rates

of students who use tutoring and conducted student surveys to evaluate self-reported improvement (CARTS Assessment of Supervised Learning).

Labs are periodically surveyed by different groups on campus, such as the Foundational Skills Committee through the Basic Skills Initiative, to evaluate their success (2010 Foundational Skills Report). Assessment of the College's Foundational Skills program pathway [see II.A.1.c] included a survey that captured student feedback regarding learning support services (Foundational Skills Assessment Report).

Labs have additional mechanisms for ensuring that they meet student needs:

- Informal assessment of student needs through discussion during appointments
- Use of progress reports
- The amount of student traffic
- Support of course SLOs in related departments

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

CCaTT Lab: The lab's most recent assessment of service outcomes yielded useful results about student needs, customer service, and effectiveness. While 95 percent of surveyed students felt positive about their overall experience in the lab, many said that reliable printing services were important to their success in class, an issue that the lab intends to address. Since 80 percent of students surveyed felt that there should be some sort of campus help desk facility available to them, the lab is serving in that capacity to supplement the services of the Virtual Valley Help Desk (CCaTT Lab Service Outcome Assessment Report).

EOPS Tutoring Lab: The lab conducts ongoing tutor evaluations and an annual student satisfaction survey. Assessment of a service outcome has been used to improve the level of service, subjects tutored, and scheduling. In monthly staff meetings, tutors and supervisors discuss student comments and ratings from evaluations as well as how to improve services provided during the tutoring appointment, such as making sure the student knows tutors are focused on them and want them to succeed, know the subject matter, and start the session on time. An end-of-year survey is used to see what services may be missing, such as tutoring for certain subjects (e.g., accounting, stats) or whether different hours would work better. Changes in tutor schedules are made on an as-needed basis and the office is continuously looking to improve how services are delivered (EOPS Tutoring Lab Assessment Results).

General Tutoring: General Tutoring (formerly the Learning Center) has completed program review, established and assessed SLOs, and participated in data analysis through the Foundational Skills Committee and data from the Office of Research and Planning (Learning Center Program Review). The program director has participated in a district wide discipline committee to share best practices and discuss SLOs and training.

Math Lab: Student surveys are conducted as part of program review and on an ongoing basis. The Math Lab director unofficially surveys students in randomly selected math courses at the end of each semester to collect usage data and comments to evaluate the quality of service. The data is reviewed with the tutoring staff at the start of every semester for training and

policy development. For example, after analyzing comments from students who came once and didn't return, the lab director instructed tutors to be friendlier on the first contact (Math Lab Survey Results and Analysis).

Reading Center: The lab uses individualized lesson plans, which are developed after students are screened for reading needs. Twice a year incoming nursing students are screened to identify those with reading deficiencies to determine who might benefit from the lab. Pretests and posttests of the exiting skills of students are administered to determine effectiveness. The lab supports six SLOs of related courses (Dev Comm 22, 22a, 22b, 22c, 22d, and 22e) and assessments are discussed (Dev Comm 22 Assessment).

Speech Lab: The speech lab (for students enrolled in Speech 61 and 62) helps students improve their English speaking skills. At the beginning of each semester, lab staff assess students' English language speaking skills. Deficiencies are identified and a plan to work on the sounds is established. Throughout the semester their speaking skills are improved through practicing conversation skills with other students and an instructor in a small group setting and by using a computer program in which students speak into a microphone and receive computer-aided feedback. Students can repeat both Speech 61 and 62 three times.

Through the SLO assessment of Speech 61 and 62 (Speech Lab Assessment), it was determined that students in the lab could be at different proficiency levels, depending on how many times they have repeated the course. As a result, the Speech Department is working on updating these course outlines to create levels to allow lab instructors to adapt their instruction to meet students' needs.

TRiO Tutoring Lab: The lab identified four service outcomes that have been in place since 2007 and has completed the second round of assessments. Analysis has resulted in improvements in student counseling (TRiO Assessment). For example, if staff discover that students are not aware of the IGETC or GE requirements, they send them to the counselor. If their study skills are weak, they are signed up for workshops and tutoring appointments.

Writing Center: The center conducts program review (Writing Center Program Review), assesses outcomes, and participates in data analysis through the Foundational Skills Committee. The lab conducted an extensive formal survey in spring 2011 (Writing Center Survey Results). Over 90 percent of respondents were satisfied with their experience but asked for more hours; 50 percent used the lab more than three times during the academic term, and 100 percent of those surveyed would recommend the Writing Center to fellow students. Because of budget cuts, adding more hours has been challenging. However, it has developed self-instructional resources through its website to assist students when the center is closed. It has also collaborated with Service Learning to bring in more volunteers.

Self Evaluation

Evidence demonstrates that students who use academic labs do better than those who do not. In spring 2012, data was published that demonstrated increased success rates for students who used three of our academic labs (Spring 2012 Tutoring Outcomes).

What many of the lab evaluations have shown is not only that learning is improved when students use tutoring services, but benefits are especially evident when they use them at the beginning of their college careers. Efforts by CARTS to encourage usage are ongoing, and include publicity to students and faculty, prominent placement in publications, and posters. Campus workshops and Student Services events, such as the Jamboree, Welcome Day, and orientations include presentations on the benefits of using academic labs.

The Library and General Tutoring benefit from participation in district wide discipline committees. The District's Student Success Initiative Committee is discussing ways to encourage other learning support services to engage in similar types of collaboration to share best practices and discuss policies district wide.

STANDARD IIC EVIDENCE

IIC-1	LAVC Collection Development Policy
IIC-2	Guide to the Library
IIC-3	New book list
IIC-4	Materials requests
IIC-5	Library Survey Fall 2011
IIC-6	Online information competency module
IIC-7	TechFest workshops
IIC-8	The Death of Literacy: Is the Internet Rotting My Brain?
IIC-9	Level One Topics lavcEng75
IIC-10	Writing Center workshops
IIC-11	PASS Tutoring Workgroup Plan
IIC-12	Database Usage Report
IIC-13	Remote Access to Online Resources
IIC-14	Writing Center Survey Results
IIC-15	Tutoring Data
IIC-16	Tutor Conference Committee Recommendations

IIC-17	SSC Tutoring Motion
IIC-18	LARC security drawings
IIC-19	Los Angeles Community Colleges Intra System Loan Policy
IIC-20	Circulation Data Report
IIC-21	Student Tracking System Analysis
IIC-22	2011 Library Program Review
IIC-5	Library Survey Fall 2011
IIC-23	2012-13 Library Outcomes Assessment
IIC-24	LS101 SLO Assessment
IIC-25	Course SLO SLA 00IT
IIC-26	CARTS Assessment of Supervised Learning
IIC-27	2010 Foundational Skills Report
IIA-14	Foundational Skills Assessment Report
IIC-28	CCaTT Lab Service Outcome Assessment Report
IIC-29	EOPS Tutoring Lab Assessment Results
IIC-30	Learning Center Program Review
IIC-31	Math Lab Survey Results and Analysis
IIC-32	Dev Comm 22 Assessment
IIC-33	Speech Lab Assessment
IIC-34	TRiO Assessment
IIC-35	Writing Center Program Review
IIC-14	Writing Center Survey Results
IIC-36	Spring 2012 Tutoring Outcomes

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.

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.

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.

Descriptive Summary

Academic Staff
Hiring criteria for academic staff are determined by state and local policies. LAVC uses the state minimum qualifications (State Academic Senate Minimum Qualifications Handbook) which are subject to faculty review and modification by the District Academic Senate (DAS). Criteria for academic minimum qualifications criteria are detailed in LACCD Human Resources Guide HR R-100 (HR Guide R-100)

Following District procedures, the College's Academic Senate, in consultation with administration, developed a hiring policy for academic employees (Hiring Handbook for Selecting Faculty). The search committee drafts a position announcement, which follows the District guidelines (Board Rule 10304.1). The college president and the senate are responsible for ensuring that these procedures are followed.

Hiring committees are comprised of at least three voting members, two faculty from the discipline and one administrator. A trained EEO rep serves as a non-voting affirmative action representative. 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, the appropriate VP, and the hiring committee chair. Final approval rests with the college president.

Criteria are typically based on needs identified in program review and aligned with the

College's mission and goals. Additional qualifications may be added. 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 (DAS Equivalency webpage).

A more flexible, shorter process is used to hire temporary adjunct faculty, with the department chair acting as the hiring committee. Even in this briefer process, the District must verify minimum qualifications. To ensure that adjunct faculty have met minimum quals before beginning their assignments, the College's department chair and supervising dean must complete a form that shows they have reviewed and confirmed official transcripts and work experience (Notification of Adjunct Faculty Selection).

Classified Staff

The District's Personnel Commission develops job descriptions for all classified positions (Job Descriptions) and follows a process for revising them (Revision Process).

Applicants for classified positions must meet the minimum entrance qualifications before they are allowed to take civil service exams and must follow requirements listed in the Personnel Guides. The District verifies their qualifications before their names are submitted to the College. Classified positions are posted in the campus Administration Building, advertised on the District website through the Personnel Commission, and sent via email to all users (Classified Employment Opportunities email). Supervisors apply their desirable characteristics in interview questions to screen for the best fit. For selection of classified staff, LACCD Personnel Commission Guides are followed. An interview committee comprised of college personnel reviews the District's ranked eligibility list and selects candidates for an interview and selection.

Administrative Staff

Administrators may be hired through the academic or classified hiring structures, depending on the position's designation. In both cases, the hiring committee posts desirable characteristics, adopts appropriate questions, conducts interviews, and makes its selection. LAVC created a handbook to explain the process (Selection Procedures for Administrative Positions) and the District outlines the hiring procedures in HR Guide R-110 (Administrator Hiring Guide).

Self Evaluation

LAVC has done a good job of establishing procedures for hiring academic employees. Faculty are significantly involved in the selection process. To ensure the quality of instruction and services, 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. Training on hiring is provided to department chairs and program directors at Chairs and Directors (formerly Departmental Council) meetings (Dept. Council agenda Feb. 2010).

Since applicants for academic positions apply directly to colleges rather than through the District, the College has local control over the process. On the 2011 accreditation survey, 61 percent rated the hiring process as effective (2011 Accreditation Survey).

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.

Descriptive Summary

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.

Academic Staff
Faculty evaluations, described in the LACCD/Los Angeles College Faculty Guild agreement (Faculty Contract Articles 19 and 42), are based primarily on peer review. In a basic evaluation, the department chair, vice chair, or designee reviews performance. In a comprehensive evaluation, a committee 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. A standardized evaluation form, classroom visits, conferences with the faculty member, and student evaluations must be used (Appendix C evaluation forms).

Probationary faculty are evaluated each year for four years, or until tenure is granted or the employee is not retained. Instructors are evaluated on effective teaching and performance of duties (Article 42). 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). Appendix Q delineates the required as well as expected duties of full-time faculty. Academic deans report on the results of evaluations to the VP of Academic Affairs for all probationary positions. An administrative evaluation may be triggered at any time during the probationary period.

Tenured instructors are evaluated every three years, alternating between a basic and a comprehensive evaluation. Adjunct faculty are evaluated with a basic evaluation before the end of their second semester and at least once every six semesters after that. If a faculty member's overall performance on his or her basic evaluation is rated "needs to improve" or "unsatisfactory," the faculty member has the right to request a comprehensive evaluation. Should he/she receive a less than satisfactory evaluation, formal, documented procedures and timelines are used (Article 19).

To ensure that faculty evaluations are completed systematically, the Office of Academic

Affairs maintains a tracking system with every faculty member's evaluation date (Sample Faculty Evaluation Grids).

The VP of Academic Affairs arranges for training on evaluation to be offered at Chairs and Directors meetings (Presentation on Evaluation; Dept. Council agenda May 2010). Evaluation is covered in the annual district wide workshops held for department chairs, deans, and VPs, jointly sponsored by the District and the Faculty Guild. A regional five-hour session was held in spring 2012 at LAVC to highlight changes in the 2011-14 bargaining agreement (Dept. Chair/VP workshop agenda). The sessions are now mandatory for department chairs.

Classified Staff

Basic procedures for evaluation and follow-up for all categories of classified personnel are described in Personnel Commission Regulation 702 (Personnel Commission Regulation 702) and collective bargaining agreements (Classified Staff contract). All classified employees are required to have at least one performance review each year conducted by their supervisors, using the evaluation form in the employee's CBA (Evaluation form Appendix B p. 110, Appendix C p. 112). The District alerts the employee's supervisor and the College's Single Point of Contact (SPOC) electronically that the evaluation is due. Upon completion, the supervisor logs into the system, marks the evaluation complete, and the SPOC is notified. New employees and those recently promoted also receive evaluations during their probationary period. Additional reviews may be done at any time at the supervisor's discretion.

If an employee receives a less than satisfactory evaluation, the supervisor and the employee jointly develop a performance improvement program. It then becomes the responsibility of the employee to follow the plan and for the supervisor to monitor progress. Specific procedures for correction of less than satisfactory performance are listed on the evaluation form. Any negative evaluation must include specific recommendations for improvements and provisions for assisting the employee in achieving them. The employee has the right to review and respond with a statement to a negative evaluation or comment and may request a review of the statement from the person who prepared the evaluation and the next higher level administrator, if any.

Academic Administrators

Deans, assistant deans, and associate deans are evaluated by procedures set forth in their union contract which calls for an evaluation within 12 months of starting the assignment and annually from the anniversary date of the assignment (Administrators' Contract).

Classified Supervisors

Classified supervisors are evaluated according to provisions of their contract (Classified Supervisors' Contract).

Periodically, supervisors receive training on employee evaluation, discipline, handling/preventing grievances, accommodations, and workers comp/stress claims (Training for supervisors).

Self Evaluation

The evaluation process is as effective as the evaluators who conduct it are diligent and fair. In a review to grant tenure to a probationary faculty member, the evaluation committee remains the same for the duration of the probationary period, and each evaluation is compared to the previous year's, focusing on improvements or deficiencies. The process can be positive, enhancing performance through recommendations for improvement.

Changes in District procedures have improved the ability of managers to conduct classified staff evaluations; they used to be conducted on the annual date of hire, often at the beginning of a semester. To ease the overload on supervisors, the District established the "birthday rule" to space evaluations out during the year. Reminders sent to supervisors indicating that an evaluation is due continue to be sent until the evaluation is completed. However, there is no tracking system to verify that the evaluations have actually been conducted other than by manually going into the employee's personnel file. After discussing this issue, the Standard IIIA self evaluation committee members decided to create an in-house performance review tracking system (Classified tracking email). In doing their research, they discovered that the District has a tracking system that the College had not been utilizing and have arranged to implement the system.

On the 2011 accreditation survey, 75.9 percent rated the evaluation process as very effective, effective, or somewhat effective. This is an improvement since 2005-2006, when 54 percent of faculty rated the process as excellent or good, and 60 percent of classified rated the process as fair or poor.

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.

Descriptive Summary

In language added to the 2008-11 collective bargaining agreement for faculty, one of the professional responsibilities listed on the faculty evaluation form is "Participates in the student learning outcomes assessment cycle" and for classroom faculty, "includes approved SLOs on class syllabi." A contract interpretation clarifies the parameters of faculty participation in the Student Learning Outcomes Assessment Cycle (Contract Interpretation on SLOs in Faculty Evaluation). Several of the criteria in part B of the evaluation form address the teaching of appropriate course content, leading to effective student achievement.

Self Evaluation

The LACCD is one of the few community college districts in the state to have specifically spelled out participation in the Student Learning Outcome Assessment Cycle for both full-time and adjunct faculty in the evaluation process.

Participating in the process of assessing course SLOs includes identifying remedies to

address student weaknesses. The second time a course is assessed, faculty have the chance to see if the changes they implemented had an impact.

III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary

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 (Statement of Faculty Ethics). It lists academic freedoms and responsibilities, 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 Board Rule 1204, Code of Ethics adopted by the district in February 2006 (LACCD Board Rule 1204, Code of Ethics).

Self Evaluation

Both of these written ethics codes cover all of our personnel. Integrity is a key value at the college. LAVC stands behind these codes of ethics by following procedures for investigating and taking action in case of suspected violation.

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.

Descriptive Summary

In fall 2012, LAVC employed 194 full-time faculty and 359 part-time instructors for a total of 553 instructors. The College also employed 224 classified employees, 463 unclassified workers, including students and professional experts, and 22 administrators (LACCD Employee Headcounts).

In fall 2012 the full-time to part-time faculty ratio was 66.6 percent, the fourth highest in the District (Fall 2012 FT-PT ratio).

In 2007, 34 of our full-time faculty held doctoral degrees (Ed.D., Ph.D., or J.D.). This number has increased to 45, with 22 faculty holding multiple Master's degrees. Four administrators have Ed.D's, two hold Ph.D's, one a J.D., and six hold MA's**.**

Self Evaluation

In 2010-2011, the college hired 27 full-time faculty, more than the required faculty obligation number (FON). In fall 2012, the college hired six full-time faculty to meet its

FON. To ensure a strong full-time faculty core, the College makes every effort to replace a permanently vacated full time faculty position with a new tenure track candidate within one year. Program review is used to decide whether a position should be replaced based on the viability of that program.

Since classified staff positions are often narrowly defined by the Personnel Commission, there can be a disconnect between local college needs and existing job classifications, making it difficult to find employees who fit specific job criteria. This narrow classification also restricts promotion and makes it challenging to find substitutes. Due to budgetary restraints, in January 2008, the District imposed a 'soft' hiring freeze; however, the college continues to hire classified staff whenever critical positions become vacant by making special requests to the Deputy Chancellor (Restricted hiring form 1/1/2008).

Although the College has been faced with a dwindling budget; it has filled faculty positions to meet the needs of educational programs.

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.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary

The District Human Resources Division provides leadership in establishing an equitable administration of rules and policies in accordance with HR guides, union contracts, board rules, and the state Education Code. The District and the College abide by the Skelly Review Guidelines, requiring review before discipline is imposed against personnel. District Employer-Employee Relations has published the Guidelines for Skelly Review Officer handbook which is available on the District's HR webpage (Skelly Review Guidelines).

A Personnel Commission Representative visits the campus monthly. Some of the services provided are career guidance, answers to questions regarding reclassification, temporary work out of classification, transfers, leaves, and assistance with assignment processing issues. Administrators and supervisors are also welcome to stop by with questions related to classified employment and matters within the purview of the Personnel Commission.

The Classified Employee Handbook is available on the District's Personnel Commission webpage (Classified Employee Handbook). Bargaining agreements, which also cover employment policies, are posted on District, college, and union websites (Union contracts).

The College makes resources available that explain personnel policies and procedures, such as the Classified Employee Quick Reference Guide (Classified Employee Quick Reference Guide), Faculty Handbook (Faculty Handbook), and Unclassified Employee Handbook (Unclassified Employee Handbook). Unclassified employees are required to verify that they have received and read the information in their handbook.

The college Personnel Office gives each new adjunct faculty member a copy of the Adjunct Survival Guide, which outlines their responsibilities and rights (Adjunct Survival Guide). An orientation for adjunct faculty is held at the beginning of each semester by Academic Affairs and Professional Development (Adjunct Orientation).

When the College had a compliance officer, she trained Equal Opportunity Representatives to serve as non-voting members of college hiring committees to ensure that consistent procedures and fair practices are followed. This function has now been taken over by the District. Committee members are instructed to maintain confidentiality and follow non-discrimination policies and are required to sign agreements to comply before serving.

Self Evaluation

The College treats employees and applicants equitably. Personnel policies and procedures are administered in a fair and consistent manner, are publicized, and are accessible**.**

III.A.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.

Descriptive Summary

The Official Personnel file is maintained by the Human Resources Division at the Educational Services Center. The employee may also have a Staff Relations File with Employer-Employee Relations. Informal notes and records on individual employees are sometimes maintained in the area VP's office. HR guides identify the type of information held and details about its release (HR Guide P-101 and HR Guide 102). Collective bargaining agreements delineate the types of files kept and the rights of employees to view the contents. Provisions for the privacy and confidentiality, security, accuracy, and permanence of personnel files specifically addressed in union contracts override any similar provisions contained in the Personnel Guides.

Self Evaluation

There is no indication 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.

Descriptive Summary

The College provides services that support its workforce. Supervisors and managers work with employees to address their needs, and staff support is considered a key role of management. Managers and supervisors receive training on diversity (Culture of Respect

Workshop). A District-provided benefit, the Employee Assistance Program (EAP), provides access to psychological counseling (up to six sessions per incident) as well as financial and legal consultations. EAP also provides workshops on campus in life management skills, emotional well-being, work issues, and wellness (Employee Assistance Program).

The LAVC Diversity Committee plans events and activities to create a culture in which diversity is understood and respected. In December 2010, the college conducted a survey soliciting feedback from employees on their interest in diversity programs (Diversity Interest survey). Results, which indicated an interest in diversity-related topics such as race/ethnicity, stereotypes, sexuality, gender, and religion, were used to plan events.

For the last several years, the College has held special programs to celebrate holidays such as Mexican Independence Day, Martin Luther King Day, and Women in History Month. The College hosted a Chicano/Latino Heritage Celebration, a film series on the Holocaust, and a commemoration of the Armenian Genocide. To bring awareness to the issue of bullying against lesbian, gay, bi-sexual, transgender (LGBT) students, a diversity awareness assembly was held and a documentary on bullying was shown. In spring 2012, the committee produced a flash mob for Black History Month, featuring the LAVC choir (Diversity events 2011-12).

Self Evaluation

Policies put in place by the District confirm its commitment to supporting an environment that is free from discrimination and rich in diversity. Since 2009, the Diversity Committee has worked diligently to increase diversity awareness and acceptance on campus. Workshops have been well attended and highly rated, and participants have asked for more such sessions to be held. These events have strengthened our sense of cultural identity and appreciation of campus-wide diversity. On the 2011 Accreditation Survey, an overwhelming 88.5 percent of faculty and staff surveyed strongly agreed or agreed that the institution is committed to diversity.

III.A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Descriptive Summary

The District Office of Research and Institutional Effectiveness tracks employment diversity through data gathered from HR records. Additional demographic reports are available to our employees through the District Business Data Warehouse Enterprise System (Faculty/Staff Demographics).

Self Evaluation

LAVC regularly assesses its employment record for consistency with its mission regarding equity and diversity. It actively strives to recruit diverse applicant pools and seeks to support its current personnel. Review of demographics in all areas of employment serves to inform the college regarding its progress.

While hiring decisions are intended to reflect the state goal that staffing reflect the diversity of the student population, that diversity must be achieved through an equal opportunity process. The College does its best to achieve this by broadly advertising academic 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 from diverse groups and underrepresented populations. The Internet has been a fruitful vehicle for advertising, allowing LAVC to expand its reach with a limited budget to attract a broad range of candidates.

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 and maintain diversity.

III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students.

Descriptive Summary

LAVC follows District policies and procedures regarding appropriate responses to allegations of discrimination. LAVC operates in accordance with applicable Federal and State laws and District policy by prohibiting discrimination against any student, employee, and applicant based on sex, sexual orientation, race, color, pregnancy, ancestry, national origin, religion, creed, marital status, disability, medical condition (cancer related), age (40 & above) and/or veteran status. Policies and forms for filing complaints are available on the District website (LACCD Office of Diversity) and information is posted in the Administration Building and sent by email (Office of Diversity newsletter).

Procedures for filing a grievance are outlined in each of the union contracts. Representatives of each union are available on campus and can be consulted if an employee believes that a violation has occurred. Students' rights are included in the schedule of classes and the catalog and are posted on the college website. The College makes available to all employees information on prohibited discrimination and harassment and equal employment opportunity to ensure that established policies of fairness are followed (Compliance information).

Procedures are in place at the College for students, staff, faculty, and administrators to communicate concerns about unfair treatment. Board rules require that each college have someone in place to handle complaints. The LAVC Office of Ombudsperson (an Associate Dean of Student Services) investigates and handles student grade grievances as well as any complaints from students or employees having to do with unlawful discrimination or harassment (Office of Ombudsperson). Students can also contact the Office of Student Services or the Office of Academic Affairs. Issues that cannot be resolved by the Ombudsperson are referred to the LACCD Office of Diversity Programs. Upon completion of the investigation, a confidential report is written with findings and recommendations, which is sent to the college president, who notifies the involved parties.

In 2007 the District implemented an online training program for supervisors to complete

mandatory training every two years on prohibited discrimination and harassment, in compliance with AB 1825. In 2010, the training program was expanded to include non-supervisors (Sexual Harassment training).

Self Evaluation

Since 2008 the LAVC Office of Compliance handled 12 formal complaints; three were allegations of sexual harassment and three were based on race, national origin, or religion only. The remaining six claims contained multiple allegations of race, age, gender, ethnic discrimination or retaliation. The office handled numerous informal complaints that did not rise to the level of unlawful discrimination or harassment.

When surveyed, 86.6 percent of student respondents agreed or strongly agreed that publications clearly and adequately reflect the College's policies and procedures and 86.9 percent agreed or strongly agreed that grading practices are fair (2012 student survey #78b).

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.

Descriptive Summary

LAVC encourages and supports the professional growth of all its employees by providing programs to enhance their effectiveness. The Office of Professional Development (PD) and the Professional Development Advisory Committee (PDAC) (Professional Development Advisory Committee) plan activities. PD offers workshops on a range of topics:

- Technology (e.g., Microsoft programs, Web 2.0 tools, strategies for enhancing online courses, using the MyLAVC Portal, using iPads in the classroom, embedding videos, creating podcasts, free active learning technology tools, digital storytelling)
- Teaching and assessment strategies (e.g., motivating and retaining students, preventing plagiarism, study skills, classroom management, using rubrics)
- Administrative procedures and shared governance (e.g., using District portals and electronic curriculum system, roles of committee chairs)
- Personal development (e.g., financial literacy, wellness, life after retirement)

In 2011-12, 1356 people attended 144 sessions (Professional Development activities report). Over the past few years, PD has offered summer technology festivals (TechFest) – three all-day sessions (2012 TechFest schedule). Workshops on a variety of topics are offered throughout the year (Training Calendars).

The College maintains the Professional Development Center (PDC), a teaching/learning center where employees can come to receive private tutorials, check out DVDs, pick up handouts, or use computers. In 2011-12, 254 employees utilized the PDC on a drop-in basis. The PDC is an authorized Certiport testing center, where staff can take the Microsoft Office Specialist (MOS) tests and be certified as proficient, qualifying them for a pay differential.

The mandatory professional development day for faculty at the beginning of each fall semester offers workshops on topics such as issues facing student veterans, emergency preparedness, recognizing students' psychological problems, copyright in the classroom, issues of non-English speakers, and a technology showcase (Opening Day workshops).

Orientations are held for new full-time faculty (FT Faculty Orientation agenda) and every semester for adjunct faculty (Adjunct Orientation agenda), some of whom are not new but attend to learn about updates in college procedures and connect with colleagues.

The Classified Staff Development Committee (CSDC) has become more active in the last few years (CSDC website). Several Enrichment Days have been held, with workshops on financial planning, wellness and healthy lifestyles, and workplace issues (Staff Enrichment Day). In winter 2011, a series of business writing workshops was held for staff (Business Writing workshops). The CSDC holds events, arranges wellness and retirement seminars, and created the employee handbook referred to in III.A.3.a.

The Strategic Team for the Advancement and Retention of Students (STARS) holds monthly events that bring faculty and students together to discuss teaching and learning. Sessions have dealt with such topics as the death of literacy, study skills, academic honesty, critical thinking, and overcoming math anxiety. Handouts (including materials that can be used in class) are posted on the STARS website (STARS webpage).

Full-time faculty are required to fulfill 33.5 hours of professional development activities each year. 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 guidelines for options to choose from to fulfill their flexible calendar obligation (Flexible Calendar Guidelines).

Reimbursement for conference attendance is provided for faculty by the District under guidelines established by the LAVC Professional Growth Committee. In 2011-12, 49 faculty received a total of $23,555 to attend conferences. Full-time faculty may be reimbursed up to $1000 annually, adjuncts with seniority up to $500 (Conference Reimbursement Guidelines). LAVC also provides conference and training reimbursement through VTEA funds. If a faculty member is directed to attend a conference, the College provides all reasonable costs. Classified staff can request funding from the District to attend conferences.

Reimbursement is also provided by the District for tuition for advanced coursework in one's field. Earning credits allows full-time faculty to move across the salary schedule (Tuition Reimbursement Guidelines). Six faculty members received a total of $7,673 for tuition paid in 2011-12. Full-time faculty may be reimbursed 50 percent of tuition paid, up to $3,000 annually. Adjuncts with seniority may receive 25 percent, up to $1,500 a year. Administrators draw on a separate fund for conferences and tuition.

Several methods are used to determine needs and plan offerings. A bi-annual survey sent to all employees collects input about training needs and staff expertise that can be used to offer training (Professional Development survey). Opening Day evaluations solicit suggestions for workshops faculty would like to see offered in the future (Opening Day workshop requests).

Evaluations of Opening Day workshops provide valuable feedback -- sessions with high attendance and stellar evaluations are offered again during the academic year (Opening Day workshop evaluations). Workshop evaluation forms ask, "What would you like to learn about in future workshops?" Comments have yielded suggestions for workshops, e.g., sessions on embedding videos and Portal training (Requests for future workshops).The CSDC conducts surveys specifically aimed at determining classified staff needs (Classified Staff survey).

Departments indicate their needs for training on the professional development module of their annual plans. The PDAC ranks requests that involve funding and forwards them to the IEC or funds them from staff development funds (Annual plan request prioritization). Requests involving training needs are fulfilled by PD, when possible (Requests for training).

Self Evaluation

Despite state budget cuts in 2002, which eliminated funds for professional development, the college has continued to offer excellent activities. Thanks to Title V and STEM grants, the College has been able to pay facilitators to provide training. The bond construction program has funded new computers and equipment for two training rooms in the PDC. The College has been able to fulfill its 2007 planning agenda to expand the staff development program.

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.

Descriptive Summary

Professional Development evaluates its programs in several ways. The bi-annual professional development survey not only yields information about needs but also about satisfaction with training. Evaluations of adjunct orientations led to improvements such as lengthening the sessions and including additional information. Opening Day evaluations have driven decisions about future programming and workshop presenters. Participants fill out evaluations at the conclusion of workshop sessions (PD workshop evaluation form). These are used to determine whether participants got value out of the session ("name one thing you learned") and are a way of evaluating the facilitators (Summary of evaluations 2011-12). Analyses of survey results and evaluations have led to changes in offerings the following year, such as dropping some sessions and adding others.

The assessment of service outcomes has been used to make recommendations to improve (Professional Development Service Outcomes Assessment). Analysis of workshop attendance led the PDAC to recommend the promotion of 10-minute workshops-to-go at department meetings and expansion of online training opportunities in order to accommodate busy schedules. In 2012, PD began offering more 'just-in-time' training by matching requests with facilitators who can teach the requested skills. PD offered training for staff in the Office of Academic Affairs on Access, the Business Data Warehouse Enterprise System, and the new features of Microsoft 2010.

In addition, PD has expanded its online presence by posting resources on its website (Professional Development website). The College has purchased licenses for faculty and staff to access Microsoft IT Academy tutorials, Gradekeeper (a grade management system), online tutorials on a wide range of programs, and educational videos. Weekly emails inform employees about training opportunities and provide teaching tips and useful websites (News from Professional Development). The PD Director became certified in the DE course management system in order to begin work on an online orientation for adjunct faculty.

Self-Evaluation

Feedback is used by the PD Director and the PDAC to adjust offerings and create future programs. The Office of Professional Development is responsive to needs and open to suggestions. Program offerings are frequently revised to meet the changing needs of our employees. Decisions about purchases (such as renewal of licenses for online training) have been informed by evaluation of professional development. On the latest PD survey, 81.6 percent of respondents rated professional development on campus as excellent or good.

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.

Descriptive Summary

Decisions related to planning and hiring are addressed through the shared governance process. Procedures are explained in the Hiring Handbook for Faculty Positions (Hiring Handbook for Faculty Positions), a section in the Planning and Decision-Making Handbook. The Hiring Planning Committee (HPC), formerly the Hiring Prioritization Committee, considers requests for faculty and staff positions based on department needs, annual plans, and program reviews (HPC webpage). Requests must reference the goals of the EMP and college mission. The HPC may also recommend local policy to the IEC on matters such as minimum staffing levels.

The HPC has developed a new process for recommending faculty and staff hires:

- For faculty hiring requests, annual plan staffing modules are submitted by departments and programs in September, and a prioritization workgroup assesses the requests using a rubric (Faculty Hiring Prioritization Rating Sheet). The workgroup sends its ranked list (2012 Faculty Hiring Prioritization List) to the HPC for discussion and possible modification before it is sent to the Academic Senate for approval. The list is sent to the Institutional Effectiveness Council (IEC) as an information item and then to the college president for approval. The process is completed by November, in time to prepare for hiring the following fall.
- For requests to hire staff and deans, annual plan modules are submitted to senior staff, which discusses the requests and decides on needs. In February the requests and rationales are sent to the HPC to be validated before going to the IEC and the college president for a final decision.
- In addition to these short-term requests, long-term (five-year) staffing plans for

administrators and classified staff are submitted each year by the three service areas (Academic Affairs, Student Services, Administrative Services, and the President's Office) to the HPC for validation before being sent to the IEC and then to the college president for approval (LAVC Administrative Staffing Plans). In order for a staff or administrative hiring request to be considered, the position must be listed on the approved staffing plan, unless it is deemed an emergency by the college president (Handbook for Classified and Administrative Positions).

Self Evaluation

The program review and annual plan processes are effective ways of identifying department and program needs and assessing the effective use of employees. In order to request a new hire, a department or program must be current in the program review cycle.

Staffing decisions rely heavily on financial realities. Some positions must be filled to be compliant with laws and regulations. Nevertheless, the new role of the HPC in prioritizing and validating requests is enabling the college to better determine college staffing needs and be more efficient in filling those needs. Submitting the long-range staffing plan annually affords the opportunity to change the plan annually, depending on changing needs. The new process allows the HPC to conduct an ongoing assessment of hiring trends and to ask the question, "Do we really need this position?"

The College is making an internal effort to make the most effective use of its resources by cross-training some employees to do work beyond the scope of their original position when it is within their capabilities and knowledge. Maintenance and Operations reallocates employees when campus needs change, such as when new buildings are constructed.

STANDARD IIIA EVIDENCE

IIIA-1	State Academic Senate Minimum Qualifications Handbook
IIIA-2	HR Guide R-100
IIIA-3	Hiring Handbook for Selecting Faculty
IIIA-4	Board Rule 10304.1
IIIA-5	DAS Equivalency webpage
IIIA-6	Notification of Adjunct Faculty Selection
IIIA-7	Job Descriptions
IIIA-8	Revision Process

IIIA-9	Classified Employment Opportunities email
IIIA-10	Selection Procedures for Administrative Positions
IIIA-11	Administrator Hiring Guide
IIIA-12	Dept. Council agenda Feb. 2010
IA-13	2011 Accreditation Survey
IIIA-13	Faculty contract Articles 19 and 42
IIIA-14	Appendix C evaluation forms
IIIA-15	Sample Faculty Evaluation Grids
IIIA-16	Presentation on Evaluation; Dept. Council agenda May 2010
IIIA-17	Dept. Chair/VP workshop agenda
IIIA-18	Personnel Commission Regulation 702
IIIA-19	Classified Staff Contract
IIIA-20	Evaluation form Appendix B p. 110, Appendix C p. 112
IIIA-21	Administrators' Contract
IIIA-22	Classified Supervisors' Contract
IIIA-23	Training for supervisors
IIIA-24	Classified tracking email
IIIA-25	Contract Interpretation on SLOs in Faculty Evaluation
IIIA-26	Statement of Faculty Ethics
IIIA-27	LACCD Board Rule 1204, Code of Ethics
IIIA-28	LACCD Employee Headcounts
IIIA-29	Fall 2012 FT-PT ratio
IIIA-30	Restricted hiring form 1/1/2008

IIIA-31	Skelly Review Guidelines
IIIA-32	Classified Employee Handbook
IIIA-33	Union contracts
IIIA-34	Classified Employee Quick Reference Guide
IIA-51	Faculty Handbook
IIIA-35	Unclassified Employee Handbook
IIIA-36	Adjunct Survival Guide
IIIA-37	Adjunct Orientation
IIIA-38	HR Guide P-101 and HR Guide 102
IIIA-39	Culture of Respect Workshop
IIIA-40	Employee Assistance Program
IIIA-41	Diversity Interest survey
IIIA-42	Diversity events 2011-12
IIIA-43	Faculty/Staff Demographics
IIIA-44	LACCD Office of Diversity
IIIA-45	Office of Diversity newsletter
IIIA-46	Compliance information
IIIA-47	Office of Ombudsperson
IIIA-48	Sexual Harassment training
IIA-46	2012 Student Survey #78b
IIIA-49	Professional Development Advisory Committee
IIIA-50	Professional Development Activities Report
IIA-34	2012 TechFest schedule

IIIA-51	Training Calendars
IIIA-52	Opening Day workshops
IIIA-53	FT Faculty Orientation agenda
IIIA-54	Adjunct Orientation agenda
IIIA-55	CSDC website
IIIA-56	Staff Enrichment Day
IIIA-57	Business Writing workshops
IIIA-58	STARS webpage
IIIA-59	Flexible Calendar Guidelines
IIIA-60	Conference Reimbursement Guidelines
IIIA-61	Tuition Reimbursement Guidelines
IIIA-62	Professional Development survey
IIIA-63	Opening Day workshop requests
IIIA-64	Opening Day workshop evaluations
IIIA-65	Requests for future workshops
IIIA-66	Classified Staff survey
IIIA-67	Annual plan request prioritization
IIIA-68	Requests for training
IIIA-69	PD workshop evaluation form
IIIA-70	Summary of evaluations 2011-12
IIIA-71	Professional Development Service Outcomes Assessment
IIIA-72	Professional Development website
IIIA-73	News from Professional Development

IIIA-74	Hiring Handbook for Faculty Positions
IIIA-75	HPC webpage
IIIA-76	Faculty Hiring Prioritization Rating Sheet
IIIA-77	2012 Faculty Hiring Prioritization List
IIIA-78	LAVC Administrative Staffing Plans
IIIA-79	Handbook for Classified and Administrative Positions

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.

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.

Descriptive Summary

Los Angeles Valley College is a spacious 105-acre campus located in the heart of the San Fernando Valley in a neighborhood of single and multi-family residences and commercial businesses. The campus has 56 structures, five of which were built within the last six years. Our grounds contain athletic fields, several large parking lots, and attractive landscaping, including about 1,600 trees, which create a pleasant campus environment. Since the last accreditation self-evaluation, our facilities have undergone a substantial transformation.

Bond Construction Program: The passage of three bond measures -- Prop A in 2001, Prop AA in 2003, and Measure J in 2008 -- have substantially changed the nature and method of facilities planning for the college. Because of the time period anticipated for completion of the projects, planning has become ongoing rather than ad hoc. The priorities, project scope, and budget of our building program are determined by college committees that follow District policies and appropriate regulations.

Various plans have guided our building process. The bond construction program is guided in general by the Facilities Master Plan (FMP), completed in 2003 and updated in 2010. The plan represents LAVC's long-term vision for the campus and responds to projected needs identified in Environmental Impact Reports (EIRs) and the Educational Master Plan (EMP) (Facilities Master Plan 2010 Update Appendices 6.4-6.7). To address campus needs, the College completed supplemental master plans on the urban forest, exterior lighting, utilities, and storm water treatment as well as campus design standards (2003 Facilities Master Plan (FMP)). A supplemental security master plan is in process.

In fall 2008 LAVC selected Steinberg Architects to update the FMP in response to the passing of Measure J, which allocated an additional $305 million for capital construction. The master planning process began in April 2009, with workshops and meetings held with the Facilities Master Plan Committee and the College throughout the year, resulting in the creation of goals. A utilization analysis was performed for all the existing buildings to document current space use and make recommendations to improve efficiency. Options were discussed, with an emphasis on aligning educational goals with facility needs and desires while addressing logistical issues. The updated FMP serves as a guide as the campus continues to develop**.**

To accomplish the extensive and comprehensive planning, effective utilization, budgeting, programming, and design for all of the building and renovation projects, the following committees were formed to facilitate participation and to make recommendations to the college president for approval:

- The Bond Work Group (BWG), formerly the Facilities Master Plan Committee, thoroughly reviews issues concerning the FMP, EIRs, project scope, funding, priorities, and bond budget. Its members represent college constituencies and meetings are open (Bond Work Group (BWG)).
- Building User Groups (BUGs) for each of LAVC's new planned facilities and structures scheduled for renovation are comprised of employees who will reside in the facilities so that their needs are taken into consideration in the planning process. The BUG meets regularly to discuss and approve all aspects of a construction/renovation project (Building User Groups (BUGs)).
- The Citizens' Building Oversight Committee (CBOC) ensures that bond funds are spent only for construction, reconstruction, rehabilitation, or replacement of college facilities (Citizens' Building Oversight Committee (CBOC)).

The planning process also uses the expertise of the College's Maintenance and Operations (M & O) and Information Technology (IT) departments, which are heavily involved with the design and construction of the new facilities. They provide input to correct existing facilities' deficiencies and ensure the new construction complies with LAVC Design Standards, construction documents, and Requests for Proposal (RFPs).

Since 2007, the bond construction program has completed five new facilities and 11 renovation projects. When all the projects are completed, every building on campus will have been improved or replaced (Construction Project Overview).

Maintenance: M & O staff take the following steps to maintain our campus facilities:

- Custodians report any safety or maintenance issues observed and conduct monthly inspections of fire extinguishers in their assigned areas. The gardener supervisor reports safety hazards related to trees and pavement. Sheriff's Office staff report exterior lighting problems or other unsafe conditions to M & O. Safety hazards that require immediate action are repaired or isolated to keep people away until the problem can be corrected.
- Maintenance problems are identified and addressed through inspections by the M & O manager. Daily problems that arise are handled through Work and Service Orders (WSOs) submitted by employees online or by phone for urgent 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 tests the emergency backup generator for Campus Center and the Allied Health & Sciences Center weekly. The elevator maintenance contractor inspects elevators monthly. Our electricians inspect the emergency lights. The energy management system allows M & O staff to monitor and control classroom temperature and replace air filters.

The College regularly sends requests for building upgrades and additions to the state through the capital construction request process. In addition, the College submits annual Scheduled Maintenance Plans, which include repairs for roofs, utilities, mechanical, building exterior and other major facilities repairs. The process used to identify these repairs and upgrades includes input from M & O, Academic Affairs, Student Services, and the President's Office. Requests are filtered through the shared governance process for information and input prior to forwarding to the state (Scheduled Maintenance Plan).

Self Evaluation

The impact of the bond construction program has been significant. The extensive process of creating plans, standards, surveys, and studies has allowed LAVC to develop a comprehensive construction program that directly supports the EMP. The bond program is correcting problems that require major capital investments, such as issues with building code and ADA compliance, exterior lighting, security, fire safety, utility infrastructure, data network, storm water treatment, way finding, parking, roadways, traffic flow, pedestrian pathways, recycling, Heating, Ventilation, and Air Conditioning (HVAC), and energy efficiency. Master plans provide the College with a road map to address these issues comprehensively**.** Although time consuming, the planning process has been essential to ensure that projects support our educational programs.

Upon completion of the bond program, LAVC will have demolished all of its 1950's temporary wooden bungalows, renovated existing facilities, constructed state-of-the-art buildings, improved the energy efficiency of our central plant, upgraded the utility infrastructure, installed one mega-watt of photovoltaic panels, increased parking capacity, addressed ADA deficiencies, installed a campus wide security system, replaced deteriorating pavements, consolidated the fire alarm system, upgraded exterior lighting, and provided several bio swales to treat and retain storm water.

LAVC is proud of having been recognized as a 2011 Tree Campus USA by the Arbor Day Foundation and Toyota North America. The College met the five core standards of sustainable campus forestry, which included the establishment of a tree advisory committee, evidence of a campus tree-care plan, annual expenditures for the program, an Arbor Day observance, and sponsorship of student service learning projects. The campus-wide effort was led by the LAVC Sustainability Group and the College President (Tree Campus USA).

On the 2011 accreditation survey, 80.6 percent of respondents said that LAVC's physical resources (including facilities and equipment) were effective in supporting programs and services (2011 Accreditation Survey).

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.

Descriptive Summary

LAVC has identified and addressed issues dealing with access, safety, security, and a healthful learning and working environment. The bond construction program is having a significant impact, as are departments and committees that have identified issues to be included in the projects. The College has addressed the following areas:

Access: The College hired an ADA consultant to survey our campus facilities and grounds to identify issues with access. He reviewed the results of the ADA survey and established a list of corrective actions (ADA survey). The College obtained $6.6 million for the ADA corrective action project, which is in progress. Once the project is completed, it will correct the majority of our ADA deficiencies. All bond projects in design are being reviewed by the ADA consultant in addition to the Division of State Architect (DSA) reviewer to ensure each project complies with ADA regulations.

Services for Students with Disabilities (SSD) staff have an effective working relationship with M & O to ensure the safety of disabled students on campus. If a student requiring wheelchair access is enrolled in a course utilizing a classroom that is not accessible, the class is moved to an accessible location. The SSD director reports to the VP of Student Services regarding any issues for students with disabilities.

Safety: The following steps have been taken to improve safety on campus:

- The College has established a formal notification of bond program activities via email and posting on the website to keep the campus advised of disruptions and closures (Construction notification).
- The College completed a lighting master plan that provides lighting level guidelines for exterior spaces to improve safety (Lighting Master Plan).
- An emergency call box system is being installed throughout the campus that will directly communicate with the Sheriff's Office. The boxes will have a public address system to be used during evacuations to disseminate disaster information. The emergency call boxes for Parking Lot A have been installed and operating; Parking Lot D boxes have been ordered and will be installed by early in 2013.
- The fire alarm systems for existing and planned facilities located east of Ethel Avenue are being linked so they will no longer operate as stand-alone systems.
- The College has addressed the need for emergency lighting for evacuation areas by including it in the parking lot projects. Some new parking lots will be equipped with blue light/emergency lighting that will come on in case of a power outage.
- The College installed evacuation chairs in all multi-story buildings to move people with disabilities or injuries down the stairs during an emergency and conducted training on using the chairs (Evacuation chairs).

Emergency Preparedness: The LAVC Emergency Response Plan (ERP) describes how the College manages and coordinates resources and personnel in responding to emergency situations. The comprehensive three-volume plan includes detailed information covering emergency operations center procedures, documentation, and reference and support information, and is being used to prepare staff and faculty to respond to emergencies (Emergency Response Plan – available in the Team Room).

A major addition to increasing emergency preparedness has been the creation of the Safety Marshall handbook, which provides guidelines and information on how to respond in an emergency (Safety Marshall Handbook – available in the Team Room). Administrative Services created a training program that teaches, through a live demonstration, the proper procedures for response to almost any major emergency on campus. Those who complete the training receive a certificate. The handbook received minor updates and is currently being readied for publication for a new round of training. An Emergency Response Pamphlet for students was created in 2012 and will be posted on the LAVC Emergency Response webpage (ERP for students).

Recognizing the need for better communication and training for emergency preparedness, the College holds regular fire drills each semester, and all classroom buildings and offices will hold practice emergency evacuations at least once a year. Employees, students, and members of the community can sign up on the college website for emergency mobile text alerts (AlertU) to their phones. Informative emails are regularly sent to all employees, containing information on topics such as what to do during an earthquake (Emergency Preparedness emails). All faculty were sent Classroom Evacuation Guidelines, to be explained to all students within the first few weeks of the semester (Classroom Evacuation Guidelines). At the 2012 Opening Day general session, the campus evacuation map was displayed, and a workshop demonstrating how faculty should respond to a disaster received such positive reviews that another was held in November and more are planned (Classroom Emergency Response Training).

Security: Security and law enforcement is provided 24 hours a day 7 days a week by the LAVC Sheriff's Office under the Los Angeles County Sheriff's Department. Service-oriented policing and crime prevention are top priorities. Sheriff's Office personnel are trained to handle all emergency situations. The College's low crime rate is reflected in the statistics published on the college website, as required by the Federal Clery Act. The college has implemented a sexual assault policy, involving cooperation between the college Sheriff's Office and the Valley Trauma Center**.**

LAVC is completing a Security Master Plan, which will include the use of building access control, motion detection sensors, video cameras, and automatic doors for some of our facilities and additional cameras in other facilities, and will provide guidance on how to implement security measures for new projects. The campus has installed the backbone for the campus wide system.

Healthful environment: The Work Environment Committee (WEC), a constituent-based committee, reviews concerns and makes policy recommendations to the IEC, which can send those recommendations to the college president for approval. Any that deal with M & O are brought to the M & O staff for review and corrective action, such as installing signs for designated smoking areas, parking issues, air quality, room temperatures, and ADA compliance. For example, in spring 2011, the WEC approved a policy to significantly limit smoking on campus (Smoking policy).

The Custodial Department cleans the classrooms, restrooms, and work areas. Custodians now

use Green Certified cleaning chemicals that promote a healthy environment (Chemical cleaning list). The HVAC shop changes out the filters for cooling and heating systems to ensure that good air quality is maintained.

Off-Campus sites: LAVC utilizes several off-campus sites for classes/programs, the number varying by semester. Most are public or private schools, agencies, or hospitals, which are required to comply with regulatory agencies that oversee their operations. If there are issues, instructors and students may report them directly to program directors and department chairs.

In 2011-2012, the Advanced College Enrollment (ACE) program offered 55 off-campus academic classes in local area high school classrooms. LAVC has just conducted a viability study on the ACE program, and while this study did not focus specifically on facilities, the adequacy of high school campus facilities was evaluated (ACE Program Viability Report). Service Learning links student volunteers to various nonprofit agencies to gain hands-on work experience in the community. Students in Health Sciences, Nursing, and Child Development train in hospitals, childcare centers, and other facilities. Students enrolled in CalWORKs and Cooperative Education gain work experience at a variety of sites.

Our departments of Biology and Earth Sciences/Anthropology take field trips to the District-owned Gold Creek site, a wildlife preserve and field station about 15 miles from campus in the San Gabriel Mountains. (Gold Creek field trips). The Gold Creek Committee completes routine maintenance; repair projects that require trades expertise are hired out to M & O staff.

Self Evaluation

The bond construction program is addressing past deficiencies and allowing the campus to improve access, safety, and security. A new parking lot and other improvements have contributed to student satisfaction. Responses on student surveys have shown that the majority of students agreed or strongly agreed to the following statements:

- I feel safe and secure on campus: 89.2 percent (2009); 90.2 percent (2012)
- Grounds and public areas are clean and well-maintained: 78.2 percent (2009); 80.5 percent (2012)
- The campus has adequate outside lighting after dark: 58.5 percent (2009); 59.9 percent (2012)
- Sufficient parking is available on campus: 51.5 percent (2009); 50.1 percent (2012)
- The College has made a good effort to reduce the impact of construction on students: 71.2 percent (2009); 72.6 percent (2012)

Results show an increase in satisfaction in two areas:

- The campus is free of safety hazards: 76.3 percent (2009); 80.3 percent (2012)
- The parking lots are safe, well-lit, and well-maintained: 58 percent (2009); 65.9 percent (2012)

Results show a decrease in satisfaction in two areas:

- Campus buildings are clean and well-maintained: 78.4 percent (2009); 72.9 percent (2012)
- The restrooms are clean and well-maintained: 68.1 percent (2009); 58.6 percent (2012)

(2009 Student Survey pages 28-29) and (2012 Student Survey pages 31-32)

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.

Descriptive Summary

The bond construction program has taken into consideration the total cost of ownership of new facilities and equipment. First, new facilities must be over 20 percent energy efficient above the standard set by Title 24. All of our new facilities at a minimum must be Leadership in Energy and Environmental Design (LEED) Certified to be sustainable and energy efficient.

Instead of using only a Design-Bid-Build (low bid) approach, for future projects (e.g. the parking structure and Monarch Center), the College also uses the Design-Build acquisition method. Potential contractors are evaluated prior to being able to compete for a project. The short list of Design-Build teams interacts with a campus selection committee and is scored on their preliminary designs and how well they meet the project criteria defined in the RFP. Once the Design-Build project is awarded, the design team works closely with the BUG and M & O to design a facility that meets operational requirements and is sustainable.

M & O, along with design consultants, developed design standards and master plans to minimize ownership costs by requiring design teams to use materials and equipment that M&O has vetted as cost effective. The building systems are standardized, minimizing the training needed to maintain them. They are energy efficient, have lower inventory costs, are locally available when possible, and are compatible with existing infrastructures, including the energy management system. The design standards and master plans are part of Design-Build contracts.

One concern is the energy costs to cool new facilities. All but three of the new facilities will be connected to the central plant. The central plant and the mechanical infrastructure are the highest users of electricity. The College has upgraded the central plant to maintain electrical cost savings by minimizing consumption and lowering electrical peak demand, added a dedicated electric chiller to make ice for cooling, added two thermal storage tanks, an absorption chiller, 7,900 solar tubes, and three hot water storage tanks. The system, which uses the heat of the sun to heat and cool the campus buildings, is the largest installation of a sun heat/cool system in California and provides 350 tons of cooling. This allows the campus to generate cooling and heating to new facilities (excluding Measure J buildings) in the most efficient manner by not using any electric chiller during peak demand time periods.

The College has installed photovoltaic panels that produce 896,357 KW-AC, which is one-third to one-half of electrical demand, depending on the time of year. LAVC made sure not to generate electricity over one megawatt so as not to incur the additional cost (estimated at $500,000) to upgrade the power company’s electrical substation.

Another central plant expansion study has been completed to determine upgrades needed to provide cooling and heating for Measure J facilities. After comparing several options, the one selected was most cost effective and had a payback of 7.45 years when capital costs were included, expected to provide annual energy savings of $348,900 to our operating budget (Central Plant Feasibility Study).

Self Evaluation

The new Design-Build approach has helped to improve the quality of design and construction and result in cost savings to the College's operating budget. The upgrade of the central plant is providing an extremely efficient heating and cooling system for the expansion of the campus. The installation of photovoltaics will have a significant impact on future electricity bills. When the projects are completed, the College will have demolished all of the wooden bungalows that are not airtight and require considerable energy for cooling and heating (Bungalow Demolition).

M & O is aware of the magnitude of added work required by the new buildings and is exploring ways to be more efficient and productive, such as adjusting work hours and buying new and better equipment (e.g., carpet and window cleaning equipment).

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.

Descriptive Summary

The College's shared governance process is a vehicle for integrating physical resource planning with institutional planning. The bond construction program has allowed for an extensive review of the physical resources on campus, and all construction has been linked to institutional planning through the FMP, the EMP, and supplemental plans. The program has required the creation of additional oversight and decision-making bodies -- the Bond Work Group (BWG), the Building User Groups (BUGs), and the Citizens' Building Oversight Committee (CBOC) -- which have been incorporated into the existing institutional planning structure (see III.C.1. for descriptions of the scope of their work).

To evaluate college facilities independent of the bond, the College uses the following:

Shared Governance: Faculty and staff may submit requests for facility improvements to the Work Environment Committee (WEC), either through the WEC chair or their constituency group representative. The WEC then discusses the issues to determine the best course of action. For example, when students determined that the campus needed to be more bike-friendly, the WEC's ASU representative developed a plan to address campus biking needs.

Annual Plans and Program Review: The annual plan process allows departments and programs to make requests to meet their needs for physical resources, particularly if it has found it has outgrown its current space. The facilities module goes to the WEC for review,

synthesis, and prioritization before being sent to the IEC for its recommendation and the college president for approval. Program review is the method used to conduct long-term facilities planning.

Data Collection and Feedback: Feedback, both formal and informal, is received from students, faculty, and staff. Issues may be raised by committees, department chairs, constituency reps, surveys, and facility inspections. For example, after inspecting campus lighting, M & O realized there was an issue with the exterior lights in some locations; consequently, all new projects now follow the standards outlined in the Lighting Master Plan. The BWG recently reviewed a parking space count to determine needs during construction (Parking analysis). The WEC used a college wide survey to inform its decision to significantly limit smoking on campus (Smoking survey).

M&O routinely reviews repeat service/repair calls and analyzes the cause of the problem before establishing a game plan to correct the situation. On a spring 2011 program review survey, 67 percent of respondents who said they use the WSO system were satisfied or very satisfied with it (M & O Program Review Survey 2011). A Computerized Maintenance Management System (CMMS) will replace the current WSO system. Part of SAP, this system will be piloted in 2013 by three LACCD colleges and is expected to be a more efficient system.

Assessment of Equipment: The Director of Media Services assesses equipment (e.g., projectors, laptops, TVs, VCRs, DVD players) based on records of usage. The VP of Administrative Services takes utilization data into account when assessing the need for large-scale college equipment, such as copy machines. The area deans deal with department needs by working with their chairs to determine the need for equipment replacement or purchase. By looking at trends in the number and types of WSOs, IT may issue an ad hoc report to recommend purchase rather than replacement.

The Building Moratorium: In December 2011, the District placed a moratorium on projects that had not yet begun (Board Report on Moratorium). The moratorium was imposed to allow the District to evaluate all of the construction projects and make sure they still fit campus needs (as some had been planned years ago), that colleges were not overbuilding, and that they had appropriate plans to address IT and custodial needs (Projected Custodial and Maintenance Staffing). Colleges were required to submit proof to support the release of projects, including a listing of current office space utilization (Requests for release).

By the end of fall 2012, all but one of LAVC's projects had been released (Released projects). Projects on the horizon include Monarch Center (Student Union), Workforce Development Center/Administration, Multi-Purpose Community Services Center, Athletic Training Facility, Planetarium Building Expansion, consolidated of athletic fields, bungalow demolition, campus modernization, and general landscape and hardscape improvements.

Self Evaluation

Through shared governance, committee members review feedback and suggestions.

Improvements have been made related to work schedules, facility repairs, building systems schedules, identification of building deficiencies to be incorporated in the bond program, requirements for our scheduled maintenance plan and capital improvements plan, and updates to the space and inventory report.

The consequences of the moratorium have impacted the College's bond construction program planning in several ways. When the first set of projects was approved for release, two of our projects could not be constructed because the companion project to provide necessary utilities was not yet approved. In addition, some projects in the design phase were placed on the moratorium although they had been awarded contracts, resulting in claims filed by contractors who were directed to stop work, claims that are now being negotiated by the District. Furthermore, the eight-month delay will extend administrative overhead to manage and complete the projects at an additional cost. During the course of the moratorium, directions from the program office were unclear; after providing requested information, the CPM was asked for additional information, delaying project evaluation and release.

STANDARD IIIB EVIDENCE

IIIB-1	Facilities Master Plan 2010 Update Appendices 6.4-6.7
IIIB-2	2003 Facilities Master Plan FMP
IIIB-3	Bond Work Group
IIIB-4	Building User Groups
IIIB-5	Citizens' Building Oversight Committee
IIIB-6	Construction Project Overview
IIIB-7	Scheduled Maintenance Plan
IIIB-8	Tree Campus USA
IA-13	2011 Accreditation Survey
IIIB-9	ADA survey
IIIB-10	Construction notification
IIIB-11	Lighting Master Plan
IIIB-12	Evacuation chairs
IIIB-13	Emergency Response Plan – available in the Team Room

IIIB-14	Safety Marshall Handbook – available in the Team Room
IIIB-15	ERP for students
IIIB-16	Emergency Preparedness emails
IIIB-17	Classroom Evacuation Guidelines
IIIB-18	Classroom Emergency Response Training
IIIB-19	Smoking policy
IIIB-20	Chemical cleaning list
IIA-38	ACE Program Viability Report
IIIB-21	Gold Creek field trips
IIB-26	2009 Student Survey pages 28-29
IIA-46	2012 Student Survey pages 31-32
IIIB-22	Central Plant Feasibility Study
IIIB-23	Bungalow Demolition
IIIB-24	Parking analysis
IIIB-25	Smoking survey
IIIB-26	M & O Program Review Survey 2011
IIIB-27	Board Report on Moratorium
IIIB-28	Projected Custodial and Maintenance Staffing
IIIB-29	Requests for release
IIIB-30	Released projects

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.

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.

Descriptive Summary

LAVC constituencies -- administration, faculty, classified staff, and students -- have consistently provided input to identify technology needs through the EMP, surveys, program review, annual plans, and shared governance [see III.C.2]. Multiple strategic oversight groups, planning processes, and informal mechanisms foster ongoing dialogue to assure that new technology implemented on campus meets college needs:

Effective communication: College-wide communication has been improved by using new technologies such as Facebook and Twitter to stay connected with students and disseminate information about important events and deadlines to students who prefer social networking sites. The News and Events section of the website's home page is updated daily with items of interest for students, including campus events and important academic deadlines. The Public Relations Office sends out a weekly email bulletin that announces campus news. LAVC has also implemented the use of AlertU, software that allows the campus community to sign up to be alerted by text in case of emergencies (Alert-U email).

Email: All employees have dedicated email addresses, and students are also provided with email accounts. The use of email as a method of conveying information, disseminating flyers, and sending agendas and other documents has increased considerably over the last few years, reducing reliance on paper and printing.

Research: Technology has been used to improve research in the Office of Research and Planning by using online surveys to gather data for reporting, auditing, and evaluating the quality of campus services. Use of this efficient technology has improved the number of surveys the College has sent out and has resulted in increased numbers of respondents.

Web-enhanced services and distance education: A Title V grant received in 2007 allowed the College to create the MyLAVC Portal to give face-to-face classes a web presence. Instructors can update their own pages, and students can download syllabi and handouts, view announcements and videos, and participate in discussions. In spring 2012, approximately 200 faculty and 4,000 students were using the portal.

The campus uses the ETUDES learning management system as its platform for online course delivery. The College has provided training to certify instructors to teach online and maintains a webpage, Virtual Valley, with resources and tutorials on ETUDES and distance learning. Faculty resources are provided to promote best practices in distance education.

Included on the site are resources for students to provide guidance in being successful in a distance education class, including quizzes and tutorials to help students decide if distance learning is right for them. The Virtual Valley Help Desk is available by phone, email, and in person to assist students and faculty in using ETUDES or the MyLAVC Portal**.**

Student Support Services: Students can now apply for admission, receive responses and make appointments, and register online. An online orientation system went live in spring 2012 and a counseling workgroup is exploring ways to increase online services [see II.B.3]. Referral to ASSIST gives students valuable information about transfer. The Science Tutoring Lab and the Writing Center use technology to offer online tutoring.

Employee Efficiency: Improvements have been made to the LACCD Web Faculty Instructor System, where faculty can view class rosters, assign grades, exclude students, email students, and alert a support service to provide help if a student needs intervention. Annual plan modules may now be submitted online. The Electronic Curriculum Development system (ECD) allows faculty to find course outlines and SLOs for any course in the District. The District employee portal allows faculty to update personal information and view paystubs.

Self Evaluation

College-wide communication has greatly improved over the past six years. On the 2012 Technology Survey, 69 percent of respondents reported being satisfied or very satisfied with information on the college website. To address the increasing reliance on mobile devices, the next step in communicating with the campus population is the development of a mobile application, a recommendation in the 2012 Technology Plan. Many faculty are incorporating technology into their teaching, with 70.7 percent (94 respondents) reporting that they use technology in their courses (Technology Survey).

III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary

The College has been able to upgrade its computer labs, hardware, and software with funding from the bond construction program and grant funding. Prop A, Prop AA, and Measure J bond projects have enabled LAVC to obtain 1198 new computers, including PCs, AV computers, Thin Client, laptops, and Macbooks (Computer purchases). Departments have designed new computer labs, replaced old equipment, and purchased current software. The Title V and STEM grants purchased technology for the Professional Development Center (PDC) and for numerous departments. A generous contribution of $500,000 from a private donor allowed the Media Arts Department to establish a state-of-the-art digital television studio with six computers, two of which are used for editing, one for sound effects, and three in engineering racks to run programs such as the teleprompter chyron.

The College has made an effort to take a more strategic approach to the purchase of software licenses. Departments no longer have to buy software on a piecemeal basis; the College is

able to purchase some campus-wide licenses, such as Adobe and Microsoft. Users can download software programs directly onto their computers using the Symantec Software Portal (Self-Service Portal memo). All new computers have Adobe Pro X and Microsoft Office 2010 installed.

The Information Technology (IT) Department maintains a Help Page, and a technician is available to help employees with computer-related issues by phone at the IT Help Desk. IT issues that do not need immediate assistance can be submitted for repair through the Work and Service Order (WSO) system. Maintenance and Operations (M & O) assures that A/V equipment is functioning properly to support instruction and also supports non-PC related technology in the labs.

Media Services checks out multi-media equipment for classroom instruction, including projectors, laptops, TVs, VCRs, DVD players, and projectors. It supports instructional programs with services such as digital scanning and editing, multimedia training, photography, graphics, and public relations support. Media Services staff train faculty on how to use equipment in their smart classrooms (Media Services training announcement).

Self-Evaluation

Since the site visit review, the College hired a full time web designer who redesigned the website, added content, and improved navigation. The purchase of OMNI-Update licenses has allowed departments to update their own sites. More departments now have a web presence.

The IT department has been at the forefront of piloting and making purchasing decisions about smart technology for classrooms, such as projectors, control panels, computers, and ancillary A-V equipment. The Technology Committee has taken on a more proactive role in evaluating and advising on decisions regarding software and hardware and crafting policies that affect classroom and administrative technology issues [see III.C.2]. The IT department has a strong presence on the committee with two staff members, allowing IT to be more involved in initial discussions regarding purchases to ensure that they can be integrated and supported within the campus infrastructure.

Despite limited IT staffing, efforts have been made ensure that technology services meet the needs of users. IT holds monthly meetings with the academic deans to identify priorities that affect instructional programs. The automated WSO system has been enhanced to include a mechanism for follow up and customer satisfaction ratings. Feedback is used bi-monthly by the IT Manager for staff coaching, so that technicians can improve their performance. A program review survey yielded results about customer satisfaction, with ratings of “satisfied or very satisfied” for the IT WSO system (55 percent), the IT phone help desk (60 percent), and IT support in general (66 percent). Asked whether IT issues were resolved in a timely manner, 47 percent said “all or most of the time,” and 41 percent said “some of the time” (Administrative Services Program Review Survey 2011).

A major challenge is the ability of IT staff to provide maintenance and support for the large

number of new computers. Since 2007, four labs have been added in Allied Health & Sciences, and 460 computers have been added in the new library building. The MyLAVC Portal requires continual development and upgrades, and the College does not have a dedicated web architect to support it. On the 2012 technology survey, 44 percent said they were not satisfied with the number of IT staff.

Actionable Improvement Plan

Make it an institutional priority to enhance IT staff capability and availability to maintain and improve support of LAVC's technology environment *(Responsible parties: IT Task Force, Technology Committee; demonstrate progress by summer 2013)*

III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary

LAVC provides training to increase computer application and information technology competency for students, faculty, and staff.

Tutors and instructional assistants are on hand in many of the student labs, such as the Computer Commons, the Writing Center, and the CCaTT Lab to offer one-on-one help. Many labs also have software training programs. The library offers workshops, courses, and internet tutorials on effectively using technology to aid learning (Library website).

Professional Development (PD) provides technology training for faculty and staff. Numerous workshops are offered to improve the technology skills of employees (Training Calendars). An annual three-day summer TechFest offers 36 sessions with hands-on training on various topics (2012 TechFest schedule). The College offers training on how to use District systems, such as the ECD, SAP, and the Business Data Warehouse Enterprise System.

Virtual Valley, which supports distance education, has posted ETUDES tutorials for faculty and students in online classes (Virtual Valley Tutorials) and has a Help Desk for immediate questions. The Virtual Online Writing Center offers online tutoring services to students, and tutors in the Writing Center help students with computer questions. ACCUPLACER, the Computerized Assessment Center's placement tool, offers basic-computer-skill tutorials for students.

The College has purchased licenses to provide our employees with free online resources and training: Gradekeeper is an online grade management system; the Virtual Training Company has thousands of online tutorials on software programs, Microsoft IT Academy has online tutorials in Microsoft programs, and free educational videos are accessible to faculty from Intelecom and EduStream (Free Online Resources).

Based on Professional Development survey results in which "incorporating technology into teaching" received the largest response (41 percent), PD has made that a major focus

(Professional Development Survey). About 30 percent of respondents wanted training on the MyLAVC portal, so multiple sessions and private tutorials are offered through the year.

Self Evaluation

Employees report being fairly satisfied with technology training – 66 percent said they were satisfied or very satisfied with technology training from the PDC. On providing quality training in the use of information technology, 61 percent rated LAVC as very effective or effective (2011 Accreditation Survey).

Although the College offers training, it is a challenge to encourage people to take advantage of it. Despite the fact that the majority of survey respondents say they prefer in-person workshops, attendance at sessions has been low. To accommodate employee schedules, PD has offered one-on-one tutorials on the Portal and other programs. Since a significant number (nearly 30 percent on the technology survey, 46 percent on the PD survey) said they prefer to receive training online, PD has promoted online tutorials and matches people who have expertise with those requesting specific training. Media Services is recording training sessions to post them online for faculty and staff viewing.

III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs

Descriptive Summary

The College's IT staff has created campus standards guidelines and operational procedures, which are posted on the department site (IT Department internal site). 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. Upgrades of computers are performed in conjunction with senior management and in accordance with the College's computer cascade policy. 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.

A logical map of all infrastructure interconnections is maintained at all times for better management and maintenance tracking. The inventory and network 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 network 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 maintains a back-up internet line (DS3) as well as a tertiary cable modem line through a commercial vendor. The IT department maintains secure operation-critical LAVC data on remote servers at the District's Educational Services Center.

For individual network computers, password security is employed for network access, email access, and on-campus wireless access points. The College maintains a commercial site license for anti-virus software, 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 media support devices**.** As part of the new Security Master Plan (in process), the College is creating a database of all high-value campus assets.

Self-Evaluation

Since the last self-evaluation, LAVC has made substantial upgrades of its primary data center and is in the process of building a new state-of-the-art data center. The College is utilizing the skills of advanced IT technicians to do more functions with fewer people.

A major initiative on the part of IT, which began in 2004-2005 and is continuing, was the investment in a combination of virtualization software, which allows a single computer to act like multiple servers that more efficiently utilize campus storage 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 the power and cooling needed to operate a data center infrastructure.

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 District guidelines regarding compliance with Internet access, and, according to its own assessment, has improved the responsiveness and reliability of the network while reducing its infrastructure.

Occasional network outages and limited server capability need addressing. LAVC has been selected by the District to co-locate a secondary data center on its premises. This project will allow for additional resiliency in connecting to district resources. This upgrade will go a long way to remedy these issues.

As part of the extensive revision of the 2012 Technology Plan, infrastructure needs were analyzed and incorporated.

III.C.1.d. The distribution and utilization of technology resources support the development, maintenance and enhancement of its programs and services.

Descriptive Summary

LAVC is committed to improving its technological resources. Prop A, Prop AA, and Measure J bond funds have allowed the college to increase the number of 'smart classrooms' on campus. The Student Services Center, Allied Health & Sciences, and the Library and Academic Resource Center (LARC) boast smart classrooms and state-of-the art conference rooms with video conferencing capabilities. The Nursing Program has a nursing skills lab, Earth Science has a weather station, physics and chemistry have new computers, and Biology has piloted online tutoring. The LARC, which opened in fall 2012, added a 90-station Computer Commons, a video-on-demand service, additional computers for labs that relocated to the building, media viewing rooms, and accessible technology for disabled students and employees.

The faculty bargaining agreement specifies that all faculty be provided with access to a computer with internet and intranet access. A campus goal is to upgrade full-time faculty computers every three to five years. The College has an established cascade policy to prioritize distribution of computers:

1. Replacement of computers that are not functioning
2. New staff/faculty
3. District/College technology mandates (such as Windows 7 upgrade, requirements for new SIS application, etc.)
4. Requests made through the annual plan process

Computers from the old library, labs, and offices that have moved to new buildings are being distributed based on this prioritization policy (Cascade Policy).

The Financial Aid Office has a lab for students to submit their FAFSA online and receive assistance. The Admissions and Records lobby has four computers at students' disposal to apply, add, and/or drop classes online. The Career/Transfer Center offers online career assessments, and counseling uses ASSIST to articulate students' coursework from other colleges and/or universities. Since our last accreditation self-evaluation, the College has also increased the number of locations with Wi-Fi access. The College offers Sexual Harassment training and Emergency Preparedness training online.

In the next year, LAVC will be the pilot location for the District's new Student Information System. Admissions & Records has been going green, with more functions capable of being accomplished online. A new contract with XAP will allow most transcripts to be sent electronically using its e-Transcript service.

Self Evaluation

Other than the CCaTT Lab, the College did not previously have a drop-in computer lab for students, and there was always a wait to use the computers in the library. This problem has been resolved by the addition of 90 new computers available for student use in the LARC.

Regardless of budgetary constraints, the College makes it a priority to provide the most up-to-date computers and software to students, faculty, and staff. Although procedures are in place for replacement of PCs on a three-to-five-year basis, lack of funding has made this goal difficult to achieve. Recognizing the need to expand technology support and plan for technology upgrades, the Technology Committee incorporated a recommendation in funding section of the 2012 Tech Plan that the College establish a set-aside line item for technology from the College's operating budget and that 25 percent of the administrative costs from each grant awarded to the College be earmarked for technology. The committee will pursue this recommendation through the shared governance process in spring 2013.

On the 2012 technology survey, 30.9 percent of respondents said they were not satisfied with network reliability, availability, and performance; 24.7 percent said they were not satisfied with wireless network coverage; 83.8 percent felt there was adequate capacity on the wired network. Expanding wireless access is a priority in the new Tech Plan.

On the 2011 accreditation survey, 53 percent felt LAVC was very effective or effective at using technological resources to support programs and services, with 31 percent rating the College as somewhat effective. The College plans to use the strategies in its recently revised Tech Plan to improve these results.

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.

Descriptive Summary

Technology planning is accomplished through institutional processes that allow the college to evaluate, plan, and improve technology to meet goals for student access and success. Planning processes address campus technology needs on a systematic basis:

Shared Governance: The Technology Committee meets monthly to address campus technology issues, serving as the central body for overseeing technology on campus and identifying and evaluating technology needs. The committee advises IEC on educational trends to help them with decision-making. Fulfilling its stated purpose to provide the "vision, leadership, planning, and coordination for campus-wide computing, telecommunications, and technology..." the Tech Committee took the lead role in developing the first Technology Master Plan in 2005 (Technology Committee webpage).

Technology Master Plan: LAVC's first comprehensive, long-range Technology Master Plan was created in 2005 to address the need for ongoing and systematic evaluation, planning, implementation, and evaluation of technology on campus. Based on extensive interviews and surveys, the plan, which contained 89 recommendations, provided a blueprint for technology

planning, evaluation, and resources. Analysis showed that 44 recommendations were completed, 23 were dropped as being no longer relevant, and 22 are ongoing.

The Technology Committee spent considerable effort to revise the plan, deriving its goals and strategies from numerous surveys and input from constituents represented on the committee. The result was the comprehensive 2012-2017 Technology Plan, which aligns its recommendations with the EMP, the previous plan, the District Technology Plan, and relevant accreditation standards. The committee prioritized the 50 recommendations based on four criteria:

- Level 1: Needed to stay in compliance with a regulatory standard
- Level 2: Significantly impacts institutional effectiveness
- Level 3: Positively enhances institutional effectiveness
- Level 4: Is desirable for institutional effectiveness

Within each of these levels, priorities were further refined by focusing on goals that meet student needs. The plan was approved by the IEC in June 2012 (2012 Technology Plan). Each member of the Technology Committee has been assigned to monitor strategies in the Tech Plan and to report back to the committee on progress (Technology Plan Reporting Schedule).

Annual Plans and Program Review: The planning process for departments and programs is accomplished through annual plans for short-term needs and program review for long-range planning. Department chairs and program directors identify technology challenges affecting instruction and submit an annual plan technology module listing the equipment and technology needed to meet their goals. They are required to justify requests based on the EMP. Annual plan modules are sent to the Technology Committee, which prioritizes requests based on the goals and priorities in the Technology Plan before sending them to the IEC (Technology Annual Plan Prioritization). Forms require that program reviews include long-range technology planning, both IT and non-IT based.

Bond-Sponsored Campus Construction: Due to the passage of three major bond measures, there is a great deal of new construction at LAVC. Included in this construction are funds for technology in those buildings. When multiple departments share a building that is being renovated or built with bond money, a Building User Group (BUG) is assembled to meet with the construction management team and campus IT staff to determine the appropriate technology for each area. BUG members identify their technological needs and project managers provide cost estimates for prioritization. The IT manager reviews requests and provides input to ensure the appropriate equipment is selected. The BUG work group leader, the designated administrator, and the VP of Administrative Services must sign off on the final recommendations.

If there is a need above and beyond the resources allocated to the BUG, the group can petition for additional funds to the LAVC Bond Work Group (BWG), which meets twice a month and oversees campus-wide improvement decisions related to the bond projects. Comprised of faculty, staff, administration, and construction project management, the group

is responsible for reviewing expenditures and creating policies regarding campus-wide infrastructure, facilities, and equipment. This shared governance body determines whether requests are consistent with the EMP and college mission before deciding if and how much additional funding will be allocated.

District Committees: The LACCD Technology Strategic Plan, Vision 2020, was adopted in March 2011 (LACCD Technology Strategic Plan). To create objectives in the plan's five key areas (teaching, learning, assessment, infrastructure, and productivity), a Technology Plan Implementation Task Force was established in spring 2012. To ensure wide representation, members were recruited from each campus and from various constituencies. The group met weekly either in person or virtually for several months to select and prioritize action items (Implementation Task Force Prioritization). LAVC's Professional Development Director, who serves as a resource on the Technology Committee, participated on the task force.

The District Technology Planning & Policy Committee (TPPC) sets District policy related to technology. LAVC's Technology Committee chair attends these meetings and regularly reports back to the committee as well as to the Academic Senate and the IEC (Technology Committee Chair email). LAVC's Distance Education Coordinator sits on the District Distance Education Committee and reports back to the LAVC Technology Committee.

All District IT managers participate in the monthly meetings of the District Technology Counsel, a subsidiary of the Vice Presidents Administrative Services Committee (VPASS). The group serves as a forum for campus IT from each of the nine colleges and the District to meet and discuss district wide IT. This includes district wide standards, major issues, and initiatives. The current chair is LAVC's IT Manager.

Self Evaluation

Technology needs have been identified through intensive work on the Technology Plan with input from users. The Technology Committee spent a great deal of thoughtful effort to craft an updated, comprehensive, long-range technology master plan and to thoroughly assess progress on the previous recommendations.

Technology planning has been increasingly integrated into the planning process. Program reviews and annual plans address the specific technological needs of each program. In 2011-12, submissions of annual plan technology modules yielded 156 requests.

Given budget realities, the College does its best to ensure that technology meets campus needs. The major challenges are the institutionalization of technology planning, the need for ongoing evaluation as campus technology improves, and finding funds to fully implement the College's identified technology goals.

In the past, significant expenditures for technology equipment and infrastructure were funded by block grants made available by the state. Although LAVC has not received block grant funding since 2008, fortunately, the negative impact of reductions have been overcome with bond construction funds, which have been used to increase the number of computers, expand

WiFi infrastructure, and improve campus network capabilities. In addition, federal grants (Title V and STEM) plus state TTIP funds have been available for technology acquisitions.

STANDARD IIIC EVIDENCE

IIIC-1	Alert-U email
IIIC-2	Technology Survey
IIIC-3	Computer purchases
IIIC-4	Self-Service Portal memo
IIIC-5	Media Services training announcement
IIIC-6	Administrative Services Program Review Survey 2011
IIIC-7	Library website
IIIA-51	Training Calendars
IIA-34	2012 TechFest schedule
IIIC-8	Virtual Valley Tutorials
IIIC-9	Free Online Resources
IIIA-62	Professional Development Survey
IA-13	2011 Accreditation Survey
IIIC-10	IT Department internal site
IIIC-11	Cascade Policy
IIIC-12	Technology Committee webpage
IIIC-13	2012 Technology Plan
IIIC-14	Technology Plan Reporting Schedule
IIIC-15	Technology Annual Plan Prioritization
IIIC-16	LACCD Technology Strategic Plan

IIIC-17	Implementation Task Force Prioritization
IIIC-18	Technology Committee Chair email

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.

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.

Descriptive Summary

The Los Angeles Valley College mission statement and Educational Master Plan (EMP) goals are essential elements to guide financial planning. All budgetary decisions are driven by the goals set forth in the EMP and are implemented by the College at every level, beginning with departments and programs and rising through the shared governance process, to the administration and the college president.

The Institutional Effectiveness Council (IEC), the primary shared governance body, addresses financial planning through the annual plan process. Prior to being presented to the IEC, requests for resources are evaluated, synthesized, and prioritized by the Tier 2 committees. These committees look at the requests through the lens of the College mission and goals and other appropriate college plans. If needs emerge during the year, they are brought forward through the Tier 2 committees to the IEC. The IEC makes recommendations directly to the college president, who makes the final decisions (Annual Plan Process).

As part of the shared governance restructuring, the Budget Committee was eliminated and the responsibility for planning and budgeting became the charge of the IEC. To support the need for fiscal analysis, a Fiscal Analysis Workgroup (FAW) was established. After a year it was slightly modified to become the Fiscal Review and Oversight Group (FROG). The FROG includes representatives of campus constituencies (faculty, students, classified staff, administrators, and the College Budget Office). The FROG was the body designed to perform a technical review of monthly budget reports in order to advise the IEC about fiscal matters. It was also intended that the FROG would review annual plan fiscal modules and synthesize requests for the IEC.

Self Evaluation

Much discussion has taken place over the last few years regarding the importance of linking planning and budget. To emphasize planning, LAVC restructured its entire governance process, delegating functions related to budget and planning to new committees and workgroups as part of the reorganization. The former College Council was replaced with the IEC to bring together all constituent groups to facilitate communication and the development of college-wide policy recommendations.

The College conducts annual evaluations of shared governance processes to address our effectiveness at integrating planning with budget alignment. After identifying challenges with the functioning of the FROG, which has not accomplished its intended role, the IEC is evaluating how to best meet these needs.

Aware of the need to have a conversation about setting college-wide priorities, the IEC is exploring how to establish them. At a special fiscal planning meeting, participants started the process through a brainstorming exercise (IEC Fiscal Planning meeting). The IEC is holding a January 2013 retreat focused on establishing institutional priorities. In addition, the accreditation self evaluation process has helped the College identify high-priority areas through the Actionable Improvement Plans that have been selected. IEC's efforts will also serve as guidelines for the prioritization of objectives in the revised EMP.

III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Descriptive Summary

The College manages its budget on a year-to-year basis. Operating funds are allocated by the District, which receives an allocation from the State of California. The amount the College receives annually is based on the enrollment targets calculated for it by the District. The College receives funding according to its FTES share of the LACCD budget allocation formula, including COLA, any available growth, and non-resident tuition. In any given year, the College may receive mid-year state income affected adjustments (P1 and P2) to its base annual funding and may receive either increases or decreases as a result of those adjustments.

The College actively seeks additional income through community and industry partnerships. This includes the rental of College facilities, which provides additional revenue. Through grants and specially funded programs (SFPs), the College receives funding that provides support services for our students. LAVC established a Grants Committee a few years ago for the specific purpose of seeking grants that align with college goals. In academic year 2011-12, LAVC received $5,798,445 in multi-year grant funds, and additional multi-year grants in the amount of $3,487,976 were received at the beginning of the 2012-13 academic year (Grants 2011-12; Fall 2012). Based upon the funding agencies' regulations, the College seeks a minimum of four percent for administrative support that can be used to offset expenses in the unrestricted fund.

The LAVC Foundation distributed $628,000 in 2011-12 to support instructional and student programs, departments, clubs, and auxiliaries, needs that were not supported by the unrestricted budget. One of its beneficiaries was LAVC's award-winning Speech Team. Additional support is provided from our Job Training Program (Job Training Support).

Enterprise operations (the cafeteria, the bookstore, and Community Services) are self-supporting. For the past several years, the cafeteria has been leased by an outside vendor who pays a monthly rental fee. Included is revenue from a vending machine contract. The bookstore has been a break-even venture, ending the 2011-12 year with a balance. Since

revenue has decreased due to the changing nature of the college bookstore industry, the bookstore is making operating changes and will be one-third smaller. At the end of each fiscal year, excess dedicated revenue, bookstore and community services profits, and parking revenues are utilized to increase the College's unrestricted budget. The income from dedicated revenue generally exceeds $300,000 annually (Dedicated Revenue).

Informational monthly and quarterly financial reports (Monthly and quarterly financial reports) on the College's financial status (revenue and expenditure projections) are provided for discussion to the IEC (IEC minutes 3_6_2012). In order to ensure that the financial impacts of motions proposed to the IEC are considered, the College Budget Office also provides cost analyses (Tutoring Motion Cost Analysis).

Self Evaluation

LAVC is proud of the fact that it has balanced accounts in all enterprise operations, SFP, categorical, and grants programs (Balanced Accounts in SFPs).

LAVC is considering the development of additional financial support through the LAVC Foundation by using professional staff to pro-actively canvas the community and raise private dollars as well as seek grant funds.

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.

Descriptive Summary

Payment of on-going liabilities and obligations, such as workers compensation, insurance and annual benefits expenditures, such as retirement benefits and GASB 45, are handled by the District. As a result of a negotiated agreement with the employee unions, in 2006 the District began to annually direct 1.92 percent of the previous fiscal year's fulltime employee payroll as well as the Medicare Part D refund into an irrevocable trust in order to pre-fund retirement health care and meet GASB 45 obligations. As of June 2012, the ending balance in the trust was $39,751,541. The Fair Market Value of the Trust was $41,694,651 (GASB Trust Quarterly Statement). The District, through its Joint Labor Management Benefits Committee (JLMBC), works to contain health benefits costs and was able to significantly reduce expenditures by switching to health care plans administered by CalPERS in January 2010 (Post-Retirement Health Benefits Actuarial Valuation Study).

The EMP and Facilities Master Plan guide the development of long-range priorities, so the College remains aware of its needs for the future. Understanding that there are costs involved, the College is, for example, building green to save on future energy costs and re-allocating Maintenance & Operations (M & O) staff to ensure that our new buildings are sufficiently maintained [see III.B.2.a.].

Self Evaluation

The College views the EMP as its long-range planning vehicle. In order to complete the next update of the EMP, the College will be developing a process to establish priorities and aligning various campus plans and needs. As part of the annual plan process, the fiscal module has a section asking departments and programs to specify any long-term needs so that they may be considered when decisions about resource allocations are made (Fiscal Annual Plan Module).

In fall 2012, the Board directed the District to set aside funds for long-range needs, such as maintenance and operations of new bond-funded facilities. The newly adopted District budget allocation model implements this directive (Budget Allocation Model). The College will continue to seek external funding sources but is primarily dependent on the District to assure long range financial stability.

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.

Descriptive Summary

The College begins the process of developing its budget, or Operational Plan, when the District gives the College its allocation and FTES target for the next year. Based on this, the Full Time Equivalent Faculty (FTEF) Allocation Workgroup, a sub-committee of the Educational Planning Committee (EPC), determines how much FTEF is needed to generate the target FTES. Beginning with the 2011-12 allocation, the College decided that the base FTES should be generated during the primary terms (fall and spring) and that there would generally be a 52%-48% split of FTEF (IEC minutes 2_17_2011). The cost of generating FTES is determined by the salaries of permanent employees (faculty, staff, and administration), temporary employees, and support services necessary to operate.

In the past and through the 2011-12 year, the budget was developed by first funding salaries, benefits, and other fixed costs. The remaining 3-5 percent of the College's allocation was distributed to meet needs requested by the departments and units. Allocations from the prior budget year were applied to the next year and when reductions are imposed by the District or identified as needed by the College, a comparable percentage budget cut was implemented across the board.

The College is changing this model. Beginning in 2010-11, the fiscal module component of our annual planning process was deployed to the instructional departments as a pilot. By 2011-12, the process was expanded campus-wide to include all departments, programs, and service areas, and 100% of the annual plan fiscal modules were completed. However, 2012-13 funding was still allocated in the same manner as previous years.

For 2012-13, the College added a formal validation mechanism, which allows the area supervisors and the vice presidents to check for accuracy and make comments. A new

component of the fiscal module asks the departments, programs, and service areas to prioritize the requests they are submitting. As the College moves through this year's cycle, the four divisions (the president's and three vice-presidents' areas) will review and prioritize the requests for their respective areas. These prioritized requests will be forwarded to the FROG for a comprehensive review of the college commitments for the year and evaluation of their impact on the college budget. The results will be forwarded to the IEC for recommendations and then to the college president for a final decision (Planning Workflow). The information will be sent to the College Budget Office for submittal to the District.

Through shared governance, the College has instituted this process to provide a clear link between planning and the creation of the budget. As part of the ongoing assessment of the new governance structure, the Evaluation Workgroup incorporated these processes and procedures into a new governance handbook. The College is continuing this work and adding to the handbook to assure that all policies, procedures, guidelines and goals are clearly stated and regularly reviewed (Planning and Decision Making Handbook).

Self-Evaluation

Although the College has processes in place, it is not widely understood how budget decisions are made. On the 2011 accreditation survey, only 40 percent of college employees surveyed said they were aware of the way budget decisions are made and 32 percent did not know if budget decisions were linked to planning (2011 Accreditation Survey). The College has taken the following steps to improve knowledge of the budget process:

- Created a flowchart on the campus budget process and posted it on the webpage of the College Budget Office (Budget Planning Process Flow Chart)
- Held town halls and sent periodic messages from the College President about college budget issues (Town Hall on Budget)
- Made sure that budget-related matters are regularly discussed at meetings of the IEC, Chairs and Directors, and other committees

When budgets are returned to chairs and program directors, rationales are not included so there is a lack of clarity about the reasons for cuts to courses, programs, and supply budgets. There has not been a clear mechanism for prioritization and evaluation. Because of that, the College is developing new ways to make budget decisions. The annual planning process has involved more of the campus community in planning, which will ultimately reflect a change in understanding how funding is disbursed.

Actionable Improvement Plan

Ensure that a budget prioritization process is fully developed and followed, then evaluate it, and embark on a campus wide campaign to communicate how budgetary decisions are made *(Responsible party: IEC, expected completion: spring 2013)*

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.

Descriptive Summary

The College employs a variety of control and review mechanisms to ensure responsible use of financial resources, following Board Rules and Admin Regulations. These include the use of detailed matrices for designating signature authority for contract execution, as well as separation of duties for all key components of the College's business operations. Financial transactions are subject to review by both external auditors and the District's internal auditors.

The annual Board-Approved Final Budget document from the Office of the Chancellor outlines the cost of carrying out the College's plans to offer educational programs and services. The Final Budget document incorporates the available state and local funding, and includes a summary of the activities the budget will support. This typically includes information related to the hiring of new and replacement full-time faculty, changes in salary schedules, net increases for additional salary step movement, and the cost of fringe benefits and general expenses (Final Budget).

Annual audits conducted by an independent firm ensure oversight of the District's financial integrity. Annual college financial reports and the external audit regularly reflect appropriate allocation and use of resources that support student learning programs and services (External Audit 2011). The College participates in this annual audit by making Business Office documents available for testing by the auditor. The Business Office is the central processor for all accounting and budget change activity at the College. Although the KPMG external audit deals primarily with the District, the College had no specific notations for audit exceptions on the most recent audit.

Self Evaluation

Financial integrity at the College is ensured by management and accounting control mechanisms, independent external and internal review, and the transparency of processes. Financial documents, including the budget and the independent audit, reflect appropriate allocation and use of financial resources.

III.D.2.b. Appropriate financial information is provided throughout the institution.

Descriptive Summary

The College and the District use a variety of means to provide financial information. Financial information is available online through the district wide computer-based integrated financial system, SAP. Business Warehouse (BW) provides a comprehensive financial and management reporting capability to create reports and access financial and accounting

information. SAP and BW can be accessed by all College personnel; levels of access to transactions, reporting, and approvals are authorized based on the individual's role, approved by the VPAS.

Up- to-date college budget and expenditure information is made available to those involved in department management and the development of annual budgets through the online financial system which provides users with budget information by line item, expenditure commitments, actual expenditures, and balances. The College Budget Office webpage posts information and budget reports, such as quarterly reports and projections, which are pertinent to college operations. An online budget manual provides instructions to help employees understand the budget process (Budget Manual). The office conducts training sessions and works with employees one-to-one to help them understand financial information systems (Budget Procurement Boot Camp).

The College Budget Office provides budget information requested by any administrator, program director, or department chair. Official reports, such as the annual Operations Plan and monthly and quarterly operating statements, are prepared for presentation to the IEC and senior staff.

Self Evaluation

The College Budget Office makes a significant effort to regularly share budget information with the college community. Its comprehensive website provides a wealth of information that is easily accessible. Additional information may be obtained through personal contact with the College Budget Office Analyst or the Associate VP of Administrative Services. In addition to reports, either of these two administrators provides on-the-job training for staff to understand the processes to retrieve budget information on the district's SAP system. Budget reporting documents on our budget status and accounting of expenditures that are provided to the IEC have been revised to reflect a more user friendly format.

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.

Descriptive Summary

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The primary sources of College funding are through general apportionment and funds from categorical programs. Any general funds not spent by the Colleges are reflected in the Colleges' and ultimately the District's ending balance at the end of the fiscal year. The College is required to start the year with a one percent reserve, which is used to cover any funding shortfalls.

The District maintains sufficient coverage for workers' compensation and property, liability, and vehicle insurance. To comply with Board policy, the District has created 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.

The College has taken a number of steps and employed various strategies to address its deficit. Ongoing efforts involve a combination of measured growth and increased efficiency with a reduction of expenditures:

- In terms of efficiency, LAVC significantly increased average class from 34 in 2007-08 to a high of 41.3 in 2011-12. During the two years when the College was seeking growth (2007-08 and 2008-09), an enrollment management task force was formed to increase FTES by creating a marketing campaign, efforts that were successful in increasing enrollment and allowed the College to reach its FTES targets using a lower average cost than in previous years.
- As the state budget crisis worsened, the College responded by significantly reducing or entirely eliminating winter and summer sessions, offering only high demand basic skills, prerequisites, and/or transfer GE courses.
- Costs for academic and classified positions were reduced by about $599,000 in 2007-08 and $725,000 in 2008-09 through attrition and a hiring freeze rather than layoffs. A soft hiring freeze remains in place, with many positions not being filled except for key areas required to maintain health and safety.
- The installation of solar panels are expected to reduce power consumption by about $200,000 annually and the addition of a cold water storage tank to the Central Plan System to save about $150,000 a year.
- To reduce reprographics expenses, the College issues ‘debit cards’ to limit the use of self-service copiers, and to reduce paper costs, encourages use of the website, email, and electronic document storage and distribution.
- In spring 2007, the College made a mandatory 10 percent cut in all campus budgets except for health and safety items, mandated costs, and contractual obligations.
- Facing the impact of a serious state budget crisis in 2009-10, LAVC created an emergency budget task force, which established guiding principles (student success, health and safety, maintaining base FTES, cutting things before people, sharing reductions equitably).
- In fall 2009, the College made 25 percent cuts in each of the four divisions with cuts in unclassified instructional assistants, student workers, supplies, and equipment. With reduced class scheduling, the College was able to cut its initial 2009-10 budget deficit of $7 million to $531,310. By the close of 2010-11, the deficit was $312,085.

Colleges that find themselves in deficit may request access to the District's balances after meeting certain criteria, which vary year to year (DBC Criteria). They may receive forgiveness and/or delay of deficit repayment, reduction or elimination of a college reserve requirement, or District funding of unfunded FTES (payment for enrollment in excess of funded target FTES). The College requested debt relief from the District, which granted a deferral on repayment of the debt from 2007-08 to 2008-09. In 2008-09, the District agreed to fund any unfunded growth, and the College was able to reduce its debt obligation to the District by $3.1 million.

At the beginning of 2011-12, LAVC had a $2.4 million deficit. The College proposed an action plan that demonstrated to the District that, if provided with an additional $1.1 million,

the College would find ways to reduce its expenditures to end the year without a deficit. The Chancellor granted the request and the College ended the 2011-12 year with a deficit of $796,968. Failure to reduce the deficit to "0" was a result of unanticipated expenses incurred during the operating year and year-end adjustments made to College accounts by the District accounting office (Budget Graph 2004-12).

Self Evaluation

Despite these efforts, ending balances for the past several years have shown that decreases in funding have been greater than the College's ability to reduce expenses due to the large proportion of salaries and fixed costs, which represent about 90 percent or more of its budget obligations. Nevertheless, the College has come close to closing the gap in some years. The College is under a District-driven obligation to meet FTES goals on target with not much room for error.

In spite of recent financially challenging years, the District has maintained an annual contingency reserve of at least five percent, with ending balances as high as 10-12 percent in some years. Thus, the long-term financial stability of the College is guaranteed, since its deficit is covered by either annual district-wide income or District reserves. A continuing concern for the College is the deficit repayment schedule that the District has set for the College. The District has deferred these payments over the past three years and has revised the repayment to extend over five years, with an annual recalculation. The status of the obligation to make these payments is still an unanswered question (Deficit Repayment Schedule).

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.

Descriptive Summary

District accountants provide financial oversight and support services to the College program managers responsible for externally funded programs, contracts, and grants. They act as liaisons with funding agencies to ensure funds are expended in compliance with the conditions of the agreements. The Associate VP of Administrative Services monitors and maintains a close working relationship with program directors to provide oversight of finances for these programs at the College.

The District controller, budget office, and accounting office 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 the appropriate VP and then the VPAS. 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.

In addition to the specific institutional procedures for reviewing fiscal management, the District holds regular district-wide budget meetings to review institutional and district-wide financial plans and projections.

Fiscal controls are in place that require appropriate account numbers and sufficient funds be established before fund commitments can be processed. SAP also features built-in control mechanisms that prevent overdraft of expense-related accounts. The VPAS reviews and approves all budget transfers and expenditures as well as documents that commit college funds.

Grants and externally funded programs are monitored by the program directors and area VPs for requirements and reporting to the funding agency and the state. The College Budget Office monitors the status of all unrestricted funds on a regular basis, in addition to the status of specially funded, categorical, and enterprise programs. Grants are audited externally by the appropriate state, federal agency, or grantor. At the conclusion of a grant, a final financial report is prepared by the District Accounting Office and submitted to the grantor.

The LAVC Foundation is a non-profit 501(c)3 organization that is a separate entity from the College. The executive director and Foundation board members are responsible for approving all of the organization's activities to ensure that they are operating in compliance with federal and state laws and regulations. The Foundation conducts fundraising activities, awards scholarships, and supports various College programs. An independent CPA prepares its financial statements and it undergoes financial review (Foundation Review). An annual report newsletter is presented to the foundation donors and its constituents (Foundation Annual Report).

All College fundraising activities are under the supervision of a dean or a vice president. The Associate Dean of Student Services, the College Financial administrator, and the ASU Treasurer oversee the finances of the Associated Student Union. All contracts for services, such as those entered into by our Job Training Program, are monitored by the District, which also handles investments and assets. The District also manages cash flows and reserves centrally.

Self Evaluation

The District coordinates all fiscal audits except for audits conducted by state and federal agencies for College-specific grants and contracts. External audits, including the independent audit of the College's finances, have shown no discrepancies.

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.

Descriptive Summary

Auxiliary financial resources support the mission and goals of the College. The LAVC

Foundation raises funds to build endowments, support various campus programs and projects, and award scholarships to LAVC students. In fiscal year 2011-12, the Foundation awarded over $206,000 to 310 students, distributed over $600,000 for various College programs and projects, gave $23,000 for capital construction for the Family Resource Center, and donated $43,000 directly to LAVC. The Foundation, although an independent entity, is directly supervised by the Office of the College President.

The Associated Student Union (ASU), the student organization that supports activities and serves as the official representative of the student body, collects student fees that are used solely for student related programs. An ASU finance committee ensures that funds are spent to benefit students. All funds are maintained by the College's Chief Financial Administrator in consultation with the ASU Advisor and ASU Treasurer/Financial Officer, under the direction of the college president or designee, in keeping with District policies and procedures (ASU Audit)

Grants are monitored by the individuals responsible for the grant, the dean, the area VP, and the VPAS. In 2010, the College established a Grants Committee, a sub-committee of the EPC, to ensure all grants are in alignment with EMP goals, College mission, and initiatives. Its policy statements assert that all grants should:

- Provide and identify specific benefits to the College, which align with the EMP
- Have a neutral and/or positive effect on College resources
- Include collaboration in coordinating activities throughout the grant's implementation

(Grants Committee)

Self Evaluation

The College takes its fiduciary responsibilities seriously and ensures that financial resources are used with integrity, consistent with the mission and goals of the College. The College hires trustworthy grant coordinators and holds them accountable through the oversight of College administrators and District auditors. District board rules specify procedures for dealing with any irregularities (Board Rules Chapter XIII).

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.

Descriptive Summary

The college president and the VPAS are authorized by the Board of Trustees to act as its agents to sign official documents, execute agreements, and enter into contracts. They can execute short-term agreements and purchase orders not to exceed $5,000. Contracts in excess of $5,000 are processed by a regional procurement specialist, shared by two other colleges, who assists in preparing contractual agreements and reviews them for compliance with the rules and regulations of the Education Code and the Board of Trustees.

Any contractual agreement that requires formal bidding is processed by the District Contracts

Office, which together with the Office of the General Counsel, have developed standard contracts that incorporate termination and amendment clauses ensuring control over the term and outcome of executed contracts. The Office of General Counsel also reviews contracts on an as-needed basis and serves as a resource to interpret contractual policies and regulations as set forth by board rules and state and federal regulations.

Contracts are reviewed by the appropriate area vice president, who ensures that the agreements are consistent with the mission and goals of the College before they are forwarded to the VPAS and the college president for approval. Specially funded programs are secured via contracts with various outside agencies which include the U.S. Department of Education, the State of California, and several Los Angeles County agencies.

Self Evaluation

LAVC has several contractual agreements with external organizations that are consistent with the College's stated mission and goals. For example, the College contracts with Valley Presbyterian Hospital for LAVC Health Center services. LAVC Job Training contracts with the City of Los Angeles, the County of Los Angeles, and the State Chancellor's Office, and the Workforce Investment Board to conduct specialized training.

Effective procedures and processes protect the District and the College from unnecessary exposure to risk when entering into contractual arrangements. Contracts are reviewed, approved, and ratified by the Board of Trustees to ensure compliance with laws and regulations.

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.

Descriptive Summary

The District's Internal Audit Department (IAD) evaluates the College's financial management processes. If any discrepancies are found, personnel from each of the areas with any deficiency are required to attend a mandatory meeting with the District's Internal Audit Department (IAD) to discuss the findings and take immediate corrective action. The IAD works with the College to assist with the application of current policies, procedures, forms, and monitoring controls to ensure that the campuses are uniform and in compliance with all District, federal, state, and local regulations (Internal Audits).

In 2010, inappropriate methods of business practices in the campus bookstore and College Business Office were identified. The VPAS and the College President requested that the IAD carry out an investigation. Findings from the audit of these units' financial management systems showed potential discrepancies between 2009 and 2010. The IAD made recommendations for improvements, which have been addressed. Follow up visits verify these improvements, as noted in the documents from the IAD.

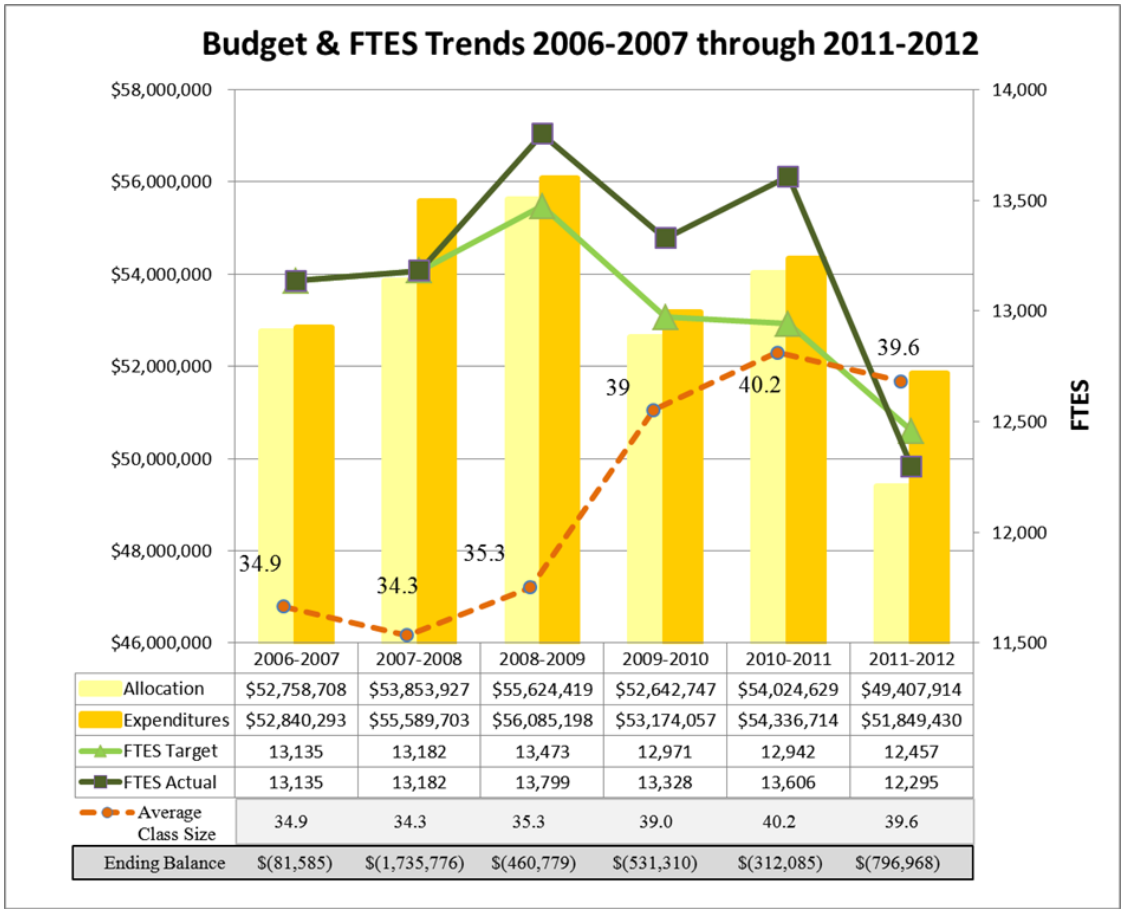
Self Evaluation

When issues were discovered, the College took appropriate action and instituted remedies to improve controls and establish guidelines. As a result of the audit findings, the Office of the VP of Administrative Services created a Business Office Operations Manual, which was adopted district wide (Business Office Operations Manual).

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.

Descriptive Summary

The College uses two levels of analysis to assess its effectiveness – the college level and the District level. The College, by way of District processes, is constantly receiving reviews and quarterly reports to determine whether the College met its FTES workload measures and balanced its budget. Comparisons are made to District numbers and the College is provided with projections (Comparative Analysis). Final budget and expenditures have demonstrated the College's efficiency (Budget & FTES Trends):



	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Allocation	$52,758,708	$53,853,927	$55,624,419	$52,642,747	$54,024,629	$49,407,914
Expenditures	$52,840,293	$55,589,703	$56,085,198	$53,174,057	$54,336,714	$51,849,430
FTES Target	13,135	13,182	13,473	12,971	12,942	12,457
FTES Actual	13,135	13,182	13,799	13,328	13,606	12,295
Average Class Size	34.9	34.3	35.3	39.0	40.2	39.6
Ending Balance	$(81,585)	$(1,735,776)	$(460,779)	$(531,310)	$(312,085)	$(796,968)

The College President has begun inviting the IEC to the quarterly report sessions held in conjunction with the District so that more campus leaders would be able to broaden their

understanding. The College has requested and received professional development training through the use of District expertise to understand how workload measures impact our productivity and effectiveness (District Training Session).

Non-instructional areas evaluate their services by completing outcomes assessments, using the results of data and analysis to improve, adjust outcomes, if needed, and make recommendations for the next year's budget. This allows individual areas to evaluate their effectiveness and use of resources at the program and division level. The next step will be to create a methodology for divisions to analyze their programs' service outcomes. The subsequent step will be to look at all areas for trends as they arise and use these to make decisions as the College moves forward with planning institutionally.

In spring 2012, a Faculty Non-contractual Non-instructional Reassigned Time Workgroup was created within the IEC to analyze 25 positions on campus and evaluate the need for reassigned time. Recommendations for changes in reassigned time were made by the IEC and modified and approved by the College President (Reassigned Time motion).

As part of the PASS implementation plan to increase student success, the College held its first Welcome Fair in August 2012. Based on survey results, which demonstrated its effectiveness, the College plans to hold another session for spring 2013. If data continues to support the effectiveness of this model, PASS will request that the IEC provide funding to scale up the program.

Evaluation of the effectiveness of tutoring on student success in math and English led to a request from the PASS Committee to fund tutors for students enrolled in foundational skills math and English courses. Input at a spring 2012 IEC special meeting also emphasized tutoring as a College priority. PASS presented data to the IEC to support the request. The IEC supported this recommendation, which was accepted by the College President (PASS Funding Request and Analysis).

Self Evaluation

While the College is continually assessing its effectiveness in using its resources, one challenge it faces is how to evaluate effectiveness vis á vis District and state expectations (College Effectiveness Reports 2009-2012).

The IEC is making more college-level financial decisions based on data that support our mission and goals. The decision to approve funding to provide tutoring for basic skills math and English students demonstrates the use of the new planning and budget mechanism to focus spending on student learning. The PASS Committee, which follows the tenets of the Achieving the Dream initiative by using data, is helping the College focus on funding efforts that have been shown to be effective in improving student success. As the College becomes more proficient in the annual planning process and outcomes assessment, there will be a clearer demonstration of the link between assessment of effective practices and funding. As the practice of aligning the annual plan to the EMP goals becomes routine, this process will be reflected to a greater degree in operational decisions. PASS will evaluate student

achievement data in order to assess the effectiveness of the expenditures for tutoring and report its findings to the IEC.

As part of the PASS Initiative, the College used data showing students were not completing math and English in a timely manner in order to shift FTEF from the recently-eliminated VCAP program to the PASS Global Cohort, which allows 300 first-time students to enroll in personal development, English, and math classes in the same semester. PASS plans to use success, persistence, and completion data about this group of students to evaluate how effective the re-allocation was in order to institutionalize the approach. A similar process will be followed with the PASS Clear Pathways Initiative.

STANDARD IIID EVIDENCE

IA-25	Annual Plan Process
IIID-1	IEC Fiscal Planning meeting
IIID-2	Grants 2011-12; Fall 2012
IIID-3	Job Training Support
IIID-4	Dedicated Revenue
IIID-5	Monthly and quarterly financial reports
IIID-6	IEC minutes 3_6_2012
IIID-7	Tutoring Motion Cost Analysis
IIID-8	Balanced Accounts in SFPs
IIID-9	GASB Trust Quarterly Statement
IIID-10	Post-Retirement Health Benefits Actuarial Valuation Study
IA-26	Fiscal Annual Plan Module
IIID-11	Budget Allocation Model
IIID-12	IEC minutes 2_17_2011
IIID-13	Planning Workflow
IB-37	Planning and Decision Making Handbook

IA-13	2011 Accreditation Survey
IIID-14	Budget Planning Process Flow Chart
IIID-15	Town Hall on Budget
IIID-16	Final Budget
IIID-17	External Audit 2011
IIID-18	Budget Manual
IB-57	Budget Procurement Boot Camp
IIID-19	DBC Criteria
IIID-20	Budget Graph 2004-12
IIID-21	Deficit Repayment Schedule
IIID-22	Foundation Review
IIID-23	Foundation Annual Report
IIID-24	ASU Audit
IIID-25	Grants Committee
IIID-26	Board Rules Chapter XIII
IIID-27	Internal Audits
IIID-28	Business Office Operations Manual
IIID-29	Comparative Analysis
IIID-30	Budget & FTES Trends 2006 through 2012
IIID-31	District Training Session
IIID-32	Reassigned Time motion
IIID-33	PASS Funding Request and Analysis
IIID-34	College Effectiveness Reports 2009-2012

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.

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.

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.

Descriptive Summary

LAVC maintains an environment that invites all members of the college community to participate in governance that promotes the mission and vision of the college. Institutional leaders bring all constituent groups together to participate in planning, decision-making, and conflict resolution. Among the leaders are the college president, administrators, and members of the Institutional Effectiveness Council (IEC), the primary shared governance body, comprising representatives of four campus constituencies: administrators, faculty, staff, and students. All members of the campus community are welcome to participate in the improvement of the college by bringing forward items for consideration through established processes [see IV.A.2].

Monthly consultations are an informal vehicle for problem solving between the college president/senior staff and the Los Angeles College Faculty Guild chapter president and Academic Senate president. Monthly consultations are also held with the AFT Staff Guild chapter chair and grievance representative. Separate consultations may be held between the college administration and the leadership of other unions, as needed and requested.

Self-Evaluation

The campus community is encouraged to take initiative, participate, and share thoughts on the improvement of the college and the fulfillment of its mission. The sidewalk chat to solicit feedback on the revision of the college mission and vision in February 2012 in which 200 students participated is a good example of the way that LAVC maintains an environment that invites all members of the college community to offer their ideas (President's Sidewalk Chat). Town Hall meetings are held as needed, such as in May 2010 when the campus community was invited to ask questions on the new shared governance process (Town Hall on governance) and another in April 2012 on the college budget (Town Hall on budget). A series of Accreditation Q & A sessions (Accreditation Q & A) and a Town Hall (Accreditation Town Hall) solicited feedback on the accreditation self evaluation.

Committees bring representatives of all campus constituents together to seek a wide range of input and opinions. All are encouraged to participate in committees and work groups to foster collegiality and excellence and to help steer the college. A Committee Interest Survey is

disseminated every spring to solicit participation on committees (Committee Interest Survey). The main student organization, the ASU, is fully invested in the lifeblood of the college. The students enrich the college through participation in the Associated Student Union (ASU) as well as on college committees.

On the 2011accreditation survey, when respondents were asked to rate campus leadership (college president, VPs, other administrators, senate and union leaders, and committee chairs) on their effectiveness in identifying institutional values, setting and achieving goals, and commitment to improving student learning, fewer than 9.6 percent rated leaders in any category as not effective (2011 Accreditation Survey).

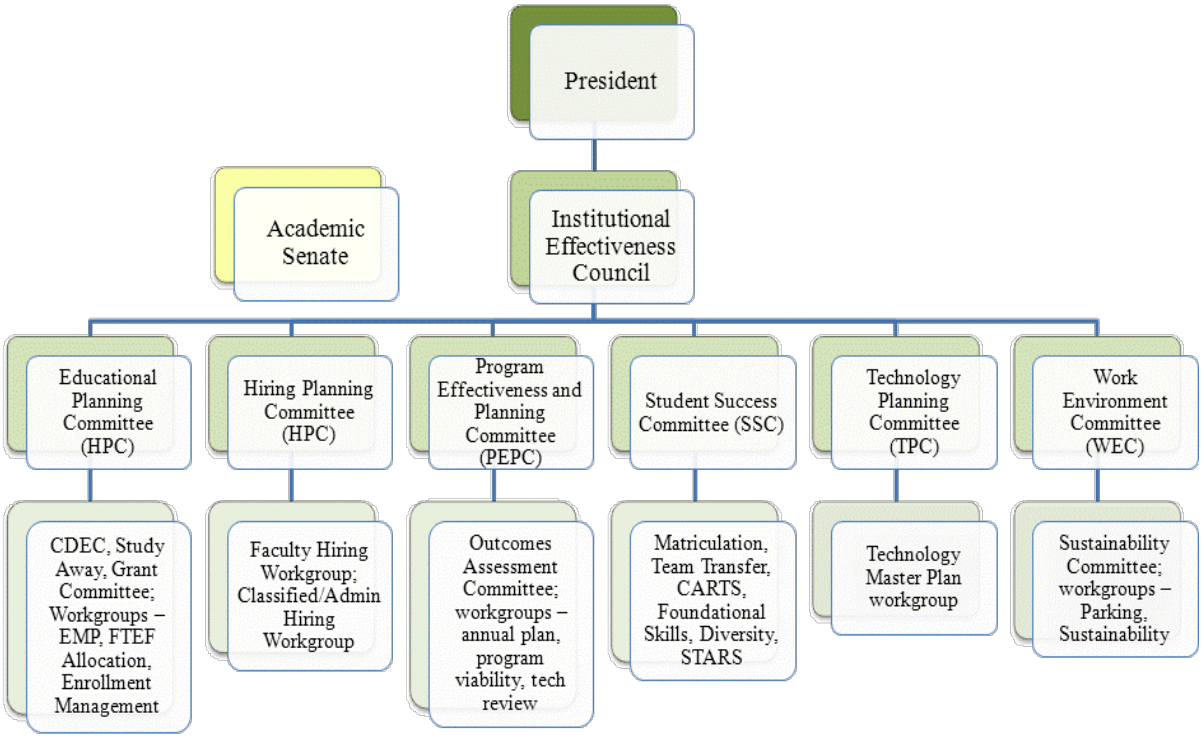
IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

Descriptive Summary

The 2012-13 Planning and Decision-Making Handbook clearly identifies the roles of faculty, administrators, classified staff, and students on all shared governance committees, as well as the terms of office, committee structure, procedures, and names of members (Planning and Decision-Making Handbook). A membership chart specifies constituency representation (Committee Membership Chart). Information about shared governance, including membership, agendas, and minutes, is posted on the college website (Shared Governance at LAVC).

Any member of the campus community may bring an item of concern to the agenda via any of the following:
• His/her constituency representative on the council
• Through any of the Tier 2 standing committees or their Tier 3 work groups
• By requesting the committee or IEC chair to put the issue on the agenda
• By attending the meeting as a public speaker

The main governance council, or Tier 1 committee, the Institutional Effectiveness Council (IEC) meets once a month (or twice if motions need to be voted on) and serves as a clearinghouse for recommendations presented by its six Tier 2 standing committees – Educational Planning (EPC), Hiring Planning (HPC), Program Effectiveness and Planning (PEPC), Student Success (SSC), Technology (TC), and Work Environment (WEC) (Big Picture webpage). The flow chart below illustrates the governance structure:



Self Evaluation

The governance handbook has been revised over the years to adapt to changes in the institution's planning needs. As part of the implementation of the new governance structure in 2010-11, new sections on committee structure and procedures were developed. At its June 2011 retreat, IEC set a goal to complete revision of the handbook and in September 2011 formed a workgroup to revise the handbook and align it with other documents. In 2011-12, college governance continued to operate under the sections used the previous year until the revised handbook was adopted in fall 2012. One section is still being developed by the Budget Office and will be approved separately.

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.

Descriptive Summary

Emphasizing the importance of participation in governance, collective bargaining agreements specify faculty, staff, and administration representation on shared governance committees (AFT College Faculty Guild Article 32; AFT College Staff Guild Article 24, Sections A and C; Los Angeles/Orange Counties Building and Construction Trades Council Article 8, Sections D and F; Local 99 contract Los Angeles City and County Schools Employees

Union, Local 99 Article 23 B and C; Administrators, California Teamsters Public, Professional and Medical Employees Union, Local 911 Article 6 Section D, G; Supervisory Employees Local 721 Article 24 A and B).

Faculty: Committee work is considered part of a contract faculty member's responsibilities and full-time faculty are obligated to serve on one college, district, or department committee (AFT College Faculty Guild Appendix Q). Faculty evaluations consider performance of responsibilities, which includes this participation (AFT College Faculty Guild Appendix C). For key positions that require an intensive time commitment, the College provides reassigned time:
• Academic Senate -- 1.0 FTE (0.6 for the president, 0.4 for the curriculum committee chair)
• Each faculty shared governance Tier 2 committee chair -- 0.2 FTE

Faculty members are appointed jointly to shared governance committees by the Academic Senate president and the Faculty Guild chapter president. They may also serve by virtue of a position on another shared governance committee or as an appointed representative. At the annual Opening Day, faculty are informed about college governance opportunities and encouraged to participate. Flex credit of 6.7 hours is given for serving on an additional committee (Flex planning worksheet 2012-13).

Classified: Three classified representatives serve on the IEC, representing SEIU 721 (classified supervisors), Building and Trades-Crafts/SEIU 99 (custodians and gardeners), and AFT 1521A Staff Guild (technical-clerical). Each is chosen by his/her respective constituency.

Students: Students are represented by the ASU, who are allotted two voting members on the IEC (one being the student body president), and whose members serve on shared governance committees. Opportunities to participate are featured on flyers advertising student government positions. Student participation in shared governance is spelled out in the student activities section of the catalog (LAVC Catalog p. 205-207) and in District board rules (LACCD Board Rules Ch. XVIII Article II). The Executive Council selects the meetings the 15 student members are able to attend based on their interests, positions, and schedules. The students attend their assigned meetings and complete reports, which are kept in the ASU office, and they report on their meetings at Executive Council sessions.

Administrators: Administrators (VPs and deans) are appointed by the college president to shared governance committees based on their areas of expertise, supervision, or interest.

Self Evaluation

Over the past few years, the College has greatly improved participation in its decision-making process by being proactive and taking steps to involve more faculty, staff, and students (Midterm Report p. 18 Response to Recommendation 5). The College has attracted a broader range of participants by stressing the importance of constituency-based processes at activities throughout the year.

Every spring, a participation survey is sent out to allow the college community to indicate their willingness to serve on shared governance committees. Response to the committee interest survey has been excellent. On the last two surveys, more people were interested in serving than there were openings on Tier 1 and Tier 2 shared governance committees, which currently have 97 slots. The spring 2012 survey yielded responses from 87 constituents, with 71 expressing interest in serving (Committee Interest Survey Results). Names of those who expressed interest on the survey were sent to chairs of Tier 3 committees seeking members. The addition of these work groups has provided an opportunity for more people to serve; an additional 209 participants serve on work groups and on the Academic Senate and its sub-committees.

On the 2011 accreditation survey, 93 percent (265 respondents) said they were aware of opportunities to participate in committees and workgroups at the college; 51 percent (149 respondents) said they serve or have served on a campus committee; 80 respondents reported that they serve or have served on a campus workgroup; 98 respondents said they have been involved in other campus advisory or event committees.

In the last few years, classified staff have been encouraged to participate in shared governance and the accreditation process. Comments made by staff after attending half-day staff retreats demonstrate that they had a positive impact on staff's interest in becoming more involved (Wizards of LAVC evaluations see highlighted comments). The Classified Staff Development Committee is active in promoting staff involvement (CSDC minutes). To increase participation, the College President established a tri-chair structure for accreditation self-evaluation committees, giving staff the chance to serve in leadership positions.

Although staff representation on shared governance committees has increased over the years, LAVC continues to consider how to balance the size of committees with fair representation among its four staff constituency groups. Since appointed positions are limited, this creates competition for the opportunity to have a 'seat at the table.' The College continues to review the number of staff positions through the shared governance process.

Students are invited to serve, and 24 college committees have a designated student rep. Due to student work and class schedules, family responsibilities, or transportation, some committees are without student participation. However, ASU leadership has created a culture of activism and involvement among the student population and tries to ensure that students are aware of the chance to participate.

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.*

Descriptive Summary

The Academic Senate, comprised of faculty members elected by their peers to represent them in academic and professional matters, plays a leadership role in recommending instructional policy and changes in instructional programs and student services. It meets once a month

during the fall and spring semesters and hears senate/campus committee reports that deal with a range of academic issues. Through its president, items that are voted on by the senators are brought directly to the college president or the IEC.

The Valley College Curriculum Committee makes recommendations on all college policies concerning curriculum and monitors all curriculum changes, additions, and deletions. It is chaired by the Academic Senate Curriculum VP and is comprised predominantly of faculty. Through monthly consultation, the senate forwards policy recommendations to the college president.

The College also relies on Tier 3 committees, which are primarily comprised of faculty. Among them are the following:

- The Outcomes Assessment Committee (OAC) oversees and coordinates course and program assessment efforts**.**
- The Campus Distance Education Committee (CDEC) supports the online instructional program.
- The Committee for Academic Resource and Tutoring Services (CARTS) supports and coordinates academic support services.
- The Professional Development Advisory Committee promotes effective teaching and enhanced professional skills of all employees by offering opportunities for growth.
- The STARS Committee offers events that bring students and faculty together to discuss teaching and learning and promote best practices.

Faculty serve on faculty hiring committees [see Standard III.A.1.a] and faculty evaluation committees [see Standard III.A.1.b] and participate in departmental program reviews [see Standard I.B.4 and II.A.2.a], which directly impact student learning programs and services.

Academic administrators serve on all shared governance committees, participating actively or serving as resources. Academic deans meet weekly with their VP to recommend improvements to programs and services; suggestions, for example, have led to a shortening of the pipeline for completing certain programs. Student services deans meet monthly with their vice president to offer suggestions, one of which led to moving more admissions procedures online.

According to the LACCD/Faculty Guild contract, faculty and/or Academic Senate representation is required on the following committees, when they exist at a college: Budget, Curriculum, Distributive/Distance Learning D/DL, Educational Planning, Facilities Planning, Faculty Position Hiring Prioritization, Information Technology, Intersession Committee, Peer Evaluation Committees, Professional Growth Committee, Satellite Oversight, Shared Governance, and Work Environment (AFT College Faculty Guild Contract Article 32).

Self Evaluation

Processes and procedures are in place for faculty, the Academic Senate, and academic administrators to make recommendations about student learning programs and services. Faculty play a crucial role. The College has a robust Academic Senate with good

participation and a strong curriculum committee.

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.

Descriptive Summary

By definition, the LACCD embraces the practical and philosophical aspects of shared governance through its six collective bargaining agreements. In addition to contractual obligations, the college president, along with the vice presidents, strive to strike a balance when it comes to appointing constituencies to shared governance committees. The college follows the mandates for shared governance of AB1725, the California Education Code, Title 5 California Code of Regulations, the various collective bargaining agreements, and LACCD Board Rules and policies.

At least once each academic year, the Board of Trustees holds a meeting at each of the District's colleges, allowing college constituencies to attend and witness the fulfillment of the responsibilities of the Board. At all its meetings, representatives from the colleges have the opportunity to present information to keep the Board informed about developments at the campuses. College leaders participate on district wide governance committees, the vice presidents' councils, and the chancellor's cabinet, providing input and recommendations for the development of District policies and procedures.

LAVC has an established shared governance structure in which the IEC has responsibility for overseeing college planning and making recommendations directly to the college president, who can accept or reject them. As specified in the Planning and Decision-Making Handbook and on the motion forms, rationales are required if recommendations are not accepted by the IEC or the college president (Sample rejected motion with rationale). The IEC strives to ensure that budget and planning are linked and widely communicated. Each IEC member is responsible for disseminating relevant information to his/her constituency group.

Self-Evaluation

The College has taken numerous steps to strengthen communication related to decision-making. The College's website navigation and design was improved to make it easier to find information, including committee meeting schedules. An LAVC 411 page was created, which has now been reorganized into a Communications Update page, where agendas, minutes, and information about recent committee actions are accessible (Communications Update page). Committee updates with the latest news and decisions are also "pushed out" via email blasts (Committee update emails). The Office of Public Relations sends out a weekly bulletin, which serves as a communication tool to notify the campus about upcoming Town Hall meetings and campus information in general.

Each constituency representative disseminates relevant information in a number of ways,

such as at union meetings, in newsletters, or in consultations with their supervising administrators. The College President encourages her administrative and supervisory staff to bring constituency issues forward at monthly administrator meetings or if more sensitive in nature, during consultation one-on-one. Even with budget cuts and added workloads, those who are appointed or assigned take their roles seriously and make sure their groups are well informed.

Constituency reps are notified of vacancies when they occur. IEC sends the names of volunteers who reply to the annual spring interest survey, and the constituency rep selects a person to serve from those who respond to fill designated slots by position (Sample IEC agenda). Sometimes information on the terms of committee members and vacancies is not posted so those who might be interested in volunteering do not know about openings. One solution would be for each committee chair to report openings to the IEC, which could include this information in its minutes and post it on the shared governance FAQ page.

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.

Descriptive Summary

LAVC has relationships with many outside agencies – businesses, other colleges and college districts, the media, the State Chancellor's Office, neighborhood associations, Chambers of Commerce, and federal, state, county, and city governmental bodies and legislators. Some of our programs are audited by outside agencies, such as the National League of Nursing Accreditation Committee. The College has dealings with the U.S. Department of Education, the NCAA, the Commission on Athletics, and other colleges through articulation. Through CalWORKs, Cooperative Education, Continuing Education, and Service Learning, LAVC interacts with many community-based organizations.

The 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 comprised of local business leaders and workers are regularly convened to advise deans and instructors regarding LAVC's vocational programs. The Dean of Economic Development maintains relationships with businesses in the San Fernando Valley and with its chambers of commerce and the San Fernando Valley Economic Alliance. The construction and renovation made possible by Prop A/AA bonds have required the College to meet with community representatives, such as the LAVC Prop A/AA Citizens' Building Oversight Committee and neighborhood associations, and coordinate with governmental agencies.

Whenever LAVC has been involved in accreditation-related processes, it has prepared appropriate and timely follow-up, midterm, and self-evaluation reports. In all cases, LAVC has fully complied with ACCJC standards, policies, and guidelines, including requirements

for public disclosure, team visits, and prior approval of substantive changes.

Self Evaluation

In all relations with external agencies, LAVC has always maintained and displayed the very highest ethical standards of honesty and integrity. Relationships with other colleges, high school and college districts, neighborhood associations, the media, businesses, and governmental agencies have been aboveboard and honest. The College has been responsive to Commission recommendations, as evidenced in its midterm and follow-up reports, which have all been accepted by the ACCJC.

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 for improvement.

Descriptive Summary

Beginning in 2009, the institution began to look at restructuring its existing governance for decision-making. A Big Picture task force was convened by the College President to evaluate the College's approach to integrated planning and decision-making and a team of campus leaders was assembled to take a hard look at college processes and come up with a plan of action, resulting in a year-long effort to create the new structure, which was instituted in fall 2010 (Big Picture presentation).

A troubleshooting workgroup was set up to monitor and address issues in an ongoing manner. In spring 2011, an evaluation workgroup was formed to evaluate the governance structure's effectiveness in its first year. (Previously, members of the former primary shared governance body, the College Council, performed this evaluation at its annual June retreats.) The workgroup surveyed committee chairs and compiled the results (Committee Chair Survey Results). The evaluation workgroup suggested several changes, including eliminating one of the two Tier 1 councils and replacing it with a single council model (IEC), modifying the Facilities Planning Committee (FPC) to a Tier 3 committee under the Work Environment Committee (WEC), and replacing the Fiscal Analysis Workgroup (FAW) with a Fiscal Review and Oversight Group (FROG). Recommendations were presented to the IEC, communicated to constituencies, vetted at the June 2011 college retreat, the Academic Senate, and PEPC, and posted online before being implemented for 2011-12 (Evaluation Workgroup Recommendations).

A Communications Workgroup was also formed in spring 2011 to evaluate communication tools and methods across campus (Communication Workgroup survey). As a result of these efforts, changes to the college website were made and new templates for committee agendas, minutes, and other tools were created and widely promoted (Evaluation Toolbox).

In June 2012, an evaluation exercise was conducted at the IEC retreat, with a focus on the status of goals and the handbook revision (2012 IEC Retreat agenda). No changes in the

structure were proposed for 2012-13.

Shared governance committees complete self-evaluations of the committee as well as their chairs (Committee evaluations). The Evaluation Workgroup reviews them, looking for themes and issues. The committees use the results of the evaluation to develop goals for the following year and improve the way they function.

Feedback about the annual plan module templates from users, administrators, and committees has resulted in the forms being continually improved (PEPC minutes 4_12_2012). The Chair of PEPC and the Dean of Research and Planning provide workshops throughout the year on how to complete annual plan modules and assessments and update evaluation methodologies when needed.

Self Evaluation

Changing an institution's culture can be challenging. College leadership began this journey by reviewing where we were and where we wanted to go. Classified staff have expressed concern that they were not included in the preliminary Big Picture discussions in summer 2009. These early meetings focused on the structure of planning and program review. As discussions led to the decision to revise the governance structure, staff were brought into the discussions and became involved in mid-spring 2010. Although the shared governance structure is still evolving, all constituency groups are committed to the process and continue to actively participate through discussion in the major shared governance council, committees, and workgroups as well as through focus groups and surveys.

Although there is a mechanism to evaluate Tier 2 Committee chairs, governance leadership needs to fully implement the evaluation procedure to hold chairs accountable. Certain responsibilities are not always undertaken effectively; committee agendas and minutes are posted on the website, but not all have been posted in a timely manner. Revision dates are not always included on documents so that users know which edition they are reading. The Dean of Research and Planning has conducted as-needed training for new committee chairs and facilitated a workshop for governance chairs on Opening Day 2010. To ensure that Tier 2 chairs understand their responsibilities, another committee chair training session is being planned for the spring 2013 IEC retreat.

Quite a few changes have been made to the structure based on thoughtful evaluation of how the process has been working.

STANDARD IVA EVIDENCE

IA-21	President's Sidewalk Chat
IVA-1	Town Hall on governance
IIID-15	Town Hall on budget

IB-24	Accreditation Q & A
IB-25	Accreditation Town Hall
IB-47	Committee Interest Survey
IA-13	2011 Accreditation Survey
IB-37	Planning and Decision-Making Handbook
IB-22	Committee Membership Chart
IVA-2	Shared Governance at LAVC
IB-45	Big Picture webage
IVA-3	AFT College Faculty Guild Article 32; AFT College Staff Guild Article 24, Sections A and C; Los Angeles/Orange Counties Building and Construction Trades Council Article 8, Sections D and F; Local 99 contract Los Angeles City and County Schools Employees Union, Local 99 Article 23 B and C; Administrators, California Teamsters Public, Professional and Medical Employees Union, Local 911 Article 6 Section D, G; Supervisory Employees Local 721 Article 24 A and B
IVA-4	AFT College Faculty Guild Appendix Q
IVA-5	AFT College Faculty Guild Appendix C
IVA-6	Flex planning worksheet 2012-13
IA-11	LAVC Catalog p. 205-207
IVA-7	LACCD Board Rules Ch. XVIII Article II
IVA-8	Midterm Report p. 18 Response to Recommendation 5
IB-49	Committee Interest Survey Results
IVA-9	Wizards of LAVC evaluations see highlighted comments
IVA-10	CSDC minutes
IVA-11	AFT College Faculty Guild Contract Article 32
IVA-12	Sample rejected motion with rationale

IVA-13	Communications Update page
IVA-14	Committee update emails
IVA-15	Sample IEC agenda
IVA-16	Big Picture presentation
IVA-17	Committee Chair Survey Results
IB-54	Evaluation Workgroup Recommendations
IVA-18	Communication Workgroup survey
IVA-19	Evaluation Toolbox
IVA-20	2012 IEC Retreat agenda
IB-55	Committee evaluations
IB-56	PEPC minutes 4_12_2012

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.

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.

Descriptive Summary

The Los Angeles Community College District (LACCD) comprises nine related colleges, each of which is directly answerable to a seven-member board of trustees, in accordance with Education Code 70902. LACCD board members are elected for four-year terms district wide by voters in the city of Los Angeles and in neighboring cities without their own community college districts.

Semi-monthly board meetings are held year-round at the District's central office downtown and at each of the nine college campuses during the academic year. In compliance with the Brown Act, all meetings are publicized at least 72 hours in advance and are open to the public. The Board meets twice a month. Special meetings are sometimes called to handle business that cannot be dealt with at regular meetings. After a closed session, a public session is held to allow members of the community, employees, and students an opportunity to address the Board about their concerns. The college presidents, Educational Services Center (ESC) senior staff, and representatives of employee unions, the District Academic Senate (DAS), and students sit at a designated resource table and may participate freely in the discussion of issues.

Self Evaluation

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.

Board members work together collaboratively to support the interests of the District. The trustees take an active role in advocating for the colleges and the students served and in defending the colleges from undue interference. For example, on several occasions board members have united to support local college master planning decisions that were made through sound shared governance processes, despite the opposition of special interest groups**.**

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.

Descriptive Summary

The Board has an established role in setting and updating policies in order to ensure the effective operation of the District. Oversight of the College's educational programs and services is accomplished by means of board rules and administrative regulations that establish standards for graduation, set policies for curriculum development and approval, and detail the faculty's central role in educational matters in accordance with the District's stated mission (Board Rule 1200, BR 1800, Administrative Regulation 64). The Board must also approve or reject all changes to the curriculum that are brought before it from the District's Office of Educational Programs and Institutional Effectiveness or the DAS.

The Board sets goals and provides a sense of direction for the colleges through the District Strategic Plan (DSP) (LACCD Strategic Plan 2006-11). Part of overall planning efforts, the plan is derived from goals set by the California Community Colleges Chancellor's Office. In spring 2010, the District Planning Committee (DPC) evaluated the then-current plan and issued a scorecard with suggestions for its revision (DPC Scorecard Report and Recommendations). In spring 2011, the District began another comprehensive district-wide strategic planning process to guide the District from 2012 to 2017 (DSP Committee minutes May, 24, 2011). More than 40 focus groups, including input from faculty, students, staff, and administrators, were held in fall 2011 at each college and the ESC to identify district-wide strengths and weaknesses and offer suggestions for priorities and strategies, and in spring 2012, input was again solicited (SWOT results and input). Vision 2017 (LACCD Strategic Plan Vision 2017) is expected to be approved by the Board in January 2013.

The plan is also in line with Senate Bill 1456, the Student Success Act of 2012, the new state law that requires community colleges receiving state apportionment to post a student success scorecard to clearly communicate progress in improving completion rates for all students. The next step will be for the colleges to revise their strategic plans to align with Vision 2017.

The Board also tasked the District with developing a Technology Strategic Plan (LACCD Technology Strategic Plan) to set goals for technology-related expenditures. An Implementation Task Force, comprised of representatives of constituency groups from the colleges, worked through spring 2012 to prioritize strategies to meet the plan's goals (Implementation Task Force Prioritization). The District is planning significant technology enhancements, including the addition of a fiber optic network that will prevent business disruption, with the primary emphasis of the plan on the implementation of the new Student Information System (SIS).

Self Evaluation

Since the District began to partially decentralize in 1999, District administrators, the Council of Academic Affairs (comprised of the VPs), 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. In addition, the District has 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 (Board Decentralization Policies). These and other aspects of decentralization allow local college academic programs to be more responsive to local stakeholders.

The Chancellor, his executive assistant, and Board members regularly meet with state lawmakers and educational leaders to promote legislation and other initiatives intended to improve access for students and secure funding for special programs. The Board played a central role in promoting the Prop A, AA, and J bond initiatives passed in 2001, 2003, and 2008 that have provided more than $5.7 billion in badly needed capital construction funds for projects on all the campuses; the District also accessed over $300 million in State matching funds, bringing the total to over $6 billion. These projects are directly benefitting instructional programs and expanding career/technical education program facilities.

In spring 2009, the District was honored by the Research and Planning Group for California Community Colleges with an Excellence in Planning Award for its achievement in developing an effective framework for strategic planning in a multi-campus district (RP Excellence in Planning Award).

IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary

The Board monitors the educational quality of LACCD programs through the following standing committees, which were restructured in 2010-11:

- The Institutional Effectiveness Committee addresses educational effectiveness, student achievement, and educational programs. It oversees the colleges' accreditation self-evaluation efforts and requires annual college reports on progress made to reach strategic planning goals, including ARCC AB 1417 outcome measures and progress on the District's Core Indicators of Institutional Effectiveness**.**
- The Finance and Audit Committee recommends the tentative budget and annual audits for general operations of the District and the bond program and reviews financial reports, internal audits, bond financing issues, revenue-generating plans, public/private partnerships, and other financial matters**.**
- The Legislative Committee makes recommendations on legislative initiatives to benefit the District, reviews proposed state and federal legislation, evaluates lobbying efforts, and considers other related matters**.**
- The Capital Construction Committee provides policy guidance, oversight of the bond program, and approval of master plans and environmental impact reports.
- The Student Affairs Committee considers all matters that impact student life, including the teaching and learning environment, co-curricular and extracurricular activities, student services, etc.

(Standing Committee minutes; BR 2605.11)

In conjunction with the Chancellor's Office and the Office of General Counsel, the Board is apprised of and assumes responsibility for all legal matters associated with the operation of the nine campuses.

The Board 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. The Board, the college presidents, and the public are provided periodic updates and presentations regarding the LACCD's financial condition. The Board ensures the financial integrity of the District by approving an annual budget, reviewing its annual independent audit, and requiring at a minimum 5% reserve. The Board is directly responsible for guaranteeing the colleges' financial health by requiring quarterly reports from the college presidents on their budgets and FTES targets. The Board is responsible for overseeing compliance with all federal, state, and local policies related to student financial aid and other fiscal programs through LACCD administrative offices.

To monitor the financial integrity of the District's capital construction project, the Board tightened its management by taking the following steps:

- Approved the creation and staffing of an independent Office of Inspector General that reports to the Chancellor and the Board and conducts ongoing review of performance, financial integrity, and legal compliance -- reports that have resulted in corrective actions
- Approved the creation of a Whistleblower Program for bond and non-bond related issues so that anyone may confidentially report on concerns needing investigation
- Instituted limits on the "multiplier" (or markup) that firms participating in the management of the building program can charge for employing program staff
- Strengthened the operation of the District Citizens' Oversight Committee, mandated by law to oversee the program
- Appointed an independent review panel of10 distinguished citizens, which completed its examination of the program and recommended improvements of policies and processes
- Engaged the office of Los Angeles City Controller Wendy Greuel in response to concerns raised about the process used to select the Inspector General
- Acted immediately to revise policies and procedures used in all RFP processes after the City Controller's Office concluded that the evaluation process for the selection of the Inspector General was flawed; the new process was used to hire a financial advising firm
- Approved the centralization of construction management under the purview of the Executive Director of Facilities

(Building Program actions)

In fall 2011, in response to concerns expressed in a State Controller's Office audit, recommendations in a Building Program Review Panel report, a decrease in the District operating budget, and a significant decline in enrollment, the District instituted a moratorium on $1.9 billion worth of planned building projects that had not started construction in order to conduct a thorough evaluation to determine whether the following criteria had been met:

1. The colleges could afford the costs of maintaining and operating the new buildings.
2. There was sufficient capital to build projects with currently authorized funds.

3. The facilities, some of which had been planned years ago, matched projected needs. Based on reports provided by the colleges, projects totaling $1.7 billion have been released from the moratorium, leaving four projects (under $170 million) still subject to further review by the colleges (Moratorium status).

Self Evaluation

The ultimate responsibility for policies and decisions impacting all nine colleges lies with the Board, which has significantly expanded its role in oversight of the quality of instructional programs. Annual college strategic planning reviews allow the Board to play a more direct role in assuring that the colleges and the District are in sync by requiring the colleges to demonstrate how their goals align with the District's. These reviews give the Board the opportunity to hold the colleges publicly accountable for meeting quality assurance standards associated with their educational master plans and strategic planning efforts (IE Committee minutes June, July, August 2012).

As a result of repeat findings in the 2010-11 annual independent audit, college personnel from each of the areas with any deficiency were required to attend mandatory meetings with the Office of Budget and Accounting and the District's Internal Audit Department to discuss the findings and take immediate corrective action. Internal Audit then conducted meetings with the responsible VPs in the areas with findings at each of the nine colleges to ensure that the colleges were following their action plans. The District established a single point of contact at each college to collect and review responses, beginning with the assignment of a lead to take charge of each action, the setting of corrective actions with a timeline for implementation, and a request for documentation to prove that the corrective actions took place. This centralization has made the District more responsive to the audit findings (Corrective Action Matrix on financial issues). In September 2012, the District held an Accreditation Summit with 70 administrators and two Academic Senate representatives. The session focused on audit findings, corrective action plans, and responsibility for the resolution of these audit findings (Accreditation Summit September 2012).

The Internal Audit Department has been tasked with working with all the colleges to enhance and enforce current policies, procedures, forms, and monitoring controls to ensure that campuses are uniform and in compliance with all federal, state, and local regulations. Internal Audit has also been tasked with making sure that the corrections have been implemented by conducting follow up visits to all nine colleges.

The Board, District administration, college presidents, faculty, and staff spent considerable time and effort over the past year in discussions about the building moratorium and its impact on the colleges. The Chancellor requested the moratorium primarily to analyze and adjust to the impact of the state budget crisis, since state support for higher education has been reduced and building was outpacing enrollment. If the District had continued with the planned program, it would have added 3.8 million square feet at a time when FTES are declining, hiring is decreasing, and the ability to maintain and operate the new buildings was not guaranteed. The moratorium was a thoughtful approach to take a hard look at the remaining projects and decide whether adjustments were needed.

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.

Descriptive Summary

The duties and responsibilities of the board are defined externally by State Education Code, Section 70902, and internally by board rules (Board Rules Chapter II Art. III). 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 (District Board Rules).

Self Evaluation

The LACCD's own internal checks and balances have ensured 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.

Descriptive Summary

The process for the adoption of board rules (policies) and the administrative regulations that support them (how to implement the policies) are outlined in a Chancellor's Office directive (Chancellor's Directive 70, District-wide Internal Management Consultation Process). Board rules are adopted by the Board of Trustees, and Administrative Regulations are issued under the authority of the Chancellor. In addition, the District adopts other procedures, such as its Business Procedures Manual and Chancellor's Directives, to establish consistent standards.

In 2007, the board adopted a regulation stipulating the process for the cyclical, automatic review of all policies and regulations (Administrative Regulation C-12). Rules and regulations are assigned by category to subject matter experts every three years. If they are in need of revision, the appropriate staff member prepares changes. To ensure compliance, the Office of General Counsel developed a form that requires the responsible ESC administrator to indicate the outcome of the review (i.e., no changes recommended at this time, changes recommended, or proposed changes vetted with the appropriate shared governance group). The form must be signed and dated before being returned to the General Counsel (Confirmation of Periodic Review).

Suggested revisions are reviewed and considered at board meetings. Once policies are approved, they are posted on the LACCD website by General Counsel. Since April 9, 2010, the Board has adopted 11 new board rules and updated 34 existing ones. The Board relies on the Chancellor, the college presidents, and ESC executive and senior staff to ensure that all rules and regulations are implemented uniformly and effectively across the District.

Self Evaluation

The trustees act in accordance with established policies. The rules and regulations established through the consultation process are subject to regular review and revision by LACCD administrative staff to ensure that they are appropriate and effective. When constituents or ESC personnel bring issues in need of revision to the Board, policies are changed, if necessary. For instance, the Board recently approved a board rule requiring course outlines of record for non-Career Technical Education (CTE) courses to be updated every six years; CTE course outlines are updated every two years. The Board also adopted a policy for funding of the District's building program reserve to address the levels of risks and work remaining and a policy to set aside District operating funds to address deferred maintenance and repair of existing facilities.

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.

Descriptive Summary

In 2007, the Board adopted a formal policy for the orientation of new board members (Board Rule 2105). It has also developed procedures for the orientation of student trustees (Orientation procedures for new student trustees). In July of 2011, when the two newest board members were elected, each participated in a nine hour orientation held on three separate days (Board member orientation July 2011). These orientations included information about Accreditation Standards and ACCJC expectations that trustees be involved in all aspects of accreditation.

Trustee elections are held on a staggered basis, with three or four seats being filled every two years. At its annual organizational meeting, the Board elects a president and vice president to serve one-year terms. A district wide student election is held annually to select a student member (who has an advisory vote) for a one-year term.

Self 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 although the student trustee position changes every year.

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.

Descriptive Summary

The Board's formal policy on self-evaluation was adopted in 1995, and for 10 years, the Board used a checklist to evaluate its overall effectiveness. In June 2005, the Board amended

its process, expanding it to also include additional feedback 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 conducts annual self-evaluations (Board Retreat February 2012). The next one will occur in January 2013.

In 2007 the Board adopted a board rule to set goals as part of its annual self-evaluation (Board Rule 2301.10). To increase follow-through and accountability at the district level, in 2010 the Board adopted a District Effectiveness Review Cycle, which aligns annual Board and CEO goals with DSP goals. The annual cycle includes Board evaluation, Board retreats, college activities in support of goals, institutional effectiveness reports, and District effectiveness reports that align with the DSP. At its retreats, the Board assesses District priorities and discusses processes for addressing them (District Effectiveness Review Cycle flow chart; August 2011 Board retreat).

In response to a recommendation received from the Commission in June 2012, professional development training was held at two fall 2012 retreats to help Board members distinguish their responsibilities from those of the Chancellor, understand their roles in setting policy, and develop goals and objectives to address items noted in their evaluation (Corrective Action Matrix on Board professional development).

Self Evaluation

While new Board members participate in an orientation and all receive training on their roles, evaluations have indicated that some trustees may have needed more training on their roles and responsibilities. In order to improve performance, a thorough program of professional development was implemented, with ongoing board development to measure improvement.

As a result of a self-evaluation, the Board streamlined the number of standing committees from seven to four. The adoption of an annual review cycle has increased the Board's ability to monitor progress on strategic goals and Board priorities to guide district-level decision making. It has allowed the Board to synchronize annual goal setting with the academic calendar and ensure that institutional effectiveness reports align with strategic plan reports, ARCC AB 1417 review, and the self assessment process.

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.

Descriptive Summary

The Board adopted a Statement of Ethical Values and Code of Ethical Conduct in 2005 that requires each member to adhere to values of honesty, integrity, reliability, and loyalty. With input from District legal counsel, in 2007 it established procedures for sanctioning board members in case of ethics violations (BR 2300.10 and 2300.11).

Self Evaluation

The Board has a clear code of ethics and a process in place for sanctioning behavior that violates the code.

IV.B.1.i. The governing board is informed about and involved in the accreditation process.

Descriptive Summary
To ensure that they are knowledgeable about the accreditation process, trustees learn about Accreditation Standards at retreats and meetings. The Institutional Effectiveness Committee (formerly the Committee on Planning and Student Success) monitors the accreditation self-evaluation process by receiving regular reports and reviewing the colleges' comprehensive self evaluation, midterm, and follow-up reports. A three-hour meeting to discuss progress on responding to the latest recommendations was held in October 2012 (IE Committee minutes 10_1_2012). During site visits, Board members meet with visiting teams, respond to questions, and participate in meetings, forums, and receptions.

In fall 2007 the Chancellor created the position of Accreditation Liaison, who reports directly to the Vice Chancellor of Educational Programs and Institutional Effectiveness, and helps to facilitate the reporting process to the Board.

Self Evaluation

Through active oversight by the Institutional Effectiveness Committee, Board members have become more engaged in and aware of the accreditation process. The accreditation self evaluation process at the colleges has become much more pro-active, collaborative, and collegial over the years. District colleges are now approaching accreditation as an essential element in strategic planning and institutional processes. In addition, Board members attend workshops at conferences, such as the Community College League, on topics including the accreditation expectations of the ACCJC.

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.

Descriptive Summary

Pursuant to California Ed Code, the Board employs the chancellor and gives him/her full authority and responsibility to oversee the operation of the District. The hiring of a chancellor starts with board action authorizing the HR Division to launch a search. After a chancellor is selected, a policy outlines procedures for his/her annual evaluation

(Chancellor's Directive 122). The Board solicits input from constituencies and collects data to evaluate performance on a number of criteria. The most recent evaluation of the current Chancellor, hired in August 2010, was conducted in October 2012 (Chancellor Evaluation Data Collection and BOT agenda 10_3_2012)

The Chancellor and ESC senior staff oversee the administrative tasks of the District. The Chancellor also oversees the District Foundation to help obtain additional resources, meets regularly with the Cabinet (senior staff and college presidents), and holds regular consultations with the leadership of the employee 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 Ed Code provisions, the Board delegates its authority to the Chancellor, gives him/her the autonomy to make decisions without interference, and holds him/her accountable for those decisions.

The Board shares responsibility with the Chancellor for hiring and evaluating the performance of vice chancellors, college presidents, and the General Counsel. Board rules specify selection procedures for key administrative positions, which typically involve national searches (BR 10308 Selection Procedures for College Presidents). 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.

One of the Chancellor's duties is to conduct regular evaluations of the college presidents and make recommendations to the Board on the renewal of their contracts. The process for this comprehensive evaluation, which has been in place since 2002, is facilitated by the Deputy Chancellor's Office (Performance Evaluation Process for College Presidents). College presidents undergo evaluations at least every three years (Schedule of presidents' evaluations). They are conducted by District HR and include feedback from all segments of the campus community (Presidents' evaluation packet). In addition, every year the college presidents meet with the Chancellor to update their annual goals.

Self Evaluation

The chancellor is responsible for evaluating those who directly report to him/her (college presidents, General Counsel, Deputy Chancellor and vice chancellors) and those regular cycles of evaluation have been followed diligently.

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.

Descriptive Summary

The college president directly supervises a staff of three vice presidents (Academic Affairs, Student Services and Administrative Services), a dean of research and planning, a public information officer, an executive director of the LAVC Foundation, and two classified staff. The Vice President of Academic Affairs is supported by four deans. In monthly meetings with all department chairs and program directors, she serves as a liaison between the faculty and administration. The Vice President of Student Services is supported by a dean (vacant) and four associate deans. The Vice President of Administrative Services is supported by an associate vice president. All vice presidents are also supported by classified supervisors and classified support staff (President's Office Org Chart).

The President meets weekly with her VPs at senior staff meetings to allow for discussion of issues. She also conducts a monthly meeting for the administrative team, comprised of deans, supervisors, and other managers to discuss matters pertaining to institutional effectiveness and student success. The President is responsible for performance evaluations for those who directly report to her. She serves on the final interview panel for probationary faculty and high-level academic and classified positions and makes final decisions on all college hires. The President takes an active role in the planning and organizational structure of the College and supervises the Office of Research and Planning.

Self-Evaluation

The President maintains a well-functioning administrative structure and is actively involved in overseeing, evaluating, and communicating with her administrators. When surveyed on the VPs' effectiveness in identifying college values, setting and achieving goals, and commitment to improving student learning, 60.6 percent rated them as effective or very effective (2011 Accreditation Survey).

IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:

1. *Establishing a collegial process that sets values, goals, and priorities*
2. *Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions*
3. *Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes*
4. *Establishing procedures to evaluate overall institutional planning and implementation efforts*

Descriptive Summary

The President supports collegial processes through a number of initiatives. She has been actively involved in Achieving the Dream and the College's vehicle for meeting AtD goals, the Preparing All Students for Success (PASS) Committee. She was actively involved in crafting and soliciting feedback about the College's revised mission statement. She played a major role in helping to establish and implement Educational Master Plan (EMP) goals.

Since high quality education and training is a valued goal, she has promoted professional development by supporting the Office of Professional Development and the Strategic Team for the Advancement and Retention of Students (STARS) program.

The College President has demonstrated support for institutional research in several ways. Recognizing the importance of research and its link to planning, she supported the change in the position from associate dean of research to dean of research and planning, who reports directly to her. She recently approved the position and hired a research analyst.

Acting on an ACCJC recommendation to better link budget and planning, the President, along with the dean responsible for research and planning, has been the driving force behind reorganizing and reinvigorating the College's shared governance structure and internal communication processes. In spring 2009, she convened campus leaders into a Big Picture Committee and began the process of restructuring processes to better link planning with budgeting. She took part in all the discussions and participated in the communications workgroup. In addition, she had hands-on involvement in the evaluation of the new structure (Big Picture minutes).

The President is involved in the annual plan process and works with the units under the Presidents' Office to ensure that service outcomes are completed thoroughly and on time (Email on Service Outcomes).

As part of her ongoing message at monthly administrator and senior staff meetings, she stresses the importance of linking planning to budgeting and following the EMP.

Self Evaluation

Inherent in a comprehensive overhaul of this kind, there is an institutional learning curve. The President has responded to this challenge with patience and resolve to ensure that these structural changes take place in a positive and effective way. To involve more staff in institutional improvement, the President suggested that a classified employee be included as a tri-chair in the accreditation self-evaluation process. The President encourages her senior and administrative staff to become active participants in the shared governance processes by making committee appointments based on expertise or areas of responsibility. On the 2011 accreditation survey, when asked about the College President's effectiveness in identifying college values, setting and achieving goals, and commitment to improving student learning, 64 percent of those responding rated her as effective or very effective.

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 goals.

Descriptive Summary

The college president is accountable to the LACCD Chancellor and Board of Trustees to ensure compliance with the implementation of statutes, regulations, and board policies and

that college practices are consistent with the college mission and goals. The President actively participates monthly on District committees such as the Joint Labor Management Benefits Committee (JLMBC) representing District management, the Bond Steering Committee, the District Budget Committee (DBC), the President's Council, and the Chancellor's Cabinet. She played a strategic role on the Student Information System (SIS) Selection Committee; LAVC one of the pilot colleges for the new SIS implementation beginning in spring 2013.

Self Evaluation

The president channels information to the college community through her vice presidents at weekly senior staff meetings, faculty and staff leadership consultations, monthly administrative management team meetings, through the shared governance process (president's report) at the Bond Work Group, and at the IEC. She addresses the Academic Senate periodically. She sends out updates on the state of the college, the budget, and the bond construction program (President's Messages).

IV.B.2.d. The president effectively controls budget and expenditures.

Descriptive Summary

The President controls budget and expenditures in accord with the principles established by the District Budget Committee, which all colleges are expected to follow: (1) meet college FTES goals for the year and (2) balance the college budget.

Through presidential leadership, the College has incorporated institutional planning into the fundamental process of managing the budget. Using data provided by the Office of Research and Planning and the College Budget Office, the President bases decisions to adjust the budget lines in conjunction with the overall goals in the EMP. Through shared governance, the College continues to develop short and long-term planning priorities in accordance with the college mission (IEC special meeting on the budget).

The President and VPs have reconstituted the focus of budget planning and expenditures. The emphasis is on college planning and budgeting as related to the college plan. In working with Office of Research and Planning, the president, using constituent input, has restructured internal processes, establishing more effective communication channels with the goal of linking college planning to budget. In working with the VP of Academic Affairs, the President supports the methodology of controlling budget by restructuring class offerings in a manner that supports student success. The President and the VP of Administrative Services now include the College Budget Office as a resource in the management of the budget through its role on the Fiscal Review and Oversight Group (FROG).

Since 2008, the President has led the College in making considerable inroads to balancing the college budget in a number of ways:

- Increased efficiency -- average class rose from 34 in 2007-08 to a high of 41.3 in 2011-12
- Significantly reduced or eliminated winter and summer sessions, offering only high

demand basic skills, prerequisites, and/or transfer GE courses
- Reduced costs for academic and classified positions through attrition and a hiring freeze as well as a reduction in reassigned time
- Requested and was granted debt forgiveness and deferral from District reserves

[See III.D.2.c. for more details.]

The President works effectively with administrators, the LAVC Foundation, and faculty to bring additional resources to the College through grants and other sources.

Self Evaluation

The College continues to struggle with balancing its budget. The College is under a District-driven obligation to meet FTES goals on target with not much room for error. The President and her senior staff use their best efforts to manage FTES production while providing students with pathways to successful completion, graduation, or transfer. With district wide salary and benefits costs, the college finds that over 90% of its budget is predetermined at the start of each fiscal year. Once fixed costs are included (such as utilities) there is very little discretionary income available in the yearly budget. Through long range planning, staffing at the College is being gradually realigned to better meet changing institutional needs. While balancing the budget is a goal, the President demonstrates through her decisions, that she is committed to maintaining a level of instruction and student services that meet the immediate needs of our students and fulfills our mission.

IV.B.2.e. The president works and communicates effectively with the communities served by the institution.

Descriptive Summary

The president communicates with the community-at-large and conducts outreach to the College's service area in a number of ways:

Public Relations Office: The Manager of College Public Relations assists the President with the promotion of on-campus town hall meetings and special Board of Trustees meetings. The PR Office disseminates a weekly email bulletin, which communicates information about college news and activities to on- and off-campus communities, maintains the college website, and coordinates and promotes all bond-related special events, such as groundbreakings and dedications (Office of Public Relations).

Governmental Affairs: Soon after taking her position in 2008, the President instituted semi-annual Legislative Update Breakfast meetings, inviting elected officials representing the community-at-large at the city, county, state, and federal levels. She is actively involved in governmental affairs and is an advocate for the College and higher education to local, state, and federal elected officials. The Dean of Economic Development works with the president in outreach efforts (Economic Development webpage).

The LAVC Foundation: The president oversees the Foundation, serves as a resource member

on its board, attends board meetings and fundraising events, assists the executive director in donor recruitment, and seeks out LAVC alums to reunite them with the college community. In its third successful year, the President's Circle Campaign, comprising 30 donors, raised $58,000 to add to the total distributed to the College to address some of its needs (LAVC Foundation).

Business and Community Relations: LAVC is an institutional member of the Valley Industry and Commerce Association (VICA), the Valley Economic Alliance (VEA), the Greater San Fernando Valley Chamber of Commerce, the Los Angeles Economic Development Corporation, the Hispanic Association of Colleges & Universities (HACU), and the American Association of Community Colleges (AACC). The President is an active board member on the Board of Directors of VEA and VICA, and served for two years on the California Entrepreneurial Women's Board of Directors. She delivers keynote talks at Project Grad (City of Los Angeles special project for service-area high school students), the Valley Glen Neighborhood Council, and at special events such as "Honor a Hero – Hire a Vet," co-sponsored by the Employment Development Department (EDD) and VEA (Dr. Carleo's resumé).

Self Evaluation

The College President participates in community events and connects to neighborhood associations, keeping LAVC "front and center" as an institution that serves the community-at-large.

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.

Descriptive Summary

The areas of responsibility of the District and its nine colleges are governed through legislation, the Education Code, board rules, administrative regulations, and current and past practices. In 1999, the Board of Trustees adopted a policy of partial administrative decentralization, which shifted additional responsibility and accountability for planning and decision making to the local college level. Since the adoption of this principle, the District and the colleges have worked to clarify and delineate operational responsibilities.

The District has been actively engaged in addressing this Standard since it participated in the ACCJC's first Multi-College Pilot Program in 1999. Several generations of functional maps delineating the mutually-defined operational roles and responsibilities of the district system

and the colleges have been produced. The 130-page 2008 Functional Map contained descriptions of board and committee roles, functions and membership of 56 district-wide governance and administrative committees, a definition of the District/college relationship, a grid of service outcomes detailing the functions of each division and administrative unit and outlining its relationship with its college counterparts, and flow charts showing administrative processes (2008 Functional Map).

The ACCJC evaluation teams visiting three of our colleges in 2009 agreed that while the *2008 Functional Map* might not have been sufficiently publicized at the campus level, it did successfully delineate the roles and responsibilities of the District and the colleges (Evaluation reports East (p. 49) Trade-Tech (p. 48). However, the teams felt that the District needed to take the additional step of evaluating the accuracy of the delineation and use the information to improve effectiveness.

To respond to this recommendation, the District Planning Committee (DPC) created a two-year project that culminated in a full assessment and revision of the functional map and engaged faculty, staff, administrative, and student leaders in a dialogue about the roles and responsibilities of the colleges and the District. The project consisted of the following:

- Review and Revision of Service Outcomes: In 2009, all ESC administrative units reviewed their sections for accuracy, simplified descriptions of functions, and made sure outcome measures were feasible. The draft was circulated among user groups for **s**uggestions used to produce a final version of the outcomes.
- Update of District-wide Committee Descriptions: All standing district wide committees and councils were asked to revise their descriptions using a new template to provide uniform information (Committee Evaluation template).
- Expansion of the Functional Map: The DPC incorporated additional sections to clarify the principles of governance in a partially decentralized district, including policy, roles of stakeholder groups and committees, and the cyclical evaluation of the new handbook. To assist colleges in documenting their governance and planning processes, the DPC designed a governance handbook template (Governance Handbook template).
- Survey: Results of a survey to assess the accuracy of the definition of the District/college relationship were used to create an assessment report with action items for continuous improvement of District/college role delineation. [See IV.B.3.g for details.]
- These efforts led to the replacement of the 2008 Functional Map with the LACCD District/College Governance and Functions Handbook in spring 2010 (LACCD District Governance and Functions Handbook), which was posted on the District website and distributed to the colleges and constituency groups.

Additionally, District staff is working with the colleges to map business processes in anticipation of the roll-out of the new SIS, administrative software that will support academic advising, admissions, financial aid, student billing, curriculum and scheduling, and student records. The mapping process has resulted in the creation of over 275 process maps that detail functions across the District (Process Mapping).

Self Evaluation

The District recognizes that it is an ongoing challenge to delineate roles in a large multi-college district and that decentralization is a work in progress that requires periodic review. The LACCD has become partially decentralized, with some functions undertaken locally and others at the District's Educational Services Center (ESC). For example, some characteristics of a course are determined by the college and some by the District. Other functions, such as hiring decisions, are handled at the colleges, but rating-in and verification of MQ's are done at the ESC.

The extensive efforts involved in revising the functional map and the current process mapping project for the new SIS have greatly improved the understanding of roles and responsibilities across the District. Program review for ESC units will be another instrument used to address gaps in service and eliminate redundancies between college and District functions [see IV.B.3.b].

The District Governance and Functions Handbook serves as a convenient, user-friendly guide to decision-making processes and provides employees with a more accurate and informed understanding of the District's role in relation to the colleges. The Vice Chancellor of Educational Programs and Institutional Effectiveness keeps the online edition updated. The handbook includes results of District committee self evaluations. Beginning in spring 2012, the handbook is being re-assessed and revised on a two-year cycle [see IV.B.3.g].

IV.B.3.b. The district/system provides effective services that support the colleges in their missions and functions.

Descriptive Summary

The District's primary purpose is to provide operational and logistical support to the colleges. To do this, the District offers an array of support services, the main ones involving 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 construction program), and information technology. Collaborative procedures between the District and the colleges include the budget allocation model, submission of state MIS data, and implementation of board rules. Each college, through its own budget allocation process, determines specific operational and educational priorities.

The DSP identified among its goals the development of a district-wide "culture of service and accountability" to maximize the ability of the colleges to act efficiently as independent entities while enjoying the benefits of being part of a large, multi-college district. The revised 2012-17 plan has made one of its principles the goal of "organizational effectiveness."

To assess effectiveness in providing services, Customer Satisfaction Surveys for every major service unit in the ESC were piloted in fall 2008 and continue to be collected (Customer Satisfaction Surveys). The results of these surveys are used to improve unit performance and

further refine operations. To take the satisfaction surveys one step further, in August 2012 all administrative service units of the ESC were placed on a comprehensive three-year program review cycle, with annual plans due every year.

The District's Research Office serves the colleges by providing information they can use to improve student learning and institutional effectiveness. The office conducted student surveys in 2000, 2005, 2009, and 2012 (Research Office website) and distributes and analyzes the results of surveys at the monthly District Research Committee (DRC) (DRC minutes). It has also taken the lead on MIS awards submissions, Federal Gainful Employment, SB 70, and Achieving the Dream reporting for the nine colleges.

To assist the colleges, the District is taking the lead to address the U.S. Department of Education requirement to put state authorizations in place for students taking online classes. The Vice Chancellor of Educational Programs and Institutional Effectiveness wrote to all 50 states to request authorizations for all nine colleges, taking the burden off of the colleges to comply with this regulation.

The Office of Diversity Programs has taken on duties that were previously performed locally, such as the investigation of complaints.

Self Evaluation

The District's ongoing self-analysis [see IV.B.3.a] has resulted in recommendations for the refinement of functions. Involving input from all nine colleges, survey results have led to the establishment of clear outcomes for all LACCD administrative offices, which are being used to measure the effectiveness of support services. For example:

- The Environmental Health and Safety Unit was ranked as performing at a level that either "exceeds expectations" or "meets most expectations" 87.5% of the time. All of the qualitative comments were positive.
- A high degree of satisfaction (81.9%) was expressed for the unit handling Workers Compensation claims.
- Business Services at the colleges and the ESC were on different cycles, but as a result of feedback from the surveys, starting fall 2012 all units are on the same three-year cycle.
- The Office of Diversity Programs concluded that it needed to provide more training to colleges on compliance issues (e.g., sexual harassment and reasonable accommodations), provide guidance on diversity and equal employment, and continue to offer technical assistance on prohibited discrimination complaints. In the past year, the Office offered trainings on serving as Equal Employment Opportunity Reps on hiring committees, conducting Disciplinary and Harassment Investigations, and reasonable accommodations.

(Unit improvement plans)

Although many functions have been decentralized, the functions the District performs are beneficial to the colleges. For example, when the District replaced its outdated paper payroll system with an automated version (SAP), the District designated trained personnel on each campus to deal with payroll issues that arose from the conversion. To assist LACCD employees with questions about their benefits, the District established a call center (Benefits

Call Center). When colleges said they needed to reduce the time it took to establish budgets for new Specially Funded Programs, the Office of Budget and Management Analysis streamlined the process and conducted trainings.

Another example of District support is the upgrading of college websites. Working collaboratively, college public information officers met with District staff and outside consultants to design web page templates. This project has enhanced district wide communications and provided valuable support to college staff.

IV.B.3.c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

Descriptive Summary

The District Budget Committee (DBC) develops and oversees implementation of the District's resource allocation model. In 1999, the DBC was restructured to include additional faculty representation; it is now comprised of the nine college presidents and representatives from the administrative units, the DAS, and the collective bargaining units.

The DBC has periodically reviewed and evaluated the allocation model and recommended changes when necessary. In 2007, as a result of a third-party review instituted to assure that the smaller colleges were not being negatively impacted, the District instituted a budget allocation model that paralleled SB361, the state budget formula. Funds were distributed to the colleges on a credit FTES basis with a two-tiered basis for noncredit, less assessments to pay for centralized accounts, services provided by the ESC, and set aside funds for the District's contingency reserve. Five of the colleges received an augmented foundation grant of $500,000 due to the additional administrative, business, and operational expenses incurred by the four smaller colleges and the high-cost CTE programs at Trade-Tech. To make the system more equitable, District-wide assessments were changed from a percentage of college revenue over total district revenue to a cost per FTES basis (SB361 Budget Allocation Mechanism).

In 2008, the DBC formed the Fiscal Policy and Review Committee (FPRC) to address the situation of colleges continuing to experience budget difficulties and to consider new approaches for improving their fiscal stability. To address an action item to review the District budget process-[see IV.B.3.g)], the FPRC and the DBC reviewed their roles. In spring 2011, the FPRC was renamed the Executive Committee of the DBC (ECDBC) and the charges for both committees were revised to ensure that budget planning policies were consistent with the DSP (DBC minutes May 18, 2011).

In 2011, the ECDBC began reviewing the District's budget allocation formula, examining base allocations, the use of ending balance policy, assessments for ESC operations, enrollment growth targets, and the college deficit repayment policy, in addition to a thorough review of other multi-college district models. The result was a recommendation to amend the current allocation model to one with minimum base funding. The new model has two phases:

- Phase I increases the colleges' basic allocation to include minimum administrative staffing and maintenance and operations (M&O) costs.
- Phase II calls for the ECDBC to study the remaining allocation agenda for allocation changes that identify college needs (including M&O), provide funding for colleges to deliver equitable access for students, and ensure that colleges are provided with sufficient funding to maintain quality instruction and student services.

After vetting the proposed changes through the DBC and Chancellor's Cabinet, the DBC approved the recommendations in March 2012, and sent them to the Board's Finance and Audit Committee for review. The Board adopted the new budget allocation model in June 2012 (Budget Allocation Model). The ECDBC is continuing to review budget allocation issues as the new model is implemented.

Self Evaluation

Since 2006, the District has been constantly reviewing and adjusting its budget allocations to ensure the colleges can operate and support their programs and services, for example, giving supplemental funding to the four smaller colleges and to Trade-Tech to compensate for high cost vocational programs. As the District faces state funding shortfalls, it will continue to review its resource allocations to the colleges and its reserve levels. The District is currently conducting its phase II of the budget allocation review to address other funding and expenditure issues.

IV.B.3.d. The district/system effectively controls its expenditures.

Descriptive Summary

The District has established mechanisms to control expenditures. Each college president is responsible for the management of his/her college's total budget and must establish a process for budget development; each District vice chancellor is responsible for his/her budget. Each is expected to balance his/her budget and effectively utilize financial resources. Each college is required to prepare a quarterly fiscal report that provides budget-to-actual revenue and expenditure data for all budget line items to determine if there are any expenditure problems.

To ensure sound fiscal management and provide a process to monitor and evaluate their financial health, all nine colleges follow standards of good practice that include the development of an annual financial plan, quarterly status reports, the requirement to set aside a 1% reserve, and the obligation to balance the College's budget (Report on Fiscal Solvency).

The District's monthly budget reports support the fact that the District is making sound financial and expenditure decisions. Extensive Budget and Financial Reports are prepared for each of the meetings by the Chief Fiscal Officer and Budget Director and informed by an independent audit report that is reviewed by the Board's Finance and Audit Committee. All of these reports show that the District consistently ends each fiscal year with a positive balance and meets its financial obligations (DBC reports).

In fall 2006, the LACCD took significant steps to address the issue of its unfunded liability

for retiree health care by negotiating with the employee unions to begin pre-funding its unfunded obligation. The District annually directs 1.92% of the previous fiscal year's full-time employee payroll into an irrevocable trust managed by CalPERS. An amount equivalent to the District's annual Medicare D refund is also diverted from its operating budget into the trust. As of June 2012, the ending balance in the trust was $39,751,541. The Fair Market Value of the Trust was $41,694,651 (GASB trust quarterly statement).

In order to maintain control over health benefit costs for employees, the Joint Labor Management Benefits Committee (JLMBC), which works collaboratively to recommend medical insurance carriers and plans. In 2009, facing a state budget crisis and enormous increases in the cost of health benefits, the JLMBC reduced the cost of health care coverage for active and retired employees by agreeing to move to health care plans administered by CalPERS. Because of the significantly lower retiree benefit costs, the District's GASB obligation was reduced by about $97 million (Post-Retirement Health Benefits Actuarial Valuation Study).

Self Evaluation

The District has a long history of financial solvency. Through its effective control of expenditures, since the 1990's the District has consistently ended the fiscal year with a positive balance. Over the last few years it has maintained healthy ending balances (14% in 2009-10, 17% in 2010-11, and 14% in 2011-12) despite drastic cuts in state funding (more than $100 million or between 15%-20%).

The District's adherence to the State's recommendation to maintain a reserve of at least 5% has proven to be a prudent policy. In June 2012, the Board directed the CFO to set aside a 5% general reserve and an additional 5% contingency reserve, which has allowed the District to minimize the impact of cuts to college operations resulting from the State's financial crisis (Finance and Audit minutes June 13, 2012).

In 2007, the District's GASB pre-funding plan was cited as a best practice by a State commission (Public Employee Post-Employment Benefits Commission report p. 169-173). The District monitors its liability and continues to assess the adequacy of its annual contribution. Even though the District received less funding from the state due to the budget crisis over the last three years, it has not interrupted its annual contribution. If the pre-funding plan continues, in addition to the annual pay-as-you-go amount, the District will accumulate sufficient funds over the next 15 to 20 years to fully fund the ARC.

The JLMBC has been a successful model for savings in an environment of spiraling health care costs and was honored as an exemplary model of labor-management collaboration that has resulted in delivering cost effective high quality services (AFT Saturn/UAW Partnership Award). The switch to CalPERS and the self-funding of employee dental and vision coverage saved the District about $30 million in the two years following the move (JLMBC report July 13, 2011).

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.

Descriptive Summary

The Chancellor gives the college presidents the authority to administer their responsibilities at the colleges without interference. Monthly Cabinet meetings are held to keep the college presidents apprised of District policies. Through a regular evaluation process that includes clear grades for effectiveness in key areas, the Chancellor holds college presidents accountable for the effective functioning of their colleges. These evaluations are reviewed and approved by the Board of Trustees [See IV.B.1.j].

Self Evaluation

Seeking a balance between centralized and decentralized control, presidents make key decisions but are also held directly accountable for their actions.

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.

Descriptive Summary

The District has several vehicles for communicating with the colleges. It provides reports pertaining to such areas as finance, personnel, and demographics. It maintains several databases which allow personnel to access information related to college operations as well as employee and student information.

District-wide councils and committees, such as the Presidents' Cabinet, the Vice Presidents of Academic Affairs Council, the Vice Presidents of Administrative Services Council, the Chief Student Services Officer Council, the CTE Deans, the Student Success Initiative Committee (SSI), and the Technology Policy and Planning Committee (TPPC) facilitate the sharing of information, which attendees bring back to their campuses. A video conferencing system allows representatives from the nine colleges and the District to meet virtually.

Representatives from constituency groups (collective bargaining units -- including faculty, staff, and administration -- the Academic Senate, and students) have seats at the resource table at Board of Trustees meetings, and comments from the resource table are a standing item on the agenda. Representatives have the opportunity to participate in the discussion of any item that comes before the Board for a vote. Before meetings, agendas are posted at the ESC and on the District website and emailed to the college presidents, VPs, academic senate presidents, and bargaining unit representatives. Minutes are posted on the District website.

Self Evaluation

Recognizing that communication had been an issue, the Chancellor, who took office in 2010, made a commitment to improving the flow of information between the District and the colleges. The Chancellor's Office issues frequent bulletins to all employees at the colleges with budget updates and relevant information, including resolutions passed by the Board (Chancellor's bulletins).

The new chair of the District Strategic Planning Committee made a similar commitment by creating a communications plan designed to increase employee understanding of how their roles relate to the strategic plan (DSP Communications Plan July 2011).

In the past two years, the District's Office of Educational Programs and Institutional Effectiveness has improved communication by taking the following steps:

- Established a new link -- District-level Governance Committees -- on the District home page and posting current agendas and minutes on this LACCD 411 page
- Added a search feature to find information in the minutes (in the first two months, the page had over 600 hits)
- Reminded District-level governance chairs to send agendas to the IE Office at least 72 hours before each meeting as well as approved minutes following the meetings

(District Governance Committee webpage)

In 2011, District IT began the process of completely revamping the District website (District Website Redesign kickoff meeting). The new website, launched in fall 2012, will facilitate the ease by which ESC personnel can manage content and update the website. The site has a calendar of events and news updates on the homepage.

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.

Descriptive Summary

The LACCD has been continuously delineating the roles played by the District and the colleges (see IV.B.3.a) and has a long history of active participatory governance at the district level; however, the effectiveness of its role delineation and its decision-making processes had not been formally assessed prior to ACCJC site visits in 2009. In response to the teams' recommendations, the DPC took the following steps to implement a new cyclical process for self-evaluation (Cityside Colleges Follow-Up Report):

- Conducted a survey to assess district/college role delineation and issued an assessment report, based on the results, with two action plans:

1) Review the District budget process [see IV.B.3.c]
2) Optimize District/college administrative operations [see IV.B.3.b]

(District/College Roles and Functions Assessment Report)

For an examination of steps taken to clarify district/college role delineation as a result of this evaluative process, see IV.B.3.a.

- Conducted a survey to assess district wide participatory governance and issued an assessment report, based on the results, with four action plans:

1) Implement a district wide communications and transparency initiative [see IV.B.3.f]
2) Review the District budget process [see IV.B.3.c]
3) Streamline district-level governance and planning processes [see committee self evaluation template, described below]
4) Enhance professional development on District governance [A module is being developed for the District website to train constituents on the inter-connection between local shared governance decision-making structures and district governance.]

(District-wide Governance Survey Assessment Report)

- Designed a template for the annual self evaluation of district-level governance committees that allows committee members to report the major issues addressed, accomplishments, obstacles to effective functioning, and future goals. Results are posted online and reported to the Board as part of its annual review of District effectiveness

(Completed District-wide Governance Committee Self Evaluations).

To close the loop on its biennial cycle of governance, the DPC revised the survey and disseminated it in 2012. The results will be used to craft new recommendations to improve district-level governance and decision making processes, which will be re-assessed every two years (2012 District-wide Governance Survey Results).

Self Evaluation

The comprehensive assessment efforts described above led to the creation of the new LACCD District/College Governance and Functions Handbook, which clearly establishes District roles of authority and responsibility and helps leaders navigate district wide governance and decision making processes more effectively. The District's follow-up regimen is improving district-level governance and decision-making processes by ensuring that ongoing efforts lead to continuous improvement.

The committee self-evaluation process allows those who participate in governance to check that activities align with the committees' charges, reflect on achievements, set new goals, and make recommendations for improvements.

In addition to these self evaluation efforts, the Board's District Effectiveness Review Cycle [see IV.B.1.g] has improved its ability to monitor district-wide progress on all district-level strategic goals and Board priorities and help guide decision-making.

The District's governance and decision-making structures are collegial and inclusive. Constituents work together to help colleges reach their goals. District leadership actively seeks participation of college leaders in decisions that affect all the colleges. Faculty and staff are well represented on district wide committees. Students have a voice through a student trustee, who participates on college president selection committees and convenes the Student Affairs Committee, which considers policies that impact students.

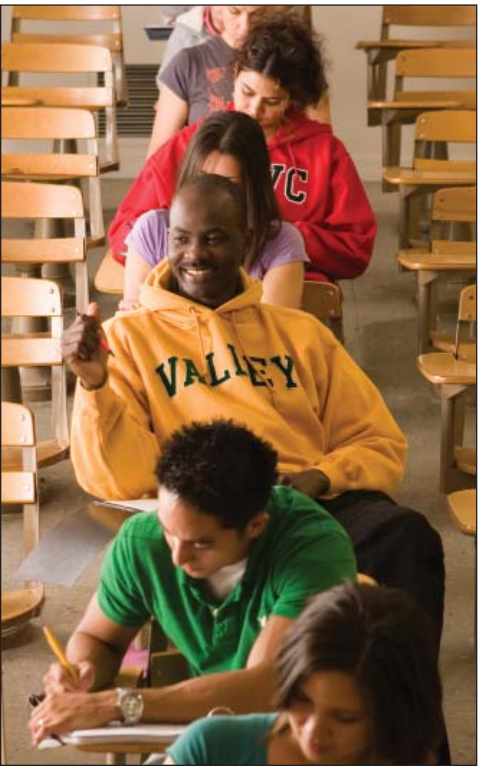
STANDARD IVB EVIDENCE

IVB-1	Board Rule 1200, BR 1800, Administrative Regulation 64
IVB-2	LACCD Strategic Plan 2006-11
IVB-3	DPC Scorecard Report and Recommendations
IVB-4	DSP Committee minutes May, 24, 2011
IVB-5	SWOT results and input
IVB-6	LACCD Strategic Plan Vision 2017
IIIC-16	LACCD Technology Strategic Plan
IIIC-17	Implementation Task Force Prioritization
IVB-7	Board Decentralization Policies
IVB-8	RP Excellence in Planning Award
IVB-9	Standing Committee minutes; BR 2605.11
IVB-10	Building Program actions
IVB-11	Moratorium status
IVB-12	IE Committee minutes June, July, August 2012
IVB-13	Corrective Action Matrix on financial issues
IVB-14	Accreditation Summit September 2012
IVB-15	Board Rules Chapter II Art. III
IVB-16	District Board Rules
IVB-17	Chancellor's Directive 70, District-wide Internal Management Consultation Process
IVB-18	Administrative Regulation C-12
IVB-19	Confirmation of Periodic Review

IVB-20	Board Rule 2105
IVB-21	Orientation procedures for new student trustees
IVB-22	Board member orientation July 2011
IVB-23	Board Retreat February 2012
IVB-24	Board Rule 2301.10
IVB-25	District Effectiveness Review Cycle flow chart; August 2011 Board retreat
IVB-26	Corrective Action Matrix on Board professional development
IVB-27	BR 2300.10 and 2300.11
IVB-28	IE Committee minutes 10_1_2012
IVB-29	Chancellor's Directive 122
IVB-30	Chancellor Evaluation Data Collection; BOT agenda 10_3_2012
IVB-31	BR 10308 Selection Procedures for College Presidents
IVB-32	Performance Evaluation Process for College Presidents
IVB-33	Schedule of presidents' evaluations
IVB-34	Presidents' evaluation packet
IVB-35	President's Office Org Chart
IA-13	2011 Accreditation Survey
IB-21	Big Picture minutes
IVB-36	Email on Service Outcomes
IVB-37	President's Messages
IVB-38	IEC special meeting on the budget
IVB-39	Office of Public Relations
IVB-40	Economic Development webpage

IVB-41	LAVC Foundation
IVB-42	Dr. Carleo's resumé
IVB-43	2008 Functional Map
IVB-44	Evaluation reports East (p. 49) Trade-Tech (p. 48)
IVB-45	Committee Evaluation template
IVB-46	Governance Handbook template
IVB-47	LACCD District Governance and Functions Handbook
IVB-48	Process Mapping
IVB-49	Customer Satisfaction Surveys
IVB-50	Research Office website
IVB-51	DRC minutes
IVB-52	Unit improvement plans
IVB-53	Benefits Call Center
IVB-54	SB361 Budget Allocation Mechanism
IVB-55	DBC minutes May 18, 2011
IIID-11	Budget Allocation Model
IVB-56	Report on Fiscal Solvency
IVB-57	DBC reports
IIID-9	GASB trust quarterly statement
IIID-10	Post-Retirement Health Benefits Actuarial Valuation Study
IVB-58	Finance and Audit minutes June 13, 2012
IVB-59	Public Employee Post-Employment Benefits Commission report p. 169-173
IVB-60	AFT Saturn/UAW Partnership Award

IVB-61	JLMBC report July 13, 2011
IVB-62	Chancellor's bulletins
IVB-63	DSP Communications Plan July 2011
IVB-64	District Governance Committee webpage
IVB-65	District Website Redesign kickoff meeting
IVB-66	Cityside Colleges Follow-Up Report
IVB-67	District/College Roles and Functions Assessment Report
IVB-68	District-wide Governance Survey Assessment Report
IVB-69	Completed District-wide Governance Committee Self Evaluations
IVB-70	2012 District-wide Governance Survey Results



Actionable Improvement Plans & Acronyms

Actionable Improvement Plans

I.B.3. In order to improve the linkage between budget and planning, the College will:

- Guide allocation decisions by prioritizing the objectives in the 2013-2019 Educational Master Plan *(Responsible party: EPC, expected completion: fall 2013)*
- Fully implement a single-cycle comprehensive program review, which follows the new planning calendar *(Responsible party: PEPC, expected completion: fall 2013)*

II.A.1.c. Achieve 100 percent completion of the outcomes assessment cycle in all academic and service areas *(Responsible parties: PEPC, area VPs, Academic Senate; expected completion: end of fall 2013)*

II.C.1.a. Establish an institutional standard for core library educational materials based on analysis of long-term needs and integrate it into the college resource allocation process *(Responsible parties: Library Department, Academic Senate, VP Academic Affairs; expected completion: spring 2013)*

II.C.1.d., III.C.1.a. Make it an institutional priority to enhance IT staff capability and availability to maintain and improve support of LAVC's technology environment *(Responsible parties: IT Task Force, Technology Committee; demonstrate progress by summer 2013)*

III.D.1.d. Ensure that a budget prioritization process is fully developed and followed, then evaluate it, and embark on a campus wide campaign to communicate how budgetary decisions are made *(Responsible party: IEC, expected completion: spring 2013)*

Acronym/ Abbreviation	Name	Discontinued	LAVC Committee	LAVC Form/ Process	LAVC Office or Location	LACCD	Other External/ Standard Abbreviation
ACCCA	Association of California Community College Administrators						X
ACCJC	Accrediting Commission for Community & Junior Colleges						X
ALO	Accreditation Liaison Officer						X
ARCC	Accountability Reporting for the Community Colleges						X
ASCCC	Academic Senate for California Community Colleges						X
ASU	Associated Student Union		X				
AtD	Achieving the Dream						X
BOT	Board of Trustees (a.k.a. LACCD Board of Trustees)						X
BWG	Bond Workgroup		X				
CARR	Cost Analysis Request & Report form [formerly Cost Analysis Request (CAR)/ Fiscal Analysis Report]	revised Sp12		X			
CARTS	Committee for Academic Resources & Tutoring Services		X				
CBO	College Budget Office						X
CCCCO	California Community Colleges Chancellor's Office						X
CCLC	Community College League of California						X
CDC	Child Development Center				X		
CDEC	Campus Distance Education Committee		X				
CE	Continuing Education						X
CER	College Effectiveness Report					X	
CFA	Chief Financial Administrator				X		
CIO	Chief Instructional Officer						X
COAC	College Operations Advisory Council	summer 2011	X				
CPM	Construction Project Management (a.k.a. Yang Management)						X
CSDC	Classified Staff Development Committee		X				
CSSO	Chief Student Service Officer						X
CTE	Career Technical Education						
DAP	Department Assessment Plan						
DAS	District Academic Senate						X
DBC	District Budget Committee					X	
DE	Distance Education						
DO	District Office					X	
DPC	District Planning Committee						
DSA	Department of State Architect						X
DSCH	Daily Student Contact Hours						X
DSPS	Disabled Students Prorgrams and Services (now called SSD@ LAVC)				X	X	

Acronym/ Abbreviation	Name	Discontinued	LAVC Committee	LAVC Form/ Process	LAVC Office or Location	LACCD	Other External/ Standard Abbreviation
ELAC	East LA College					X	
EMP	Educational Master Plan						
EPC	Educational Planning Committee						
EWD	Economic & Workforce Development						X
FAW	Fiscal Analysis Workgroup	summer 2011					
FMP	Facilties Master Plan (formerly Facilities Master Plan Committee)		X				
FON	Faculty Obligation Number						X
FPC	Facilities Planning Committee	summer 2011					
FROG	Fiscal Review & Oversight Group						
FTEF	Full-time Equivalent Faculty						X
FTES	Full-time Equivalent Student						X
GC	Grants Committee						
GE	General Education						X
HIS	Hispanic Serving Institution						X
HPC	Hiring Planning Committee (formerly Hiring Prioritization Committee)		X				
IAP	Institutional Assessment Plan			X			
ICC	Inter-Club Council (part of the Associated Student Union)		X				
IEC	Institutional Effectiveness Council		X				
IES	Institutional Effectiveness System			X		X	
IPC	Instructional Programs Committee	summer 2010	X				
IT	Information Technology Department				X		X
LACC	LA City College					X	
LACCD	LA Community College District					X	
LAHC	LA Harbor College					X	
LAMC	LA Mission College					X	
LARC	Library & Academic Resource Center				X		
LASC	LA Southwest College					X	
LATTC	LA Trade-Technical College					X	
LAVC	LA Valley College					X	
LAVC 411	LAVC 411 [now called the LAVC Communications Update]	Summer 2012		X			
LMI	Labor Market Information (or LMID - Labor Market Information Data)						X
M&O	Maintenance & Operations				X		
OAC	Outcomes Assessment Committee (formerly SLO Committee)		X				
PA	Positive Attendance						X

Acronym/ Abbreviation	Name	Discontinued	LAVC Committee	LAVC Form/ Process	LAVC Office or Location	LACCD	Other External/ Standard Abbreviation
PASS	Preparing All Students for Success		X				
PEPC	Program Planning & Effectiveness Committee		X				
PIE	Plan Implement Evaluate cycle						X
RAP	Report on Alignment & Planning			X			
RP	RP Group (Research & Planning Group)						X
SFP	Specially Funded Program						X
SIS	Student Information System (currently DEC)						X
SLO	Student Learning Outcome (also formerly SLO Committee)			X			
SLOAC	Student Learning Outcome Assessment Cycle			X			
SSC	Student Success Committee		X				
SSD	Services for Students with Disabilities				X		
STARS	Strategic Team for the Advancement & Retention of Students						X
STEM	Science Technology Engineering & Math						X
SWC	Space & Work Committee	summer 2010	X				
TC	Technology Committee		X				
VCCC	Valley College Curriculum Committee		X				
VPAA	Vice President Academic Affairs						X
VPAS	Vice President Administrative Services						X
VPSS	Vice President Student Services						X
VV	Virtual Valley				X		
WASC	Western Association of Schools & Colleges						X
WEC	Work Environment Committee (formerly Space & Work)		X				
WFD	Workforce Development						X
WLAC	West LA College					X	
WSCH	Weekly Student Contact Hours						X