



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

Midterm Report

March 15, 2010

Submitted to the Accrediting Commission
for Community and Junior Colleges

Western Association
of Schools and Colleges

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Statement on Report Preparation

To prepare the midterm report, the faculty accreditation chair, Deborah Kaye, convened a steering committee, which met in May 2009 to discuss progress on the recommendations and planning agendas, divide up the tasks that needed to be accomplished, and set timelines for completion. Steering committee members are:

Dr. A. Susan Carleo, College President
Dr. Sandra Mayo, VP of Academic Affairs; Accreditation Liaison Officer
Don Gauthier, LAVC Academic Senate President
Joanne Waddell, Faculty Guild Chapter President; College Council Chair 2008-10
Rebecca Stein, Educational Master Plan Committee Chair; SLO Coordinator
Dr. Deborah diCesare, Dean of Academic Affairs and Workforce Development
Jennifer Fong, Public Relations Specialist
Michelle Fowles, Dean of Research and Planning
Dr. Yasmin Delahoussaye, VP, Student Services; College Council Chair 2006-08
Tom Jacobsmeyer, VP, Administrative Services
Richard Torquato, Budget Committee Chair
Raul Gonzalez, Associate VP, Administrative Services
Violet Amrikhas, Financial Analyst

They compiled information and evidence (and when necessary, solicited data from other sources) and provided it to the faculty chair, who edited the narrative. A draft was posted on the college website for feedback.

The final report was reviewed and approved by the college Academic Senate on December 17, 2009 and by the College Council, the college's primary shared governance body, on January 26, 2010.

On February 24, 2010, the Board of Trustees' Committee on Planning and Student Success heard a presentation from the college and approved the midterm report. All of the Board members received copies of the report prior to the meeting.

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

Responses to College 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)

When the Educational Master Plan was put in place in 2008, the Educational Master Plan (EMP) Committee, a subcommittee of the Academic Senate, decided that it should be the body that “owned” the duty of reviewing the mission statement and conducting annual reviews. College Council approved the suggestion.

Anyone may bring forward suggestions for revision of the mission statement. For example, in spring 2008 our Foundational Skills Committee proposed that foundational skills be incorporated, and the Educational Master Plan Committee agreed to include it.

Proposed revisions to the mission statement are brought to the Academic Senate and the College Council for approval. The written procedures for annual review of the mission statement can be found on the Educational Master Plan website (1.1).

The College Council approved the current mission statement in June 2008 at its annual retreat and in November 2008 the Board of Trustees approved it. In spring 2009, the EMP Committee reviewed the statement and concluded that it did not need to be revised.

The procedures for revision of the mission, as well as documentation of its linkage to decision-making, will be included in the college’s new planning handbook, to be completed in spring 2010. (See response to college recommendation 2.)

The college mission and vision statements are published in numerous places:

- Schedule of Classes and Catalog (1.2)
- LAVC website (1.3)
- Educational Master Plan (1.4)
- The required template for agendas in our Decision-Making, Governance, and Procedures Handbook (1.5)
- College Council agendas (1.6)
- All shared governance standing committee agendas (1.7)
- The weekly college bulletin sent to all faculty, staff, administrators, district administrators, Board of Trustees, Foundation Board, Citizens’ Oversight Committee, and other stakeholders (1.8)

Although not mandated for other committees, many also print the college mission statement on their agendas, including the Instructional Programs Committee, the Academic Senate, the Curriculum Committee, the SLO Committee, and the Foundational Skills Committee (1.9).

An 11”x17” color poster with the college mission and goals was created for Opening Day 2009 and posted in various locations around campus in offices and departments (1.10).

While we have made sure that our mission statement is visible and known to the college community, we have, more importantly, referenced the mission by linking it to our decision-making and planning processes:

- Our new annual plan template requires that department missions be connected to the college mission (1.11)
- Our Educational Master Plan goals draw from the college mission (1.1)
- All of our planning bodies and decision-making processes link back to the EMP, which has been widely discussed and disseminated (1.1)
- Our Institutional Assessment Plan, guiding our efforts in SLO assessment, is based on our mission and goals (1.12)

As soon as the restructuring of our planning processes is completed (see response to recommendation 2) and the new Program Review and Viability Committee is in place in the fall 2010, its first task will be the revision of the program review handbook, with expected completion by the end of that semester.

The habit of referencing our mission when making decisions has become standard protocol in our 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 making budget cuts. We have often heard students cite the mission statement to support their positions on issues of importance to them.

Evidence

- 1.1 www.lavc.edu/emp/EdMasterPlan.html
- 1.2 <http://www.lavc.edu/schedules.html>
- 1.3 www.lavc.edu/missionstatement/
- 1.4 www.lavc.edu/emp/LAVC%20EMP%20Dec%202008.pdf
- 1.5 www.lavc.edu/SharedGov/Decision%20Making%20Governance%20and%20Procedures%20Handbook%201009.pdf
- 1.6 www.lavc.edu/SharedGov/ccminutes.html
- 1.7 www.lavc.edu/SharedGov/committees.html
- 1.8 www.lavc.edu/bulletin/
- 1.9 Agendas: www.lavc.edu/ipc/agendas.html www.lavc.edu/senate/index.html
www.lavc.edu/vccc/minutes.html www.lavc.edu/slo/SLOSteeringCommittee.html
www.lavc.edu/bsi/minutes.html
- 1.10 Mission/goals poster
- 1.11 www.lavc.edu/emp/Sample%20Annual%20Plan.pdf
- 1.12 Institutional Assessment Plan

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).

Where we are...

The college has been using our Educational Master Plan 2008-2013 (2.1), approved in June 2008, to identify, guide, integrate, and evaluate all of the college's planning processes. It is a living document used to help us make decisions, integrate budget and planning, and link the many different planning activities that take place on campus. Program review is connected to the Educational Master Plan (EMP) and departmental activities. The planning agenda items from our 2007 self study are incorporated in the EMP. Budget requests, such as those for faculty hires, must be justified as supporting EMP goals.

The implementation phase of the EMP followed the adoption of the plan. College constituencies completed implementation grids to ensure that the plan is followed and the achievement of goals is regularly evaluated (2.2). In spring 2010, the EMP Committee will ask for progress reports on these grids. The college is seeking a new coordinator to head the EMP Committee and continue the implementation efforts.

The college's main shared governance clearinghouse, the College Council, has been the body responsible for monitoring progress on our plans. An annual planning calendar was established, with those responsible for the 21 plans reporting to College Council to review their plan, provide updates and revisions, and answer questions (2.3).

Our Decision Making, Governance, and Procedures Handbook describes the duties of the college's decision-making bodies, lists the members and their contact information, and shows the connections among the committees. It is revised annually (2.4).

In December 2008, the college hired a Dean of Research and Planning to replace our Associate Dean of Research. The upgrade in the position reflected our desire to have someone do more than research, to oversee the planning efforts of the college by integrating our plans and connecting them to our Educational Master Plan.

Where we are going...

In spring 2009, our new college president, recognizing that the college needed to make significant changes, called a group of college leaders together to completely revamp our planning processes. Called the Big Picture Committee, the team, chaired by the new Dean of Research and Planning, met regularly through the spring and summer (2.5), grappling with the best way to create an effective process that would do a better job of linking budget to planning and making our planning process more transparent and

effective. By the end of the semester, the committee had crafted a model of a new integrated planning process.

The new integrated system (in a nutshell):

- A revised planning cycle to coordinate a schedule of annual plans, comprehensive program review, curriculum, EMP revision, and accreditation (2.6): Our second round of program reviews is currently being completed on a staggered cycle, with comprehensive program reviews to be completed on the same cycle beginning in fall 2011.
- The creation of annual plans (2.7): These are putting our plans in context, linking the departments' missions and plans to overarching college goals and mission, reflecting the college's priorities by making explicit reference to EMP goals. The plans require that a great deal of practical information be used, including SLO assessments, so that we can make informed decisions. Requestors must justify budget requests by demonstrating how they support college goals.
- Getting the right information to the right people at the right time: After being created in the fall and submitted to the deans for review, the plans will go to the appropriate committees for action and/or funding (IPC for faculty hiring prioritization, professional development for training requests, etc.). In addition, committees will receive copies of the annual plans so they can use the information to revise their own plans.
- A system that links all planning efforts together and ties them to budget decisions (2.8): We are restructuring our planning process so that committees can make informed budget decisions, prioritize plans, set goals, and create a continuous feedback loop of planning, implementation, and evaluation (PIE). This more coordinated effort will replace the "silo" approach under which we have been operating.

At the end of June 2009, the Big Picture Committee was ready to unveil an overview of the new annual plan and calendar at the annual College Council Retreat (2.9). Based on feedback, the committee continued to refine the annual plan templates and the calendar.

At the annual Opening Day for faculty in August 2009, the Big Picture planning cycle was presented (2.10). Then 267 faculty set to work collaboratively by department on their annual plans, using data provided by the Office of Research and Planning.

After faculty used the template, the Office of Research and Planning gathered feedback to assess its usefulness and received several suggestions which will be used to make revisions. As a result of evaluating the process on Opening Day (2.11), it was discovered that some departments had difficulty filling out the budget sections of the form. So Professional Development offered a budget boot camp for department chairs and program directors in November 2009 to give them tools for accessing budget information (2.12).

The non-instructional areas will go through a similar annual plan process, with their plans targeted for completion in spring 2010.

While the Big Picture Committee had discussed what elements they would like to see in a new planning structure, in fall 2009, a work group sat down to tackle the logistics of reorganizing our existing decision-making processes. Using the results of a survey on the college's awareness of planning and suggestions about which decision-making bodies would be most appropriate to consider requests in the annual plans, the group created a College Planning Council to be the college's main planning body, with a number of strategic and operational subcommittees. One of the Council's major roles will be the dissemination of information to make the planning process transparent and strengthen constituent buy-in.

Next steps....

The Big Picture Committee work group is beginning to draft a planning handbook, to include flow charts, committee structures, and a complete narrative documenting the new planning process. The District Planning Council is working on a planning handbook as well, so we will have a district section for our college planning handbook. Work on the handbook will continue in the winter with approval expected in spring 2010.

Our College Council, previously the chief decision-making body, will be "buried" in June 2010 and our new main planning body, the College Planning Council, will be "born." The next phase will be to implement our transition plan on July 1, 2010, including Town Halls, visits to existing committees, and intensive training for all committee members. Full implementation will be accomplished by June 2011.

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

Evidence

- 2.1 Educational Master Plan & appendices: <http://www.lavc.edu/emp/>
- 2.2 Implementation Matrix (filled out grids)
- 2.3 Planning Calendar, minutes <http://www.lavc.edu/SharedGov/ccminutes.html>
- 2.4 Decision Making, Governance, and Procedures Handbook 2009-10
<http://www.lavc.edu/SharedGov/Decision%20Making%20Governance%20and%20Procedures%20Handbook%201009.pdf>
- 2.5 Minutes of Big Picture Committee meetings
- 2.6 Planning Calendar
- 2.7 Annual Plan template, Annual Plan website
- 2.8 Flow Chart
- 2.9 College Council Retreat presentation
- 2.10 Opening Day PPT presentation and information sheet
- 2.11 Opening Day evaluations
- 2.12 Budget/Financials Boot Camp

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)

A Plan to Guide our Efforts

In fall 2009, the SLO Committee 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 (3.1). The plan was approved by the Academic Senate in December 2009 (3.2) and by the College Council in January 2010 (3.3).

Our SLO Committee examined the ACCJC rubric at proficiency level for SLOs and defined what this would look like at LAVC. The results of this exercise are in the IAP appendix.

Development of SLOs

The college has stepped up the pace in creating SLOs since the ACCJC site visit in March 2007. At that time, we had approved course-level SLOs for only 2.7% of our courses (35 out of 1302). Currently, we have written SLOs for 92% of our courses, and 74% of our courses have approved course SLOs, since some are still in the approval stage or have not yet been submitted (3.4).

In 2007, no disciplines had all of their SLOs written. Currently, all disciplines have participated in the writing of course SLOs and most disciplines have written all of them.

Three service area offices – Student Services, President’s Office, and Academic Affairs – have written all of their SLOs. Administrative Services has written most of theirs.

The pathways model for program assessment was adopted in fall 2009, when we added the Foundational Skills Program and CTE Program to our GE/Transfer Program outcomes. With the adoption of this model, 100% of our program SLOs have been written (3.1).

The SLO Committee has worked with the Instructional Programs Committee (IPC) to integrate an SLO alignment grid into the program review process. Using the grid, departments will show how course SLOs are aligned with our three college-wide programs (3.1)

The SLO Coordinator will be working with the SLO reps in each discipline to map course SLOs to program SLOs.

The SLO approval form requires both the steps of writing an outcome statement and identifying appropriate methodology for assessment at the same time (3.5). SLOs are approved by our Curriculum Committee to ensure the quality of outcomes and the feasibility of planned assessments.

Assessment of SLOs

In spring 2008, we conducted pilot assessments. Courses in Anthropology, Electronics, English, French, Sociology, and Spanish were assessed. In fall 2009, we expanded our pilot program. We have now assessed courses in Speech, ESL, PE, Geology, and Philosophy, with several more expected during the spring 2010 semester (3.6).

Reports on individual assessments are made on the Assessment Report form and submitted to the SLO Steering Committee. The following criteria are used:

- Sampling methodology that is accurately described and appropriately done
- Description of methodology and detailed information about tools and reliability
- Valid data that accurately measures what was intended
- Effective data that contribute to the improvement of teaching, learning, or institutional effectiveness
- Collaborative review of the data by members of the discipline/service area
- Proposal of improvements that is based on the data and includes how results will be shared with others in the discipline/area

This process ensures the quality of assessments, that dialogue takes place, and that continuous improvement is the focus of the assessment cycle.

Working with the Office of Professional Development, our SLO Coordinator has held several sessions on assessment and the use of rubrics (3.7). Since most of our SLOs are written and have established methodologies for assessment, the focus of current and future professional development efforts is on next steps (3.8).

In 2008, the Student Services areas of EOPS, TRiO, Financial Aid, and Service Learning completed their SLO assessments. In December 2009, all Student Services areas except DSPS met their goal to have assessed at least one SLO (3.9).

We anticipate beginning the assessment of outcomes for our three Pathways programs in spring 2010. In April/May, we will survey students in CTE programs, with the results to be reviewed by the CTE Committee. We will then do the same for the foundational skills and transfer programs. By the end of the spring semester, we will have conducted indirect, as well as some direct, assessments of all three programs. The degree and certificate programs with significant numbers of graduates (General Studies, Nursing, Respiratory Therapy, Economics, Child Development, Administration of Justice, Business/Accounting) will receive additional scrutiny.

Program reviews will now include questions on student surveys that allow students to self-rate their abilities in the three Pathways programs. These have been completed in

Speech and the Valley College Accelerated Program (VCAP). Since we have student IDs, we can track results back to student records.

As a component of our new annual plans, begun in fall 2009, departments report on their SLO progress and indicate their course assessment plans for the next three years (3.10).

In spring 2008, as part of our pilot assessment project, we conducted our first general education SLO assessment of reasoning skills (3.11). Since that time, we have revised both our outcomes and assessment methodology and will begin assessment with the new model in spring 2010.

We have conducted a few indirect GE assessments. At graduation in June 2009 we asked students an open-ended question starting with, "Everything I needed to know, I learned at Valley College." Questions related to SLOs were asked on the district student survey in fall 2009. Data is still being processed.

Additional Activities

The college has shown its commitment to the development and assessment of learning outcomes in a number of ways:

Leadership and Administrative Support

- Our SLO Coordinator is currently assigned .6 FTE released time on a year-round basis. Our college president has approved an increase in total released time for SLO efforts to 1.2 FTE and the expansion of this one position to four (3.12):
 - SLO Coordination (.2)
 - Course Outcomes Assessment (.4)
 - Program Outcomes Assessment (.4)
 - Service Outcomes Assessment (.2)
- Funds were provided to send our SLO Coordinator to the State Academic Senate's SLO Institute in July 2009 and the RP Group's Student Success Conference in October 2009.
- Funds were provided to send our SLO Coordinator and our Dean of Research and Planning to the WASC Assessment Retreat in September 2009.
- Ten of our Student Services administrators, managers, and staff attended the Student Services SLO/Program Review/Outcomes workshop offered by the district in January 2010 at Los Angeles Trade-Tech College.

Communication

- An SLO website and SLO newsletters update the college community on SLO progress (3.13).
- SLOs are part of the established strategic goals in our highly visible and extensively distributed Educational Master Plan (3.14).

- Questions relating to applicants' familiarity with SLOs are incorporated into the hiring process for new faculty in some departments (3.15).
- In 2008, we began our theme years based on general education outcomes, an effort intended to make SLOs more visible to the campus community.
 - *2008-09 – communication*
We used this SLO as the theme for Opening Day as well as the topic of several books selected for LAVC Book Group discussions (3.16). We carried the theme forward in 2009 with two events -- one that focused on effective communication in the classroom and one that showed students and faculty how to create spectacular classroom presentations (3.17).
 - *2009-10 -- reasoning skills*
We highlighted this SLO in a contest on Opening Day that solicited strategies for incorporating reasoning skills into a course, program, or college activity. The winner received an iPod and entries were printed in an SLO newsletter (3.18). Books on critical thinking were discussed in our LAVC Book Group (3.19). To promote the information competency aspect of this outcome, librarians led workshops for faculty on Internet research and information literacy (3.20).

Student Awareness

- Syllabi must include approved course SLOs. The listing of these SLOs is one of the criteria considered in performance evaluations. Department chairs are directed to collect syllabi of faculty being evaluated and the requirement is stressed at our syllabus workshops and orientations for full-time and adjunct faculty. The college has created a handout on elements to include on syllabi, which is distributed at orientations and posted on our Professional Development website (3.21).
- Our college catalog lists the GE outcomes and refers students to the SLO website for course and program outcomes (3.22)
- To enhance the student experience, we are working on a student-oriented SLO website and are putting up a bulletin board in the Administration Building with information on SLOs.
- A Student Ethnography Experience, a project designed to enable students to conduct their own ethnographic research on the LAVC campus, was launched in spring 2010. The project will assist us with the assessment of program level outcomes (3.23).
- The STARS/Student Success Committee is planning to offer workshops in spring 2010 on our new pathways model of program outcomes and intends to expand our theme year concept to include outcomes that cut across all three of the programs: Foundational, CTE and GE/Transfer (3.24).

Evidence

3.1 Institutional Assessment Plan

3.2 Minutes of Senate meeting 12/17/2009

- 3.3 Minutes of College Council 1/26/2010
- 3.4 www.lavc.edu/vccc/courseoutlines.html & tracking sheet
- 3.5 www.lavc.edu/slo/Forms.html
- 3.6 <http://www.lavc.edu/slo/Assessment.html>
- 3.7 SLO website, annual plan website
- 3.8 flyers, training section on website
- 3.9 Student Services assessments
- 3.10 Annual plan templates
- 3.11 <http://www.lavc.edu/slo/SLO%20Newsletter%20Sept%202008.pdf>
- 3.12 Job announcements
- 3.13 <http://www.lavc.edu/slo/SLONewsletters.html>
- 3.14 <http://www.lavc.edu/emp/EdMasterPlan.html>
- 3.15 Theater department interview questions
- 3.16 Opening Day 2008 agenda and book group flyer
- 3.17 STARS events flyer
- 3.18 General Education SLO contest
- 3.19 2009 book group flyers
- 3.20 Tech Fest agenda
- 3.21 www.lavc.edu/profdev/teachingres.html, email to dept. chairs
- 3.22 <http://www.lavc.edu/catalog/2009-10/slo.pdf>
- 3.23 Student Ethnography Experience flyer
- 3.24 Pathways events flyer

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)

Since first finding itself with a budget deficit, the college has taken a number of steps and employed various strategies to address the deficit and develop plans for financial stability. Efforts involve a combination of measured growth with a reduction of expenditures and are ongoing.

Debt Relief

- LAVC requested debt relief in January 2008 from the District Budget Committee's Allocation Grant Task Force, which granted the college a deferral on repayment of the debt from 2007-08 to 2008-09
- In 2008-09, the District Office agreed to fund internally any unfunded growth. The college was able to take advantage of this and was able to bring down \$3.1 million of its debt.

Enrollment Management

- During the two years when the college was seeking growth (2007-08 and 2008-09), the Enrollment Management Task Force worked to increase FTES and optimize our FTES/FTEF ratio 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.
 1. For 2009-10, the college was rebased by the state from 13,185 to 12,942 FTES to correspond with the reduction in funding. In response, the LACCD Board of Trustees cancelled summer session 2 for 2009 at all district colleges. The college reduced fall 2009 course offerings by 5%, winter 2010 intersession by 55%, and spring 2010 by 10%, and will not be holding a summer session in June 2010. With careful planning, the college will meet its revised FTES target.
 2. Fall 2008 and spring 09 were the most efficient semesters since 04-05 in FTES/FTEF ratios. Summer 2009 reported an average class size of 55.
- As a response to the Allocation Grant Task Force recommendations and the need to increase efficiency, the Enrollment Management Committee refocused its efforts and developed short-term and long-term enrollment plans (4.1). The committee was temporarily suspended in fall 2009 since we decided not to grow beyond our funded base.

Even though we are controlling our FTES production, we are paying attention to our mission to meet the needs of students and our community. With reduced summer and winter intersessions, we are making sure that only high demand basic skills, prerequisites, and transfer GE courses are offered (4.2).

Efforts to increase revenue

LAVC has applied for and received numerous grants that have enabled the college to offer programs to serve students and have provided some revenue for college operations. These include a \$2.9 million Title V grant for the use of technology as a tool for student success, a \$1.8 million STEM (Science, Technology, Engineering, Math) grant for technology in teaching, and grants for tutoring services and vocational education programs.

Total amount of grants received by Academic Affairs and Student Services over the past three years (4.3):

- 2007 – 11 grants totaling \$4,898,761
- 2008 – 9 grants totaling \$5,718,340
- 2009 – 15 grants totaling \$5,579,501

In addition, the college is actively pursuing other avenues to increase revenue:

- We are exploring the establishment of satellite campuses in Panorama City and Burbank, locations with populations we are not serving. The consultants who compiled our Educational Master Plan prepared an Educational Site Analysis to determine the number of FTES which would need to be generated to be cost effective, connecting the viability of the proposed satellites with our EMP (4.4).
- Total donations to the LAVC Foundation have increased each year, with a \$1,430,000 increase in 2008-09 from 2007-08. In the past four years, the Foundation awarded over \$500,000 in scholarships and distributed over \$1.8 million to various campus programs, projects, and auxiliary groups.
- We are transferring income from enterprise accounts (the bookstore, cafeteria, and community services) and expect these to earn a profit this year to offset expenses in our Program 100 accounts.

Limited Replacement of Personnel

These steps have been taken to reduce costs:

- Reduced hiring in certificated and classified positions by about \$599,000 in 2007-08 and \$725,000 in 2008-09, accomplished through attrition rather than layoffs
- In 2008-09, instituted a hiring freeze (which is ongoing) of classified and administrative staff, except in key custodial and IT support areas required to maintain health and safety

Budget Management and Monitoring

To maintain fiscal health, the college consistently:

- Monitors accounting processes to correct for errors
- Covers some expenses, including some faculty positions, with grant and specially funded programs, when appropriate
- Closes open purchase orders at six months to better project balances

Controlling and Reducing Expenses

LAVC has been able to cut expenses in a number of ways:

- In spring 2007, we made a mandatory 10% cut in all campus budgets across the board except for contractually obligated items, such as salaries, benefits, and contracts.
- We are using highly energy efficient processes for our new buildings. Solar panels activated in December 2009 on our Allied Health Sciences Building are expected to result in savings of \$110,000 to our \$1.4 million electric bill.
- To reduce duplicating expenses, we are monitoring use by departments and plan to issue 'debit cards' to limit use of our self-service copiers. Reprographics will print bound copies of instructors' handouts for the bookstore to sell.
- To reduce paper costs, we are encouraging use of the college website and email and increasing our use of electronic document storage and distribution.
- A decision made in 2009 by the Board of Trustees, and supported by the district and its employee unions, will significantly reduce the college's health benefits costs by switching to medical plans administered by CalPERS beginning January 1, 2010.

Addressing the 2009/10 budget crisis

Facing the impact of a serious state budget crisis in 2009/10, in August 2009, LAVC created an Emergency Budget Task Force (EBTF), which has been meeting continuously since that time. It began by establishing guiding principles and brainstorming solutions (4.5). Among its principles are:

- Student success
- Health and safety
- Maintaining our base FTES of 12,942
- Cutting things before people
- Sharing the pain equitably

A smaller workgroup of the EBTF researches possible scenarios and suggests strategies for the college to adopt to deal with critical issues. After coming up with recommendations, the EBTF sends its suggestions to the Budget Committee and College Council for approval.

In October 2009, the college made 25% cuts based on 08-09 levels in each of the four service areas: the President's Office, Academic Affairs, Administrative Services, and Student Services. The cuts that were made in unclassified instructional assistants, student workers, supplies, and equipment saved the college about \$950,000.

By implementing the EBTF's recommendations, including reduced class scheduling, the college was able to reduce its initial 2009-10 budget deficit of \$7 million to \$618,130.

While federal stimulus (ARRA) funds were not as substantial as we had hoped, they have been distributed in a lump sum payment to the college's unrestricted account.

At the end of fall 2009, the District Budget Office requested that the college complete a fiscal review report for the 2009/10 operational year based on requested information (4.6). The college presented the report to the district's Fiscal Policy and Review Committee in February 2010.

Looking ahead

The Big Picture Committee, formed in spring 2009 to redefine the integration of planning and budget for the college, has proposed to completely restructure our planning process and shared governance committee structure. As part of its charge, the committee is examining the roles of all committees in relation to planning, including our current Budget Committee. (See response to college recommendation 2.)

Long Term Financial Stability

It is important to note that the district currently maintains an overall ending balance of approximately 8.2%; thus, all district colleges are, in actuality, fiscally stable, including those showing a formal year-end deficit (4.7). In effect, the district's reserves guarantee each college's long term stability.

Evidence

- 4.1 Enrollment Management plans: www.lavc.edu/emc/
- 4.2 Schedule of Classes <http://www.lavc.edu/schedules.html>
- 4.3 List of grants to the college
- 4.4 Satellite site analysis
- 4.5 Emergency Budget Task Force minutes
- 4.6 LAVC Report to the Fiscal Policy and Review Committee
- 4.7 District reserves

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)

A number of activities over the past few years have greatly improved faculty, staff, and student participation in the decision-making process:

Increasing faculty participation

- Every year at Opening Day, volunteers are actively recruited for committee service. A participation survey is distributed to inform faculty about opportunities to serve on committees (5.1). Recruitment at our 2008 Opening Day resulted in the collection of 211 names of volunteers willing to serve on 64 committees (5.2). Fewer respondents responded to the survey in 2009 because they had already committed to serving.
- A change in the Academic Senate bylaws increased membership by eliminating the requirement of paying dues to the Faculty Association. The Senate added one voting seat for an adjunct faculty member in fall 2009, and a part-time instructor in Media Arts was elected to fill the slot (5.3).
- Whenever an opportunity presents itself, the Senate educates faculty about opportunities to serve. At adjunct faculty orientations held each semester, the senate president promotes committee participation as a way to become part of the college community (5.4).
- At the full-time faculty orientation, the Faculty Guild chapter president personally recruited the 11 new faculty for committee service (5.5), noting the new Appendix Q in the 2008-11 bargaining agreement that spells out all faculty obligations, including the mandate to serve on at least one committee.
- When committees have openings, appointments are advertized and emails are sent to all faculty to recruit new members, when appropriate (5.6).
- In response to faculty interest, the college has added several new committees over the past couple of years: Campus Sustainability, Foundational Skills, and STARS/Student Success. These committees, with a total of 48 members, have motivated more people to become involved (5.7).
- A recent change in the collective bargaining agreement was the inclusion of departmental adjunct representatives, elected for one year terms, to participate in departmental decision-making, including voting for chair. Currently, six departments at LAVC have adjunct reps (5.8).
- On Opening Day 2009, 267 faculty worked with colleagues in their departments to create annual plans. Faculty expressed satisfaction with their involvement in this decision-making process, citing benefits such as “strong communication amongst faculty/chair” and “great participation.” One noted, “As an adjunct, I was happy to be involved” and another wrote, “We managed to get a lot of things done and touched on a number of important issues for the coming year” (5.9).

Increasing classified staff participation

- The Classified Staff Development Committee, at the annual Classified Staff Enrichment day and at its regular monthly meetings, encourages classified staff to participate in college committees.
- All designated classified staff positions on shared governance committees are filled, and some staff members have chosen to participate on other committees that do not have spots designated for them by category.
- Classified staff are fully integrated in the annual College Council retreats.

Increasing student participation

Historically, participation by students in decision-making has been lackluster. Students who volunteered to serve on committees would attend a few meetings, and, due to other commitments, would stop participating. The turnover rate was also a problem.

However, in the past year, new ASU leadership has created a culture of activism and involvement among the student population. The ASU is arranging succession planning to ensure continuity, and student leaders are participating more regularly as members of shared governance and other committees. There are 24 college committees that have a student rep designated to attend meetings; two reps are assigned to attend College Council and Budget Committee meetings (5.10)

In addition, large numbers of students have shown up to express their opinions at shared governance meetings, Board of Trustees meetings held on campus, and at Town Halls, particularly when issues impacting students, such as class cuts or a proposed smoking ban, are on the table. Many students participated in our recent Town Hall on the Campus Master Plan, where the proposed Business Enterprises building (bookstore, cafeteria, meeting spaces, and assembly space) was being discussed.

Improving communication

We have continued our efforts to facilitate communication throughout the college:

- Our improved web site navigation and design make it easier to find information, including committee meeting schedules. Our 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, such as the Academic Senate and its subcommittees, post their minutes and agendas on their web pages (5.11).
- Committee members communicate to constituency representatives at Departmental Council, Department Chairs' Caucus, College Council, Faculty Guild chapter meetings, the Academic Senate, and department meetings. Representatives to district committees, such as the District IT Committee, District Budget Committee, Bond Steering Committee, and District Energy Task Force, regularly report back to their appropriate college committees.

- To emphasize its importance, we selected communication – our highlighted college-wide SLO for 2008-09 -- as our theme for Opening Day 2008 (5.12).
- Our Decision Making, Governance, and Procedures Handbook is updated annually and posted on our website (5.13).
- Departmental adjunct reps communicate via email with other adjuncts in their department on decisions and other relevant information.
- In spring 2008 and fall 2009, workshops were offered on strategies for conducting effective meetings, led by a faculty member in the business department (5.14).
- Our annual College Council retreats give those involved in shared governance the opportunity to spend the whole day together to discuss successes and challenges (5.15). Among the day's offerings are activities that focus on ways to improve communication and decision-making.
 - In 2007, our Public Relations Specialist conducted a session on How to Be a More Effective Communicator.
 - In 2008, we discussed our shared governance process and updated the decision-making handbook.
 - In 2009, we held a session on Interest Based Problem Solving as a method of coming to consensus when making tough decisions.

Evaluating our efforts

Our numbers demonstrate that we have been successful in increasing participation on all levels.

- In 2008, our five shared governance committees had 78 members, 66 unduplicated. In 2009, these committees had 81 members, 71 of them unduplicated (5.16).
- An online poll conducted by the Academic Senate and the Faculty Guild in spring 2008 revealed a high level of participation from the 100 faculty responding (5.17).
- Attendance at our annual College Council retreats has increased over the years, with 49 participants in 2008 and 60 in 2009.
- The surveys distributed on Opening Day not only request volunteers but also document current participation. Results reveal a high level of participation on district, college, and departmental committees, including hiring and tenure review (5.18).
- Our faculty serve on 35 district-wide Academic Senate discipline committees; 42 are members, six are committee chairs (5.19).

A special College Council session to evaluate the decision-making process was scheduled for August 2009. However, members of College Council were involved in the major task of overhauling our planning processes and faced a late August deadline to complete preparations for the new annual plans. In addition, few faculty were on campus due to the cancellation of second summer session. Consequently, the session was postponed. The College Council president plans to reschedule the session before the end of this academic year.

Future plans

- The Big Picture Committee has recommended the establishment of a communication work group to explore ways to effectively disseminate information; one suggestion already discussed is to send out a “governance newsletter” to communicate decisions to stakeholders.
- The Decision Making, Governance, and Procedures Handbook will continue to be updated annually.
- The Academic Senate passed a resolution in December 2009 to rotate faculty and senate shared governance committee appointments when terms have expired and other faculty have expressed a desire to serve (5.20).
- One more constituency group, SEIU 721, the union representing classified supervisors, has requested implementation of contract language that entitles them to a seat on College Council.

Evidence

- 5.1 Committee Participation Survey
- 5.2 Survey results 2008
- 5.3 <http://www.lavc.edu/senate/index.html>
- 5.4 Adjunct Faculty Orientation agenda
- 5.5 Full-Time Faculty Orientation agenda
- 5.6 Email -- committee volunteer needed
- 5.7 <http://www.lavc.edu/bsi> & <http://www.lavc.edu/gogreen/>
- 5.8 Opening Day 2009 evaluations
- 5.9 Email to adjunct reps
- 5.10 ASU Committee Assignments 2009-10
- 5.11 <http://www.lavc.edu/SharedGov/committees.html>
- 5.12 Opening Day 2008 flyer
- 5.13 Decision Making, Governance, and Procedures Handbook
<http://www.lavc.edu/SharedGov/Decision%20Making%20Governance%20and%20Procedures%20Handbook%201009.pdf>
- 5.14 Effective Meetings workshop
- 5.15 College Council Retreat agendas
- 5.16 <http://www.lavc.edu/SharedGov/index.html>
- 5.17 2008 online poll results
- 5.18 Committee Participation Survey 2009
- 5.19 District Discipline Committee members
- 5.20 Academic Senate agenda 12/17/09

Responses to District Recommendations

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) (D1.1), the following criterion 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)

In order to more fully clarify the responsibilities of faculty in regard to this item, a Contract Interpretation was agreed to by the district and the union in spring 2009 (D1.2). It spells out the following duties and clarifies the responsible parties:

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 college, 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]

The contract interpretation further explains that adjunct faculty may participate in discipline or department activities to create SLOs and establish assessments but are not required to do so. It states that adjuncts may request compensation in advance under provisions in the contract for payment for ancillary activities.

To provide guidance on specific ways for individual colleges to address the standard, the district established a joint Faculty Evaluation Taskforce in Spring 2006 comprised of members of the District Academic Senate (DAS) and the AFT College Faculty Guild. The report issued by the taskforce offered several recommendations for colleges to follow, involving a model for incorporating SLOs in faculty evaluations by linking them to the long-term professional development goals of individual faculty. In the proposed model, the comprehensive faculty evaluation process includes a self-assessment of the instructor's professional development activities, evaluation of contributions to campus-wide and departmental SLO assessment and improvement, and a statement of goals and action plans. These goals would support overarching college goals and objectives (D1.3).

The suggestions are best practices that may be adopted by colleges at the local level. Faculty at each college have been encouraged to discuss ways to institute these recommendations by working with the colleges' academic senates in consultation with their Faculty Guild chapters.

Evidence

- D1.1 LACCD-AFT College Faculty Guild Collective Bargaining Agreement, 2008-11
- D1.2 Contract Interpretation on SLOs in Faculty Evaluation
- D1.3 LACCD Faculty Evaluation Taskforce report

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 (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 its 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 also 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 (D2.1).

As of December 31, 2009, the balance in the trust was \$17,728,778.09 (D2.2).

In 2009, facing a state budget crisis and enormous increases in health benefits 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. After a great deal of research and discussion, the JLMBC voted to switch to health care plans administered by CalPERS, to take effect January 1, 2010. Because of the significantly lower retiree benefit costs under CalPERS, the district expects to reduce its GASB obligation by roughly \$100 million or more. A new actuarial study was initiated by the District in fall 2009 (D2.3). When the results of this study are finalized in spring 2010, the exact amount of the reduction in District liability will be known.

The decision to move the district's health care plans to CalPERS was an important step to help to control spiraling health care costs and reduce the district's post-retirement obligation. As part of preparation for annual benefits negotiations, the JLMBC will continue to explore ways to reduce the cost of health benefits.

Evidence

- D2.1 Funding Pensions & Retiree Health Care for Public Employees, a report of the Public Employees Post-Employment Benefits Commission (see p. 169-173)
- D2.2 California Employer's Retirement Benefit Trust Quarterly Statement, 12/31/2009
- D2.3 Contract/Letter for New Actuarial Study

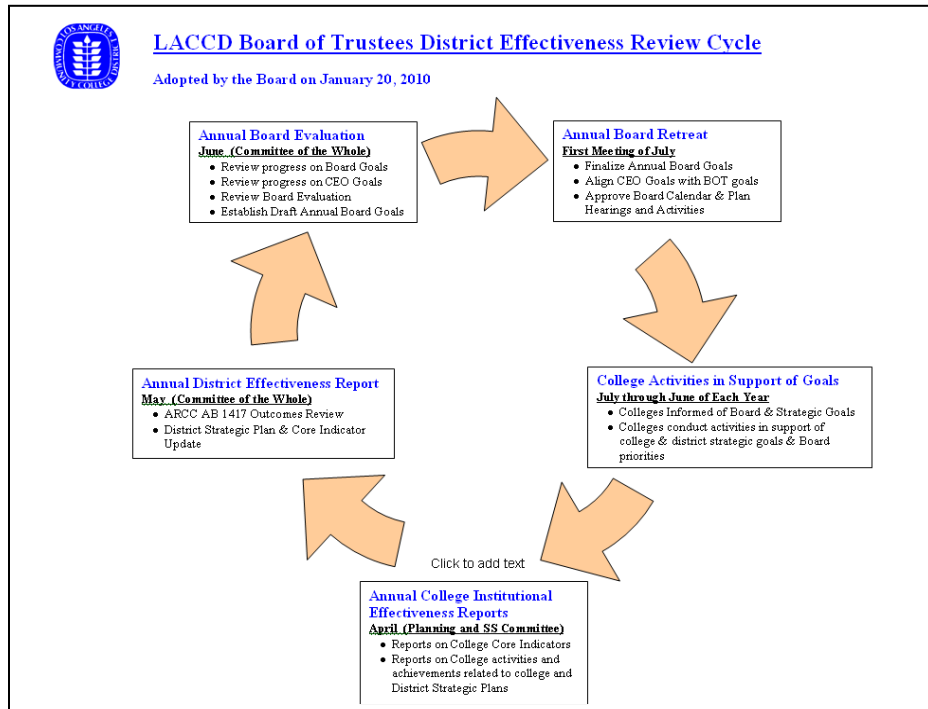
District Recommendation 3:

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 (D3.1). As it has done every year before the spring semester, the board conducts a self evaluation on 20 general areas and scores its performance (D3.2). At the same time, it establishes new goals for the following year (D3.3).

In response to the need to increase both follow-through and accountability at the district level, at its annual retreat on January 20, 2010, the LACCD Board of Trustees adopted a newly-devised District Effectiveness Review Cycle (D3.4). This five-stage annual district planning and accountability cycle was designed to achieve the following:

- Assure that District-level strategic goals are implemented and monitored;
- Synchronize the Board's annual goal setting process with the traditional academic calendar;
- Align annual Board goals with those of the Chancellor, college presidents, and District Senior Staff; and
- Establish a regular process for college Institutional Effectiveness reporting that aligns with the Board's District Strategic Plan reports, its annual ARCC AB 1417 review, and its annual self assessment process.



The cycle will begin with the publication of new Board goals following the Board's annual goal-setting retreat on July 14, 2010 (D3.5). It is expected that this effectiveness cycle will increase the Board's ability to monitor district-wide progress on all district-level strategic goals and Board priorities and that this new accountability process will help guide district-level decision making.

Evidence

D3.1 Board Rule 2301.10

D3.2 Board Self-Assessments 2009, 2010

D3.3 Board goals for 2009

D3.4 District Effectiveness Review Cycle

D3.5 Board Effectiveness Review Calendar

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 HR division drafted a formal written policy, the Performance Evaluation Process for College Presidents (D4.1), 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 that are used (D4.2).

To address this recommendation regarding the chancellor's evaluation process, the Chancellor's Office issued a directive that spells out the procedure that has been and continues to be followed (D4.3). The board, using the General Counsel as staff, conducts the evaluation of the chancellor, whose contract includes a provision for an annual evaluation. Each year, the board reviews its previous evaluation and directs the General Counsel regarding the process for the current year. In most years, the board solicits input from various constituencies, typically including the college presidents, district senior staff, the academic senate presidents, and union representatives. To achieve this, the General Counsel's Office sends out a data collection form (D4.4) to evaluate the chancellor's performance on a number of criteria and elicit comments, which are submitted anonymously. Postcards are sent to confirm that these forms have been received. All of this material is provided to the trustees.

The chancellor typically prepares a written self-evaluation based upon his stated goals, which is given to the board.

The trustees submit their own appraisals on an evaluation form (D4.5). These are collected and sent to a designated trustee to be summarized or to the General Counsel for consolidation. The trustees then discuss the matter in closed session, and a designated trustee prepares a final draft for the full board's review. The trustees then meet with the chancellor and provide the final written document. Beginning in July 2010, the

evaluation processes for the Chancellor and the college presidents will be integrated with the Board's newly adopted District Effectiveness Review Cycle.

Evidence

- D4.1 Performance Evaluation Process for College Presidents
- D4.2 Presidential Evaluation Packet
- D4.3 Chancellor's Directive #122 on chancellor evaluation
- D4.4 Chancellor Evaluation Data Collection
- D4.5 Chancellor Evaluation form

Substantive Change Report Status

In Fall 2008, Los Angeles Valley College began preparations to file a Substantive Change Report for the following reasons:

- LAVC offers 43 Associate Degrees and 4 Certificates for which more than 50% of the 60 units required can be completed in a distance education format.
- Over 100 online and hybrid courses have been approved over the past three years.
- Expanding the distance learning program provides access and opportunities for student success, which is in alignment with our mission.

A draft of the Substantive Change Proposal was reviewed by the Campus Distance Education Committee and forwarded to the Technology Committee, IPC Committee, College Council, Curriculum Committee, and Academic Senate for input. After approval from the college Academic Senate and College Council in October 2009, the report was sent to the Board of Trustees, which approved the proposal on December 2, 2009.

The report was forwarded to the Commission for consideration at its March 12, 2010 meeting.

PLANNING AGENDA ITEMS

Mission

(I.A, I.B) Communicate the revised mission and vision statements to the campus community

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

Our mission and vision statements were revised in June 2008. In order to make the statements more visible, 11" X 17" color posters were printed for Opening Day 2009 and posted around campus in offices and departments. The statements are printed in the schedule of classes, the catalog, the Educational Master Plan, and on the website.

The mission statement is included on the agenda template required for use by shared governance committees in the Decision Making, Governance, and Procedures Handbook. Our five shared governance committees, the Departmental Council, and the Academic Senate and its subcommittees print the mission statement on their agendas.

Improving Institutional Effectiveness

(I.B) Set measurable targets to assess the achievement of goals

- *Review and modify former PFE targets regarding college goals (e.g., transfer, basic skills, degrees and certificates, voc ed)*
- *Disseminate these goals and targets widely to the campus community*

The college reviews not only ARCC data (e.g., transfer, basic skills, degrees and certificates, vocational education) but also two other external accountability reports -- the LACCD Self Inventory and the College Effectiveness Report. This data is discussed in committees and considered in light of the four goals spelled out in our Educational Master Plan. The reports provide a measurable outcome of our efforts so that we have something concrete with which to evaluate our overall effectiveness and judge whether our plans are working or need changing.

By early 2010, the Dean of Research and Planning will have posted all these reports, as well as our own list of core indicators, on our own Institutional Effectiveness website.

(I.B, IV.A) Encourage broad-based participation in the planning process that is more reflective of the campus as a whole

- *Recruit a wider base of faculty members to serve on shared governance and college committees, as well as the Academic Senate, and discuss the feasibility of term limits*
- *Increase efforts to encourage more classified staff to participate*

- *Actively recruit more students, especially from the non-ASU population, and consider offering incentives, such as credit through Service Learning or directed study*

Excellent progress has been made on this action plan. The Academic Senate president and the Faculty Guild president are continuing their efforts to involve more constituents in shared decision-making processes. See response to college recommendation 5 for details.

(I.B, IV.A) Evaluate the effectiveness of the College Council and its committees to be sure they stay on course in following newly revised processes that link ongoing planning, budget, and evaluation

The College Council holds a retreat every June to discuss issues of concern in the past year and plan for the future. A special College Council session to evaluate the decision-making process was scheduled for August 2009 but was postponed. The College Council president plans to hold the evaluation session before the end of this academic year. Furthermore, one of the recommendations of the Big Picture Committee is to develop a better process for assessing the effectiveness of committees and committee chairs.

Instructional Programs

(II.A) Address the student need for flexible scheduling and nontraditional delivery systems by expanding alternatives such as short term, online, and hybrid

Our distance education program has been expanded since the time of our self study.

- Spring 2007 -- 30 fully online and 17 hybrid sections
- Fall 2007 -- 38 fully online and 9 hybrid sections
- Spring 2008 -- 47 fully online and 10 hybrid sections
- Fall 2008 -- 66 fully online and 7 hybrid sections
- Spring 2009 -- 74 fully online and 13 hybrid sections
- Fall 2009 -- 82 fully online and 21 hybrid sections

We are also developing an online AA degree, two online certificate programs, and online courses for nursing prerequisites. Our distance education trainer continues to offer training in distance education, and there is great interest on the part of faculty in becoming certified to teach online. Because of the expansion of our distance education program, the college filed a substantive change report in January 2010.

In 2008 and 2009, we increased the number of Valley College Accelerated Program (VCAP) classes offered. VCAP offers a selection of academic courses in an accelerated format, most classes meeting one night per week for two hours and six half-day Saturdays conducted in eight-week sessions. In fall 2009 we offered 30 accelerated classes; eight in basic English/math and 22 in two-year degree formats.

Each semester the college offers GE and basic skills courses at a local high school, which are open to the general college population and provide an alternative scheduling format of two 8-week sessions, M-F, both mornings and afternoons.

(II.A, II.B, II.C) Establish SLO assessment cycles throughout the college

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

See response to college recommendation 3.

Student Support Services

(II.B) Develop more effective strategies to assist the large number of at-risk students, students on academic and progress probation, and students who are undecided on educational and career goals

In 2008, our Upward Bound and Career Counselor developed a Probation Intervention Model designed specifically for LAVC's at-risk population. The model was successfully piloted, and the Counseling Department is coordinating with one of our associate deans to expand the project to reach a larger segment of this population. It has been proposed that this intervention model be tailored to meet the needs of students on progress and/or academic probation (first semester, second semester, and those subject to disqualification).

Library and Learning Support Services

(II.C, III.C) Strengthen information competency throughout the college

- *Promote our existing information competency courses and workshops to students*

In fall 2009, the library began offering an online version of Library Science 101 (Library Research Methods) in addition to our face-to-face section. To provide support to the college's growing online program, librarians are "visiting" online classes and answering research questions from distance education students via ETUDES. The Transfer Alliance (honors) Program is now requiring all its students to enroll in the course. However, because the room that housed the library science class (and had a capacity of 45 students) can no longer be used, the face-to-face class is held in a classroom with only 30 computer workstations, so we cannot accommodate the current demand. When we move into our new library building in two years, we will be able to accommodate more students.

Future plans include coordinating with the distance education trainer to adapt information literacy core modules for LAVC and make them available for all to use. We are exploring a program called TILT, developed by the Digital Information Literacy Office of the University of Texas.

- *Offer more workshops for faculty on best practices for incorporating research into the curriculum*

Professional Development has offered several workshops for faculty on best practices for incorporating research into the curriculum. Library faculty have facilitated workshops on becoming a literacy pro and conducting Internet research.

- *Regularly incorporate library information competency workshops into tutor training*

The Writing Center invited a librarian to address information competency at a Writing Center Staff meeting. It will continue to do so in the future. The other tutoring centers have not yet done this.

(II.C, III.C) Create guidelines for staffing ratios and support levels in open computer labs to ensure that student needs are met

The college makes every effort to ensure that there is adequate supervision in every computer lab; however, the college has not established staffing ratio guidelines.

Human Resources

(III.A) Offer annual training for supervisors, department chairs, and evaluation committees on the evaluation process

The annual department chair workshops every October, sponsored jointly by the district and the Faculty Guild, provide department chairs with a wealth of information, including guidelines for conducting evaluations. Many of our new department chairs, as well as deans and VPs, attend these sessions. In addition, the Faculty Guild chapter president provided training on evaluation for department chairs at a Departmental Council session in 2008 and plans to offer another training session for comprehensive evaluation committees in spring 2010.

Joint sessions sponsored by the college with the various unions (SEIU 721, Teamsters) have been conducted on evaluation although not in the past year. The District Employer-Employee Relations Office presented information on handling employee discipline and handling/preventing grievances at the January 2010 Administrators Meeting.

The college recognizes that training needs to be offered regularly. The VP of Academic Affairs and the VP of Administrative Services plan to provide this training for faculty and managers at least annually.

(III.A) Maintain sufficient numbers of full-time classroom and non-classroom faculty by replacing permanently vacated positions with new tenure track candidates within a year, if feasible. Achieve and maintain appropriate staffing levels of classified support staff and administrators, taking into account financial realities and the college's needs

To replace instructors who had retired the previous spring, the college hired seven full-time faculty in fall 2008 and 11 full-time faculty in fall 2009. For fall 2010, the Budget Committee decided that the college should hire our full-time faculty obligation number (FON) plus two, based upon the number of retirees this year.

Due to our recent state budget crisis, the college has instituted a hiring freeze for classified staff and administrators, except for those covered under specially funded grant programs.

(III.A, III.C) Expand our staff development program

- *Seek alternative funding sources and utilize the expertise of our faculty and staff*
- *Set an annual calendar of classes and workshops and market them effectively*

Our new director, hired in January 2008, has re-invigorated the professional development program. By using Title V grant funding as well as faculty and staff as workshop instructors, we have been able to greatly expand our offerings. Among them are:

- Classified Staff Enrichment Day: A full day of sessions for staff
- Technology training workshops
- Seminars on teaching strategies (e.g., motivating students, using rubrics, etc.)
- Special events on topics such as effective communication, math anxiety, etc.
- Adjunct orientations (fall and spring) and full-time faculty orientation (fall)
- Basic Skills curriculum development seminars to create lesson plans

We set our calendar of events prior to each semester and promote our offerings through a redesigned website with a calendar, a bi-monthly newsletter, weekly emails, and notices in the college bulletin.

(III.A) Maintain the long-range staffing plans developed by the Classified/Administrative Staffing Committee, adjusting them as dictated by enrollment patterns and facility changes

Despite a hiring freeze for classified staff and administrators, we continue to fill positions that are crucial to the operation of the college and we are working on a comprehensive staffing plan. The faculty hiring prioritization process will serve as a model for us as we create the new plan.

Physical Resources

(III.B) Continue efforts to inform the college community about our emergency response plan and train our employees in the roles they may need to play in the event of a disaster or emergency

The VP of Administrative Services instituted an online training program on emergency preparedness, which was taken and passed by 110 of our employees. Frequent emails keep the college community informed on appropriate response to emergency situations.

Technology Resources

(III.C, II.A) Provide more information technology training for all personnel, particularly in distance education, web page design, and the use of multimedia technology in classroom instruction

The Office of Professional Development, working with the Distance Education Trainer and supported by a Title V grant, a STEM grant, and Virtual Valley (our distance education program), offers a wide range of ongoing technology training:

- Tech Fest and Tech Days: Day-long sessions with workshops on three tracks:
 1. Beginning computer skills
 2. Distance education
 3. Incorporating technology into online, hybrid, or face-to-face classes
- Licenses for LAVC employees to access virtual training sites, a grade management system, and educational videos to incorporate into courses
- Sessions on using Smart Boards, designing websites, creating blogs, etc.
- Private consultations with a faculty instructional designer on course design utilizing technology
- Training CDs available for check-out

(III.C) Implement the Technology Master Plan

- *Prioritize recommendations based on instructional needs*
- *Evaluate recommendations to demonstrate how they support our college-wide SLOs*
- *Set goals and timelines for accomplishing the recommendations*
- *Integrate the recommendations on all levels of the budget/planning process (departments, programs, services)*

The job of tracking the implementation of the Tech Plan has been the charge of the Technology Committee. The committee created a color-coded grid to record progress. Updates were presented to College Council in fall 2008, spring 2009, and fall 2009.

Extensive research and effort went into compiling the Technology Master Plan, approved in 2005. However, with the benefit of 20/20 hindsight, the plan was overly complex and also contained items that should not have been in the plan since they were duplicative, written at too micro a level, or more properly belonged in another plan. Since we now have an Educational Master Plan in place, for our regularly scheduled five-year plan update, the Technology Committee is taking a fresh look at our technology needs and creating a new plan with a simplified structure, which will link technology goals to EMP goals. The new plan will go to College Council for approval in May 2010.

Financial Resources

(III.D, IV.A) Redefine the role of the Budget Committee to become more involved in overall college financial planning

Attempts were made over the last few years to look at the role of the committee and redefine its duties. A revised description was created in February 2009: www.lavc.edu/SharedGov/budget.html. Now that the Big Picture Committee has begun to overhaul the entire budget and planning process, redefining the role of the Budget Committee is part of its charge. See response to college recommendation 2.

(III.D) Clarify the budget process

- *Create an ad hoc task force to prepare a training manual describing the budget process, including the link to long term planning, with guidelines on how to develop a budget, make purchases, and access financial information*
- *Provide training workshops for department chairs and program directors on how to use the information in the manual*
- *Post the manual on the website*

Realizing that many campus constituents do not understand our budget process, the Associate VP of Administrative Services created a manual describing the budget process, including a link to long term planning, with guidelines on developing a budget, making purchases, and accessing financial information. The manual is posted on the Budget Committee webpage <http://www.lavc.edu/SharedGov/budget.html>.

In November 2009, a Budget/Procurement/Financial Boot Camp on how to access budget information and navigate the system was offered for department chairs and program directors. The Office of Professional Development will continue to offer workshops.

To assist department chairs and program directors in creating their annual plans, newly instituted in fall 2009, the college will conduct training sessions before fall 2010.

Decision-Making Roles and Processes

(IV.A, I.B) Strengthen communication involving college governance

- *Post all shared governance committee minutes on the college website and impress upon the college community the need to stay current on decision making*
- *Improve communication with constituents who might be impacted so they have the opportunity to provide input before decisions are made*

See response to college recommendation 5.

(IV.A, I.B) Provide training on the roles and responsibilities of new as well as continuing committee members, including training to facilitate productive discussions

In spring 2008 and fall 2009, workshops were held on strategies for conducting effective meetings, led by a faculty member in the business department. At our annual College Council retreat in June 2009, over 60 members of shared governance committees attended a session on Interest Based Problem Solving as a method of coming to consensus and accomplishing goals.

Campus leaders agree that the college needs to continue to train committee members in effective methods of decision-making and their responsibilities as committee chairs and members. The chair of College Council ensures that the Decision Making, Governance, and Procedures Handbook, which clarifies the committees' duties, is updated annually. The chair also arranges activities at the annual retreat to improve the skills that lead to effective communication and decision-making.

(IV.A) Assess the large number of established college committees to determine whether they should be reorganized, revitalized, or eliminated

Members of the Academic Senate, College Council, and Faculty Guild examined the list of college committees and decided that all of them were necessary. Although some are currently dormant, they might need to be activated in the future.

As part of its reorganization of processes linking budget to planning, the Big Picture Committee is reviewing the roles and responsibilities of existing committees. A planning handbook, outlining the connection among our committees as well as their duties, is expected to be completed by spring 2010.

Board and Administrative Organization

(IV.B, III.D) The college recommends that the district administration take all necessary actions to ensure that all reporting systems (financial, payroll, HR, etc.) provide accurate and timely information.

Responding to the frustration caused by glitches that plagued our SAP system during its initial period of operation, the district hired more staff to straighten out the problems. Fortunately, the system is now functioning well.

(IV.B) The college recommends that the district administration complete the analysis of District Office functions, including the establishment of clear benchmark measures that can be used in assessing their effectiveness and more effectively communicate the results of its evaluations

The District Office, under the direction of the District Vice Chancellor, oversaw the creation of District Office Service Outcomes to map district processes and evaluate their effectiveness. In addition, the Vice Chancellor of Institutional Effectiveness has been communicating the results of these evaluations to campus constituents throughout the district. The process is ongoing.