LAVC | LOS ANGELES VALLEY COLLEGE

Date: 10 February 2023

To: Dr. Eva Bagg, Team Chair
        Dr. Claudia Habib, Vice Chair
        Dr. Kevin Bontenbal, ACCJC Staff Liaison

From: Dr. Barry Gribbons, President, Los Angeles Valley College

CC: Dr. Matthew Jordan, Accreditation Liaison Officer

Re: College Update on Core Inquiries

Los Angeles Valley College is looking forward to the upcoming Focused Site Visit. In order to facilitate the team's review process, please see below pertinent college developments pertaining to the core inquiries, in addition to evidence the team may find helpful in advance of the visit.

Core Inquiry 1: The team seeks to learn more details about the college's robust viability review process, from initial triggering of the process, to conducting the review, to communication and acting upon the results.
Standards or Policies: I.B.9
Briefly describe any institutional improvements, strengthening of processes, documented outcomes, discussions or reflections which have occurred pertaining to Core Inquiry 1. (300 words max.) The process of viability review is outlined in the *Viability Procedures Handbook*, a document created by the Program Effectiveness and Planning Committee (PEPC) in 2016-2017 and subsequently approved by the Academic Senate in Spring 2017. Due to the exhaustive nature of the process, the PEPC reviews and sets viability catalysts (previously called triggers) every six years, known as the viability cycle. In preparation for the next cycle to begin in Fall 2023, the PEPC reviewed the institution-set standards (ISSs) last year. Changes to the ISSs were shared broadly through participatory governance and ultimately approved by the Academic Senate in March 2022. A timeline has been provided as additional evidence to detail the history and key actions of the last six years.

Throughout Spring 2023, the PEPC will update the Handbook, review the catalysts approved at the start of the last cycle, and examine data from the Office of Institutional Effectiveness (OIE) to identify disciplines that may be prompted for a viability study. Consultation with other entities, such as Academic Affairs and the Outcomes Assessment Committee (OAC), are underway as part of reviewing the catalysts. The PEPC outlined the above items as committee goals in September 2022, which were approved by the Institutional Effectiveness Council.

The PEPC is working steadily towards the start of a new viability cycle in Fall 2023. Under the direction of a new committee chair, the PEPC has picked up speed on these tasks as documented in the February 2023 meeting minutes. A draft of the catalysts and the Handbook will be prepared by a workgroup and shared with the entire PEPC at the upcoming April 2023 committee meeting.

Evidence: Provide the list of evidentiary documents which will assist the team to better understand college processes, outcomes, and activities pertaining to Core Inquiry 1.

1. Viability Timeline.pdf
2. Viability Procedures Handbook.pdf
3. Chemistry Self-Study and Modules.pdf
4. CSIS Viability Report and Modules.pdf
5. Emergency Services Viability Report and Modules.pdf
6. Jewish Studies Viability Report and Modules.pdf
7. Photography Viability Report and Modules.pdf
8. Technology Viability Report and Modules.pdf
9. Senate Minutes Item4a.pdf
10. PEPC Minutes Item3e.pdf
11. PEPC Feb2023 Minutes.pdf

Context/additional information (if applicable): Please feel free to provide any additional relevant information that provides context for the college's work. (300 words max.)

The most recent full viability reports were submitted in 2018 and 2019. The five areas under viability – CSIS, Emergency Services, Jewish Studies, Photography, and Technology – completed the Viability Module in program review for all academic years subsequent to the viability report: 2018-2019, 2019-2020, 2020-2021, and 2021-2022. The Chemistry discipline initiated a self-study in 2019-2020 and completed program review viability modules in 2020-2021 and 2021-2022.

For the six areas noted above, additional evidence is included in our response and the file for each area combines the following documents: (1) the initial viability report or self-study from the workgroup; (2) program review modules; and (3) feedback from the PEPC.
Many improvements are documented in the Viability Modules, and some examples are highlighted below:

- The Chemistry discipline faculty have actively engaged with the PASO STEM grant, which focuses on chemistry course redesigns. The redesigns include implementing embedded tutoring while also allocating a portion of lab time as a recitation period for problem solving. A new Chemistry Lab Workgroup was formed and recently updated the lab manuals for each lab class, wrote the recitation material for each class, and developed a *Chemistry Lab Policies and Procedures Handbook*.

- In the Computer Science, Photography, and Jewish Studies disciplines, new degree or certificate pathways were created to address student need and supported with dual enrollment offerings. CSIS has overhauled their entire curriculum in order to keep current with the ever-growing needs of computer and information science technology.

- In both Emergency Services and Technology, chairs from other departments were brought in to lead the required departmental work in the absence of full-time faculty. Subsequently, a two-year scheduling grid was developed to plan offerings in advance. Program SLOs were developed for every degree and certificate and program maps have been created in eLumen. In addition, both areas have submitted SLO assessment plans for the current cycle (Cycle 4) and have completed all course and program SLO assessments in accordance with those plans.

Core Inquiry 2: The team seeks to confirm how assessment, evaluation, and student achievement data are broadly communicated to the public, including current and prospective students.

Standards or Policies: I.B.8 and I.C.3

Briefly describe any institutional improvements, strengthening of processes, documented outcomes, discussions or reflections which have occurred pertaining to Core Inquiry 2. (300 words max.)

The Office of Institutional Effectiveness (OIE) communicates matters of academic quality to prospective students and the public by posting these data, among others, on its public webpage: institution-set standards, degree and certificate completion, job placement, licensure pass rates, transfer, and other achievement data related to the College's mission. A table with website locations and links has been included as evidence.

Program reviews contain the data analysis for SLO assessment, institution-set standards, course completion and success, degree and certificate completion, and assessment of student learning outcomes at the course and program levels. Program reviews are publicly accessible on the Accountability subpage of the OIE public webpage. The public Office of

Academic Affairs webpage has a [subpage for SLOs](#) that includes all of the SLO module analyses from program review and the results of program SLO assessment.

Evidence: Provide the list of evidentiary documents pertaining to Core Inquiry 2 which will assist the team to better understand current college processes and outcomes.

1. Table of Public Links.pdf
2. Public Links on Website.pdf
3. OIE Public Dashboard.pdf
4. OIE Public Fast Facts.pdf
5. Screenshot of Program Reviews.pdf
6. Screenshot of SLO Webpage.pdf
7. OIT Website Trainings.pdf

Context/additional information (if applicable): Please feel free to provide any additional relevant information that provides context for the college's work.   (300 words max.)

In Spring 2020, the Los Angeles Community College District (LACCD) website redesign project began with stakeholder focus groups. In early Fall 2022 when the accrediting team was evaluating the ISER and examining the website, the old LAVC website was intentionally locked for changes during a content migration phase. Shortly thereafter in the first week of December 2022, the new LAVC website was launched. The new website has links that now function and include: institution-set standards, degree and certificate completion, job placement, licensure pass rates, transfer, other achievement data, and program review data (including institution-set standards, course completion and success, degree and certificate completion, and assessment of student learning outcomes at the course and program levels.

A significant component of the new website is that it consists of an external-facing website and an employee intranet (SharePoint). The website contains student- and public-facing information and data, while the SharePoint is designed for the College's staff, faculty, administrators, participatory governance groups, and other various committees. This differentiation guided where information would be located and was an informal understanding throughout the District. The District is currently formalizing website procedures by creating a website governance document, which will include guidelines and procedures for ongoing website maintenance.