



LOS ANGELES VALLEY COLLEGE
5800 Fulton Avenue,
Valley Glen, CA 91401

2019 ACCREDITATION MIDTERM REPORT

Submitted to:
Accrediting Commission for Community and Junior Colleges

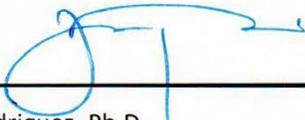
on
March 15, 2020

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

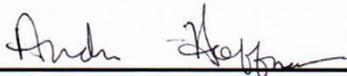
**From: Dr. Barry Gribbons, College President
Los Angeles Valley College
5800 Fulton Avenue, Valley Glen, California 91401**

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

Signatures:



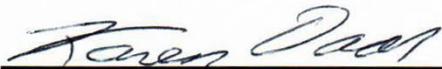
Francisco C. Rodriguez, Ph.D.
Chancellor, Los Angeles Community College District



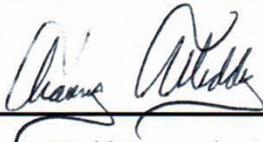
Andra Hoffman
President, Board of Trustees, Los Angeles Community College District



Barry Gribbons, Ph.D.
College President, Los Angeles Valley College



Karen Daar, Accreditation Liaison Officer, Los Angeles Valley College



Chauncey Maddren, Academic Senate President, Los Angeles Valley College

TABLE OF CONTENTS

CERTIFICATION PAGE.....	2
REPORT PREPARATION	4
PLANS ARISING OUT OF THE SELF-EVALUATION PROCESS.....	6
RESPONSE TO RECOMMENDATIONS FOR IMPROVEMENT	10
RECOMMENDATION 1	10
RECOMMENDATION 2	12
RECOMMENDATION 3	12
RECOMMENDATION 4	14
DISTRICT RESPONSE TO RECOMMENDATIONS FOR IMPROVEMENT	18
DATA TREND ANALYSIS.....	22
QUALITY FOCUS ESSAY	29
ACTION PROJECT 1.....	29
ACTION PROJECT 2.....	33
ACTION PROJECT 3.....	37
APPENDIX: EVIDENCE DOCUMENTS	39

STATEMENT OF REPORT PREPARATION

Over the last three years, Los Angeles Valley College (LAVC) has engaged in dialogue and research to examine our institutional effectiveness in the spirit of continual growth and improvement. In 2016, the Accrediting Commission for California Junior Colleges (ACCJC) reaffirmed LAVC's accreditation on July 8th, following a campus visit in March. This Midterm Report documents our response to the four recommendations for improvement from the 2016 visit. In addition, numerous action items were identified in our Self-Evaluation Report and Quality Focus Essay from the same year. These action items were crafted specifically to address any gaps during our self-evaluation, and our progress on these items is also included.

This report was developed under the guidance of the Accreditation Liaison Officer (ALO) and Dean of Institutional Effectiveness. A steering committee of campus leaders met periodically to examine data and processes; members were also designated to supervise action projects and recommendations based on their expertise ([CO.1 Steering Committee Minutes](#)). Progress on the recommendations and action projects was tracked through tools posted on SharePoint ([CO.2 Tracking Tool](#)). Finally, a faculty co-chair position was filled on July 1, 2019 to help with writing the report and organizing evidence.

While each college has its own governance processes for addressing accreditation, all colleges participate in addressing District accreditation recommendations and in ensuring that the District meets all accreditation standards. The main venue for discussing accreditation issues is the District Accreditation Committee (DAC). The DAC is comprised of the college Accreditation Liaison Officers, the college faculty accreditation leads, a college president, and representatives from the Educational Services Center ([D0.1 Accreditation Committee Charge](#)). After the comprehensive site visits, the committee met to review the possible college and District recommendations and to develop a plan for addressing each recommendation. The committee continued to convene to address all recommendations to meet standards and draft responses provided to the ACCJC as Follow-up Reports ([D0.2 ACCJC Reaffirmation Letter](#)).

Since the completion of the Follow-up Reports, District and college staff have continued to review and address, as needed, the recommendations for improvement. District staff completed an initial response to these recommendations for review by the committee. The report addressing the District recommendations was drafted by the leads in each area at the Educational Services Center: Human Resources, Information Technology, Educational Programs and Institutional Effectiveness, the Office of General Counsel, and Finance and Resource Development. The area lead responses were compiled and written in one voice by the Division of Educational Programs and Institutional Effectiveness and provided to the DAC for approval ([D0.3 DAC Agenda TBD](#)). After committee review, the final District responses were provided to

each college for examination and approval through the college governance processes (below). The District responses were then incorporated into the college Midterm Reports.

In September 2019, the LAVC ALO and faculty co-chair initiated the process of vetting the Midterm Report with the LAVC community. The draft was posted for review by the steering committee, and subsequently presented to several key groups ([C0.3 Minutes of Key Groups and Survey Monkey Results](#)). The report was then submitted for approval by the College's Academic Senate and Institutional Effectiveness Council ([C0.4 Minutes of Approvals](#)).

After the completion and approval of the college reports, the final content was edited and submitted to the District Office of Educational Programs and Institutional Effectiveness. The Midterm Report was presented to the Board of Trustees through the Institutional Effectiveness and Student Success Committee on January 22, 2020 ([D0.4 IESS Agenda](#)). The Board of Trustees reviewed and approved the report on February 5, 2020 ([D0.5 Board Agenda](#)). The final report was provided to the ACCJC with all required signatures following Board approval. All report materials and evidence have been posted on the College and District websites.

The goals we have accomplished at LAVC are a testament to the high standard of leadership and productive collaboration of our constituency groups. This Midterm Report has been a valuable opportunity to examine our progress, gather important feedback, and look forward to our comprehensive review in 2023.

CHANGES AND PLANS ARISING OUT OF THE SELF-EVALUATION PROCESS

As part of its 2016 accreditation self-evaluation process, LAVC identified seven items under “Changes and Plans Arising”; progress on these items is detailed below.

1) Ensure that departments link to the Gainful Employment page and/or provide this information on their webpages

Links to the Gainful Employment page have been posted on relevant department websites and the College is compliant with all federal requirements ([PA1.01 Gainful Employment Forms](#)). All templates were updated and posted for the July 1, 2019 deadline. However, with the recent change in federal regulations, the Los Angeles Community College District (LACCD) is opting for early implementation, which would bypass the previous 2019 requirements. LAVC has confirmed its intent for early implementation with the Vice Chancellor and will be included in the formal notification of this decision for audit records, as required by the Department of Education ([PA1.02 Email from RCorner](#)).

2) Ensure that the Net Cost Calculator is consistently updated

The Net Cost Calculator is updated every year, most recently in January 2019 ([PA2.01 Net Cost Screenshot](#)).

3) Develop templates with clear educational and career pathways to ensure information on degree and certificate requirements is consistently provided by all departments

LAVC has met this goal by providing links and information on the college website under Academics: Degrees and Certificates ([PA3.01 LAVC Programs](#)). A list of all degrees and certificates is clearly organized by department. Each program is hyperlinked to a new window that opens the program template; these templates specify the courses required for the program ([PA3.02 Sample Templates](#)). The Degrees and Certificates website also contains a link to the Gainful Employment page (see Item #1).

Over the past year, LAVC has carried this process one step further with the implementation of Guided Pathways. A tremendous amount of research, design, and planning was done in 2018-2019 to establish groupings of related majors or meta-majors, which LAVC calls Career and Academic Pathways (CAPs). These groupings were approved in spring 2019 ([PA3.03 Academic Senate Minutes Approval of CAPs](#)) and will be used to help students identify areas of career interest by guiding them to a program pathway. Having successfully determined the CAPs, an improved version of the above website will be replaced in April 2020 by

Program Mapper, a software tool that helps students explore degrees and certificates based on career interests. For every degree and certificate that LAVC offers, Program Mapper will provide students with a list of required courses, a suggested course sequence, career information, and introductory videos.

In order to ensure that this information is consistently provided, LAVC is also currently re-designing and modernizing the student onboarding process ([PA3.04 Onboarding Retreat PowerPoint](#)).

4) Revise the *Hiring Handbook for Selecting Faculty*

The revision of the *Hiring Handbook for Selecting Faculty* was completed in fall 2017 and subsequently approved by the Academic Senate and the College President ([PA4.01 Hiring Handbook 2017](#)). The local hiring procedures as described in the *Hiring Handbook for Selecting Faculty* have been agreed to by the Academic Senate and College President and are in keeping with the Board Rule. The College President and the Academic Senate hold joint responsibility for assuring that the District and local hiring policies and procedures are observed.

5) Explore ways to further involve adjunct faculty in campus life

Although adjunct faculty are not required to take on additional responsibilities, there are many opportunities for connection and contribution. These include a multitude of professional development options as described in (6) below, as well as service on campus committees. In addition, the formerly separate adjunct orientation is now merged with all new hires into an inclusive “New Employee Orientation” ([PA5.01 New Employee Orientation Agenda](#)). An adjunct seat on Academic Senate is secured in the Senate by-laws, and the AFT 1521 contract allows for an adjunct representative in each department ([PA5.02 Senate and AFT Documents](#)).

6) Expand professional development offerings specifically for staff

The Professional Development Center (PDC) at LAVC has been actively engaged in working towards the objectives in the Institutional Effectiveness Partnership Initiative (IEPI). The IEPI has served as a roadmap for goals and action plans related to professional development ([PA6.01 IEPI Plan](#)). Although the professional development culture of LAVC has generally had a faculty bent, this inclination has changed in many ways over the last two years.

In July 2018, a full-time classified professional development coordinator was hired to strengthen management and leadership. This position was an addition to the already existing reassigned faculty position in the PDC, which coincided with a personnel change at

the same time. These two new co-coordinators were charged with shifting the culture of professional development at LAVC by providing opportunities for both staff and faculty. As a result, the co-coordinators focused on cultivating all-inclusive workshops including the B.U.I.L.D. (Belong | Uplift | Imagine | Learn | Diversify) series, culturally inclusive and SafeZone Ally trainings, Technology Fest, and Equal Employment Opportunity (EEO) training ([PA6.02 Prof Dev Flyers2](#)). Beginning in Fall 2019, two larger events traditionally designed for faculty – Opening Day and New Employee Orientation – were expanded to include classified staff members ([PA6.03 Opening Day and New Employee Documents](#)). More recently, the co-coordinators have developed a series of six themes: Growth & Change, Cultural Inclusiveness, Innovative Learning, B.U.I.L.D., Tech Matters, and Campus TCB (Taking Care of Business). Every workshop the PDC offers will fall into one of the six themes, thereby imparting cohesion and continuity in our professional development opportunities.

Furthermore, several workshops offered in 2018-2019 were naturally more specific to professional development for staff. These included a Classified Staff Appreciation Day, Microsoft Office Suite testing, and a Classified Staff Professional Development Day. The Classified Staff Professional Development Day was a great success and had over 100 attendees ([PA6.04 Strength Finders Feedback](#)). Communication with staff has increased not only through campus-wide emails but also through a needs assessment survey ([PA6.05 Survey Data](#)). Recruitment for the Classified Staff Development Committee has been ongoing, but requires further efforts to expand membership.

7) Expand online training opportunities

The expansion of our online training opportunities took flight in 2016, when LAVC adopted Canvas as our Learning Management System (LMS). Because this LMS was new to the campus, faculty were provided a multitude of online trainings with an “Introduction to Canvas” course ([PA7.01 Virtual Valley Trainings](#)). After the initial offerings, supplementary courses were added, including “Advanced Canvas Training” and “Introduction to Teaching Online.” The Distance Education (DE) Coordinator, along with the Campus Distance Education Committee (CDEC), organizes these online training opportunities and oversees issues relating to DE.

Furthermore, LAVC recently applied for the HOPE (Having Online Positive Experiences) grant and was given a one-year funding opportunity of \$500,000. An important facet of this grant includes providing training opportunities for faculty in order to ensure the quality of online instruction. Additional objectives include increasing career readiness for students and bridging the gaps in success and retention. Initially, courses will be offered through @ONE but limited to fifty participants; topics range from ensuring accessibility to producing video content. There is also a mentorship program, which will train twenty faculty members to serve as mentors for others who teach online. Since the grant is only available

for one year, the faculty members certified through @ONE will carry the knowledge forward with the above-mentioned mentorship and possible creation of additional courses on Canvas ([PA7.02 Project HOPE](#)). Future plans also include applying for the Online Education Initiative (OEI), which will help sustain our online training opportunities beyond June 2020.

RESPONSE TO RECOMMENDATIONS FOR IMPROVEMENT

College Recommendation #1: In order to increase effectiveness, the team recommends that the College systematically analyze learning outcomes assessment results and other qualitative and quantitative data by meaningful demographic disaggregation and by instructional delivery method to enhance dialogue and prompt appropriate action. (I.B.2, I.B.3, I.B.4, I.B.5, I.B.6, II.A.3, II.A.11, II.B.3, II.C.2, ER 11)

Since 2017, the College has systematically analyzed student learning outcomes (SLO) assessment results by meaningful demographic disaggregation and by instructional delivery method to enhance dialogue and prompt appropriate action. The disaggregation process is applied equally for online, hybrid, and face-to-face courses, as all courses are assessed at the section level in eLumen (our SLO software system). Faculty reflections regarding course content, improvement plans, and resource needs are also required at the section level, which means that SLO data is examined according to the instructional delivery method.

In the 2016-17 academic year, the SLO Coordinators, in consultation with the Outcomes Assessment Committee (OAC), developed a process for disaggregating SLO data for subpopulations of students: one program pathway outcome would be disaggregated each year by two demographic categories. One of the demographic categories (ethnicity) would remain constant, while the other would rotate. The SLO Coordinators recommended this process because they wanted to encourage faculty to thoroughly review each equity group in detail. In spring 2017, the Communication Skills program pathway outcome was disaggregated by ethnicity and foster status ([CR1.01 2017 Disaggregated Program Pathway SLO Report](#)). In spring 2018, the Reasoning Skills program pathway outcome was disaggregated by ethnicity and low-income status ([CR1.02 2018 Disaggregated Program Pathway SLO Report](#)). In spring 2019, program pathway outcome three (which varies by program pathway) was disaggregated by ethnicity and foster status ([CR1.03 2019 Disaggregated Program Pathway SLO Report](#)). Department faculty recorded the results of their dialogue on the disaggregated data in the SLO program review module ([CR1.04 SLO Program Review Modules](#)).

The program review SLO modules also provide the mechanism by which the results of SLO assessment are linked to resource allocation. Department members make resource requests within the program review. In the SLO module, they are asked: “Does the department have any resource requests that have resulted from analysis of SLO assessment results?” The supervising Dean reads each of his/her departments’ program reviews and validates them with comments. Furthermore, the Vice President of Academic Affairs, who makes resource allocation decisions based on program review, reads the SLO modules and considers needs identified by SLO assessment in her resource allocation decisions.

Further dialogue and consideration of disaggregated SLO assessment results occurs at OAC meetings. Each year, the members of the OAC read all of the SLO program review modules and prepare a summary report ([CR1.05 OAC Program Review Summary Report](#)). This summary report includes a synthesis of themes and trends from the SLO modules. The summary report is submitted to the Program Effectiveness and Planning Committee (PEPC) where it is also discussed. Additionally, the OAC evaluates the effectiveness of the SLO assessment process ([CR1.06 OAC Agendas FebMar2019](#)). In spring 2019, the OAC members discussed whether the program pathways model was a good fit for the Guided Pathways framework. Two of the Guided Pathways Coordinators visited the committee and the issue was discussed over multiple meetings. At the second meeting, the committee voted to transform the program assessment model from one based on program pathways to a structure in which every certificate and degree would have a unique set of outcomes. Currently, the SLO Coordinators are in the planning stage of implementing this substantial change.

Additional meaningful disaggregation occurs with qualitative and quantitative data through the Office of Institutional Effectiveness (OIE). Enrollment, completion, success, and retention data is studied by departments through the annual program review process and comparisons are drawn between the department statistics and the institutional set standards (ISS). Indicators are disaggregated by age, race/ethnicity, gender and mode ([CR1.07 Dashboards](#)). Through the College's annual program review process, departments are required to examine this data, identify any gaps, and propose changes to make improvements if necessary. Infographics are produced for special populations to provide a profile and outcomes for subgroups. The data is available to the public and users can disaggregate down to the course level.

Other College-level indicators such as persistence and transfer are presented with demographic disaggregation ([CR1.08 Persistence Dashboard](#), [CR1.09 Transfer Summary](#)). Equity gaps are identified and addressed through program review and College planning. In addition to utilizing state data, the College produces internal data through surveys and focus groups on a variety of topics. The data from surveys is often used for service outcomes assessment, grant evaluation, program improvement, and other areas of planning ([CR1.10 Sample 2019 Surveys](#), [CR1.11 Sample Focus Group Data](#)).

College Recommendation #2: In order to increase effectiveness, the team recommends that the College make more accessible through electronic and printed publications, its transfer-of-credit policy for students who have completed college coursework at other postsecondary institutions. (II.A.9, II.A.10, ER 10)

LAVC publishes its procedures for accepting transfer credit completed at other colleges and universities, and outlines them in the Catalog and on the public website ([CR2.01 Catalog Pages and Screenshot](#)). Procedures for transferring credit are not only described for accredited United States institutions, but also for military study, Advanced Placement, College Level Examination Program, International Baccalaureate, and Foreign Transfer Credit.

College Recommendation #3: In order to increase effectiveness, the team recommends that the College develop a total cost of ownership model to identify and prioritize the staffing, college-technology, and facility needs to effectively support the learning environment. (III.A.9, III.B.4, III.C.2, III.D.1)

The process of responding to this recommendation began with an examination of the total cost of ownership (TCO) model at Los Angeles Southwest College, a sister college in the LACCD. The Vice Presidents of Administrative Services, along with the College Facilities and Information Technology (IT) Directors, then developed a total cost of ownership plan for facilities and IT at LAVC, and any staffing costs associated with these two areas ([CR3.01 TCO Excel Sheets](#)).

The TCO for facilities consists of three components: operating costs, repair costs, and amortization. Operating costs are studied annually by the District and built into the College maintenance and operations (M&O) budget. Currently accounted at \$8.72 per square foot, the M&O budget also covers costs of cleaning supplies as well as the salaries and benefits of employees who are central to the operation and upkeep of the facilities (except for parking structures, where operating costs are \$1.18 per square foot). A notable component missing from the operating costs is the maintenance of the grounds; the District is currently working to develop a staffing standard for gardening. Any work beyond the M&O budget is labelled as a repair cost, calculated at an average of \$800.00 per square foot during the building's lifetime (75 years) or \$46.88 per square foot during the life span of storage containers (30 years).

LAVC addresses larger projects with the Scheduled or Deferred Maintenance funds from the District or if appropriate, funds from Proposition 39 (the California Clean Energy Jobs Act). These capital renewal projects are identified by the College Facilities Director, who submits a Five-Year Maintenance Plan to the LACCD ([CR3.02 Five-Year Maintenance Plan](#)). The District uses this plan to fund projects every year, as it identifies both current and forthcoming facility

and infrastructure needs. The Facilities Planning Committee (FPC) is briefed at every meeting on the status of the projects in the plan ([CR3.03 FPC Agendas](#)).

Over time, facilities naturally deteriorate and a straight-line amortization cost is computed over 75 years for buildings and 30 years for storage containers. Furthermore, the condition of each building is evaluated by a ratio of the repair cost versus the total replacement cost. This formula, called the Facilities Condition Index (FCI), is used by the District to prioritize the replacement of buildings on campus. The District asserts that it is more cost effective to replace buildings with an FCI greater than 50%. Under the current Bond Measure CC, LAVC has received funding for two large academic buildings to replace seven single-story buildings, which were constructed in the late 1950s and early 1960s, and all have FCIs greater than 50% ([CR3.04 LAVC Bond Projects Aug2019](#)). Other buildings on the latest project priority list with FCIs that exceed 50% include Campus Center, Art, Music, and the South Gym.

All of the above expenditures fall broadly into building-related costs; however, consideration must be given to program-related expenses as well. Program-related expenses may include specialty equipment or renovation beyond what is required for capital renewal. Specialty equipment may be purchased with Bond monies while outfitting the building as part of a new construction project or major building renovation. Replacing and upgrading specialty equipment is generally done with Physical Plant and Instructional Support block grant funds.

The TCO for IT follows a similar structure, as costs are analyzed to include hardware and software acquisition, management and support (staffing), and the equipment's life span. A five-year technology replacement plan was developed by the Technology Committee in 2015, which details the criteria for acquiring, replacing, and liquidating computers and related equipment ([CR3.05 Technology Replacement Plan](#)). The criteria for replacement are categorized according to usage, and priority is given to areas that demonstrate support to student success. Using the principles outlined in the plan, the Technology Committee evaluates equipment needs through the technology module in program review and provides a summary of requests and trends to the Institutional Effectiveness Council (IEC). The College IT Director then meets with the Vice President of Academic Affairs to review the summary and current inventory to determine where upgrades are most critical. The Vice President of Academic Affairs closes the loop by providing a report of technology requests that were funded ([CR3.06 Technology Committee Reports](#)). At the same time, the IT department also considers any requests for cascading equipment by way of a Computer Cascading form, which is submitted by department chairs and deans ([CR3.07 Cascading Form](#)).

Finally, the current Technology Master Plan recommends the establishment of a general fund line item for the maintenance and replacement of existing classroom, laboratory, office, and departmental technology including computers, laptops, classroom equipment, media, hardware, and software ([CR3.08 Technology Master Plan](#)). Unlike facilities, however, the IT

staffing is not embedded into the cost of the equipment; hence, a separate five-year plan for staffing was created as part of the IT TCO plan and salaries are paid out of the College's general fund ([CR3.09 2019 IT Staffing Plan](#)).

Both the TCO models for facilities and IT are easily connected to our program review process through the staffing, facilities, and technology modules. Every fall, the College President and three Vice Presidents (of Academic Affairs, Administrative Services, Student Services) each create a list of their top ten priorities based on validated program review modules. These lists are then presented to the Budget Committee ([CR3.10 Budget Committee Minutes](#)). The Budget Committee reprioritizes up to forty requests and forwards this information as a recommendation to the IEC. The IEC then makes a recommendation to the College President on any long-term items that should be incorporated into the following year's budget.

In order to fully meet Recommendation #3, the College has formed a workgroup under the Budget Committee to further examine models and develop a more specific plan for how priorities are set ([CR3.11 TCO Workgroup Minutes](#)). The workgroup would also publicize the newly developed TCO structure through participatory governance and incorporate new findings into our existing prioritization process. Although consideration of needed staffing, facilities, and technology is performed during the College's program review process before adopting new instructional and non-instructional programs, the more formalized TCO structure would further bolster planning and identify more clearly expected ongoing costs.

College Recommendation #4: In order to increase effectiveness, the team recommends that the College increase professional development opportunities for classified staff and faculty, and fully integrate professional development efforts across the College. (III.A.14)

As identified in the College's Quality Focus Essay Action Project #3, LAVC is in the process of completely overhauling its professional development offerings and structure for delivery, in order to better integrate previously disparate efforts into a comprehensive professional development plan. During spring 2018, the College applied for a grant ([CR4.01 IEPI Application](#)) with the State Chancellor's Office Institutional Effectiveness Partnership Initiative (IEPI), focusing exclusively on creating and implementing a professional development program that meets the needs of all employee groups on campus ([CR4.02 IEPI Plan](#)). An IEPI Steering Committee was established and worked with the Partnership Resource Team assigned to the campus ([CR4.03 IEPI Membership List](#)). One of the objectives to be completed is developing an integrated professional development plan and providing a needs assessment on additional professional development required to mirror and support identified State initiatives and College strategic goals (i.e. Guided Pathways, Equity) that impact all employee groups ([CR4.04 PD Plan Draft](#)).

In summer 2018, a full-time classified Director of Professional Development was hired to support this effort in conjunction with the College's existing reassigned 0.2 faculty role. The College's Student Equity and Achievement Plan (SEAP) also reinforces, as one of its primary goals, the need to enhance and integrate campus-wide professional learning and development programs for all constituents (i.e. faculty, classified/unclassified staff, administrators, and students) in order to foster a shared culture that embraces an equitable, learner-centered environment ([CR4.05 SEAP](#)). As a result, additional funding was allocated to a 40% faculty position to lead this endeavor and to provide presentations and conferences that are directly related to bridging equity gaps within identified student populations. Faculty and staff were invited to submit proposals to access this fund and attend a question-and-answer session regarding the intent of this funding and its relation to minimizing equity gaps ([CR4.06 Equity Funds Invitation](#)). Each funded proposal requires applicants to describe how a proposed event or conference directly relates to bridging equity gaps ([CR4.07 RFP Equity Funds Event](#)), and for conference attendees to provide a presentation either to the campus community or a participatory governance group on what was learned ([CR4.08 Email of Funded Requests](#)).

The College also performs an annual assessment of professional development needs through its program review. Each year, all departments and offices complete a professional development module survey focusing on the professional development needs or issues that the department/office/program anticipates for employees. A description of how such training would permit those areas to reach its goals, institutional goals, or support learning/service outcome improvement plans is also included ([CR4.09 PD PR Module](#)). This information is validated by the appropriate supervisor and then compiled by the Professional Development Office for trends, future planning, and the overall direction for College professional development. The Professional Development Director works with the administration to identify available categorical and grant funds to subsidize additional trainings that are not already accessible through other initiatives. To further improve effectiveness, the PEPC is investigating strategies on how to better broadcast to the College community, the program review requests that are funded each year ([CR4.10 PEPC Minutes](#)). It is expected that sharing this information more consistently with the College community will promote inter-constituency dialogue on perceived gaps in professional development offerings, as well as direct the College in its pursuit of additional funds or redistribution of existing resources to address those gaps.

The College has dutifully sought out grants focused on professional development such as its Title V-funded Teaching Innovations Academy grant, which supports curriculum redesign, research-based strategies, student engagement techniques, and best practices in pedagogy focused on increasing student success and retention ([CR4.11 TIA Flyers](#)). The College's Title III Hispanic Institution Serving Promoting Awareness of STEM Opportunities grant ([CR4.12 Annual Report](#)) also provides course redesign workshops and attendance to conferences organized by professional associations such as the American Mathematical Association of Two-Year Colleges and American Association of Physics Teachers. Faculty attending these workshops or

conferences were exposed to new instructional pedagogies that they then implement in their classrooms. Project HOPE (Having Online Positive Experiences), an OEI-CVC initiative grant devoted to supporting students' ability in online learning, has developed an Online Training Academy that provides faculty workshops that emphasize good course design principles and sound online pedagogy concepts, while a mentor program for online instructors offers peer support ([CR4.13 Project HOPE](#)).

These grant-funded efforts supplement existing programs offered through the Los Angeles Community College District such as its annual Faculty Teaching and Learning Academy (FTLA) focused on creating student-centered classrooms and culturally responsive teaching and learning practices ([CR4.14 FTLA Flyer](#)), the Project Match internship program ([CR4.15 Project Match Flyer](#)), and Leading at the Speed of Trust seminars (in partnership with Franklin Covey) ([CR4.16 Speed of Trust Flyers](#)). In addition, the Academic Senate has hosted events such as discipline days ([CR4.17 Discipline Day Email](#)), Guided Pathways design retreats ([CR4.18 GP Retreat Agenda](#)) and AB 705 implementation retreats ([CR4.19 AB705 Implementation](#)). Training for compliance issues and Equal Employment Opportunity oversight for hiring committees are also regularly provided by the District and the College to all faculty and staff members ([CR4.20 EEO Flyer](#)).

As noted in its self-identified action plan within the last ACCJC Accreditation Self-Evaluation, the College has been particularly vigilant in ensuring that professional development activities are regularly provided and targeted to support its classified staff. In tandem with District events directed toward classified unions ([CR4.21 AFT 1521A LACCD PD Workshops SEIU 721 PD Retreat](#)), the College's Student Services division offers First Friday retreats to all classified staff on a wide range of topics ([CR4.22 First Friday Email](#)). During Classified Appreciation Week, various workshops related to wellness were offered ([CR4.23 Classified Appreciation Week Schedule](#)). For Classified Professional Development Day, held on January 18, 2019 ([CR4.24 Classified PD Day Agenda](#)), the College hosted the Strength Finders Inventory for classified staff and administrators to analyze and think about progressive steps in their careers as well as consult with a Strengths Finders trainer ([CR4.25 Strength Finders Announcement](#)). In spring 2019, a retreat for classified members and Counseling faculty in the Student Services division was provided to support new methods for onboarding students through a Guided Pathways structure ([CR4.18 GP Retreat Agenda](#)). The Professional Development Office will continue to create strategies, including more frequent consultation with classified leaders, on how to make annual professional development offerings even more robust and better promoted to staff and their supervisors.

The College's ultimate goal is to find opportunities for integration for professional development across all constituencies. In fall 2019, the College offered its first integrated Opening Day (mandatory for full-time faculty), in which all faculty and staff were invited to attend presentations and workshops related to equity and Guided Pathways initiatives, to support a

seamless cultural development in shared priorities and expectations for students across all divisions and employee classifications ([CR4.26 Opening Day Agenda](#)). For the first time, Opening Day presented the opportunity for both faculty and staff to discuss together how application of equity principles and a Guided Pathways framework could impact their day-to-day work and ultimately their shared responsibility in serving students.

Another example of this integration can be seen with the College's new employee orientation, which now includes all new hires ([CR4.27 New Employee Orientation Agenda](#)). Previously, new employee orientations were only for faculty, while tenure-track and adjunct faculty orientations were presented separately. The combined, all-inclusive new employee orientations convey necessary and College-familiarizing information common to all employee groups. The Professional Development Office continues to provide monthly events open to all faculty and staff including discussions on a common book in its Belong | Uplift | Imagine | Learn | Diversify (B.U.I.L.D.) series, Equal Employment Officer training, Safe Zone Ally training, Office 365 training ([CR4.28 PD Flyers](#)), and many others ([CR4.29 Other PD Events](#)).

Due to the coordination work by the Professional Development Office, the College was able to significantly expand its professional development opportunities in comparison to previous years. Recently, the College further committed to measuring, improving, and monitoring professional development through the District purchase of Cornerstone, a professional development portal and talent management software implemented in fall 2019. The program is affiliated with the State Chancellor's Office Vision Resource Center and provides a centralized place to take and track learning, permitting each employee to monitor their own professional development and access to a myriad of online resources related to reforms and self-training ([CR4.30 VRC PowerPoint](#)).

DISTRICT RESPONSE TO RECOMMENDATIONS FOR IMPROVEMENT

District Recommendation 5 (Improvement): In order to increase effectiveness and better assess financial resource availability, the team recommends that the District implement a District position control system to track and budget for personnel costs. (III.D.4)

The District agrees with the need for a streamlined position control system. To address this need, the District has developed a short-term solution and long-term plan. In the 2016-2017 fiscal year, the District offered a retirement incentive. The purpose of the incentive was to control staffing costs, allow for restructuring of staffing to meet current institutional needs and to provide opportunities for staff and faculty diversification ([D5.1 SRP Board Approval](#); [D5.2 SRP Overview](#)). The retirement incentive resulted in the retirement of 187 classified staff, 26 classified managers, 14 academic administrators and 146 faculty. Following these retirements, the District established a system of position control through the review of every position request. Each position request begins with the completion of a request form that is reviewed by the District Budget Office ([D5.3 Classified Staffing Request](#); [D5.4 Academic Staffing Request](#)). Each position requires approval at the college-level indicating the funding source of the position. The Budget Planning Office reviews each position to determine if appropriate funding is available and provides approval prior to the position being forwarded to the Chancellor's Office for final approval ([D5.5 Sample Staffing Reviews](#)). This process enables effective use and control of District financial resources and only hiring of positions for which funding is available.

The District has also begun work towards the development of improved technology systems to automate the position control process. The District hired a consulting firm to evaluate its technology systems ([D5.6 IT Evaluation Approval](#)). The firm evaluated the District systems and recommended integrating the business and student enterprise systems into a single system ([D5.7 IT Evaluation Summary](#)). Based on this recommendation, the District has created plans to adopt a new business enterprise system ([D5.8 IT Evaluation Board Report](#)). A required element of the new system will be position control. Given the pending investment in a new enterprise system, the District has chosen to maintain the manual process pending implementation of the new enterprise system.

District Recommendation 7 (Improvement): In order to increase effectiveness, the team recommends that the District develop and publicize a plan to fully fund the Other Post Employment Benefit (OPEB) Liability, which is currently funded at 16.06 percent. (III.D.12)

The District has reviewed the recommendation for improvement and has determined that the current process meets the District’s needs in addition to legal requirements. The District conducts regular reviews of its Other Post Employment Benefit (OPEB) Liability. The last actuarial study dated July 1, 2017 determined that the liability is currently funded at 14.29 percent. In 2008, the LACCD Board of Trustees adopted a resolution to establish an irrevocable trust with CalPERS to pre-fund a portion of plan costs. The District has been funding the trust annually at a rate of approximately 1.92 percent of the total full-time salary expenditures of the District ([D7.1 OPEB Funding History](#)). In addition, an amount equivalent to the federal Medicare Part D subsidy returned to the District each year was also directed into the trust fund, but was ended in fiscal year 2015-16 due to elimination of this subsidy. Since its establishment, the District has continued to fund the trust account, which has a current balance of \$113,340,000 ([D7.2 OPEB Asset Statement](#)). Based on these actions, the District continues to meet the standard by regularly conducting actuarial plans based on accounting standards and allocating appropriate resources to manage current and future liabilities.

District Recommendation 9 (Improvement): In order to increase effectiveness, the team recommends that the District review the membership of institutional governance committees to ensure all employee groups, particularly classified staff, have formal input on institutional plans, policies, and other key considerations as appropriate. (IV.A.5)

The District has systemic processes to evaluate the manner in which committees and governance structures are achieving their goals. These processes include regular evaluation of committees through an annual review cycle. The evaluation tool provides prompts related to the effectiveness of the committee at achieving its goals and additional information on the functionality of the committee. Included in the prompts are detailed questions regarding participation of constituent assigned members to ensure that each committee functions with the intended representation. The evaluation was modified to include an additional question on representation stating: “What changes should be made in committee composition, function, or charge to enhance its effectiveness?” Each committee member is offered the opportunity to respond to these prompts and provide an individual perspective from the vantage point of the group they represent. The results are then utilized to make changes deemed necessary by the committee. ([D9.1 Sample Committee Evaluation](#)). Also, some governance committees utilize an annual formal committee survey as an additional evaluative tool. The survey results provide information to inform a more detailed analysis of committee membership and functions and aid in the development of future committee goals and action plans.

In addition, the District conducts a biennial survey of governance representatives, which includes questions on appropriate representatives of each constituent group ([D9.2 Survey Report](#); [D9.3 Survey Overall Results](#)). The survey was conducted in Spring 2019 with similar trends to previous years indicating that the committees have had representative membership. The results indicate that

70.6 percent of respondents feel that the membership represents the talent and skills required to fulfill the goals and purpose of the committee. The survey results also indicate a concern with representation of students and staff at meetings. Each committee includes student representation, but attendance has been minimal. The District will be working with the Student Affairs Committee (SAC) to gain appropriate student representation at the meetings. The committees will be provided with the survey results for use in their evaluation and determination of whether additional classified representation is needed on each committee.

While the governance groups and committees serve a role in the development of recommendations, it is not the only means for doing so. The District strategic planning process also served as another means of gathering input on institutional plans. The District Strategic Plan (DSP) was last updated in the 2016-17 academic year and was developed by more than thirty individuals across the district including administrators, faculty, staff, and students. The development of the DSP included public forums at each college that were attended by all constituent groups to provide feedback. As the plan was being developed, it was also placed on the internet to collect input from any individual, including members of the public, wishing to weigh in ([D9.4 Public Forum Responses](#)). The DSP was also brought to the SAC, each college's participatory governance committee, and the District Academic Senate for approval ([D9.5 Final Board Presentation](#)). To this extent, all constituents were provided with an opportunity for formal input on institutional plans.

The approval process for all policies and regulations provide for formal input from each constituent group as appropriate. These processes are defined in Chancellor's Directive 70 ([D9.6 Chancellor's Directive 70](#); [D9.7 Example Regulation Sign-Off](#)). Following the consultation process, each policy is noticed in the board meeting prior to approval ([D9.8 Board Agenda Sample Item S.1](#)). Each constituent group is provided an opportunity to respond to any issues through the resource table item on the Board Agenda or through general public comment.

Based on these reviews, the District has formal processes for input from all constituent groups. The District will continue its process of regular evaluation and make changes deemed necessary based on data and collective feedback from all constituency groups.

District Recommendation 12 (Improvement): In order to improve effectiveness, the team recommends that the District expand efforts to communicate decisions made in the institutional governance process to all stakeholders. (IV.D.6)

The District has six District-wide governance committees in addition to administrative coordinating committees and multiple district-level Academic Senate meetings. While each group maintains agendas and minutes ([D12.1 Evidence of Posting](#)), there has been a need to improve communication of decision-making. The District Governance Survey indicated that only 54.1 percent of respondents knew where to find information on decisions made through participatory governance ([D12.2 Governance Survey Summary](#)). This has been noted at other decision-making levels including the Board of Trustees. In the past, Board agendas were published in formats that made searching the documents difficult. To

address this challenge, the District has adopted BoardDocs. This software service provides a system for developing and posting online agendas and minutes. The system also allows public users to track decisions live during governance meetings. The District went live with BoardDocs in March 2019 for Board Subcommittees ([D12.3 IESS March 2019 Agenda](#)) and for full Board meetings in April 2019 ([D12.4 Board Agenda April 2019](#)). BoardDocs track decision-making in real time. This allows all constituents the ability review decisions made by the Board, Academic Senate and other governance groups as they are made, or review them at a later time.

Following the successful adoption at the Board level, the District is expanding use to all governance groups. The District will be utilizing this system for the District Academic Senate, which was trained in May 2019 ([D12.5 Sample Posting](#); [D12.6 Senate Agenda](#)), and will be launching it for all District governance groups beginning in fall 2019. The system will also be made available for use by each college for college-level governance groups.

In addition to the work being done on BoardDocs, the District will also be redesigning its websites to enhance communication. While the process for selecting a firm to update the websites is still in process, the work will include the use of either improved internet components or intranet systems such as SharePoint to further communicate to faculty through the employee portal ([D12.7 Web Redesign RFP](#)). Given the number of employees and students within the District, the expansion of digital communications is believed to be the best means of improving communication. The District will continue its regular review of governance and decision-making to determine whether these efforts have resulted in the expected improvements.

ACCJC Midterm Report Data Reporting Form (for reports due through Spring 2020)

ANNUAL REPORT DATA INSTITUTION-SET STANDARDS

STUDENT COURSE COMPLETION

(Definition: The course completion rate is calculated based on the number of student completions with a grade of C or better divided by the number of student enrollments.)

Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
Institutional Set Standard	66%	66%	66%
Stretch Goal	n/a	n/a	69%
Actual Performance	69%	71%	71%
Difference between Standard and Performance	3%	5%	5%
Difference between Goal and Performance	n/a	n/a	2%

Analysis of the data:

Using 2015-16 as Year 1, the College's performance on successful course completion has been consistent. The outcomes have been above both the standard and the stretch goal. The stretch goal was established as part of the IEPI goals (1 year 69.2%, 6 year 71.3% - approximately 0.4% annually). In 2019-2020 the College will revisit this goal as part of the strategic planning process.

DEGREE COMPLETION

(Students who received one or more degrees may only be counted once.)

Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
Institutional Set Standard	788	788	788
Stretch Goal	n/a	n/a	n/a
Actual Performance	1092	1321	1390
Difference between Standard and Performance	304	539	602
Difference between Goal and Performance	n/a	n/a	n/a

*all degree completion data are unduplicated head count

Analysis of the data:

Using 2015-16 as Year 1, the College's performance on degree completion has continued to increase. The College set a five-year goal for degree completion as part of the 2019 Vision for Success goals. The 20% increase by 2021-22 translates to a 4% annual increase. In 2019-2020 the College will revisit this goal and establish a goal for unduplicated degrees as part of the strategic planning process.

CERTIFICATE COMPLETION

(Students who received one or more certificate may only be counted once.)

Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
Institutional Set Standard	260	690	690
Stretch Goal	n/a	n/a	n/a
Actual Performance	1147	1036	1133
Difference between Standard and Performance	887	346	443
Difference between Goal and Performance	n/a	n/a	n/a

Analysis of the data:

Using 2015-16 as Year 1, the College's performance on certificate completion has fluctuated. The College set a five-year goal for certificate completion as part of the 2019 Vision for Success goals. The 20% increase by 2021-22 translates to a 4% annual increase moving forward. In 2019-2020 the College will revisit this goal and establish an unduplicated goal as part of the planning process. The initial institution-set standard was based on incomplete data and was modified when subsequent data was available.

TRANSFER

Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
Institutional Set Standard	618	702	702
Stretch Goal	n/a	n/a	n/a
Actual Performance	996	1071	1081
Difference between Standard and Performance	378	369	379
Difference between Goal and Performance			

Analysis of the data:

Using 2015-16 as Year 1, the College's performance on transfer to UC and CSU institutions has fluctuated. The College set a five-year goal for transfer as part of the 2019 Vision for Success goals. The 35% increase by 2021-22 translates to 5-7% annual increase moving forward. In 2019-2020 the College will revisit this goal and establish an unduplicated goal as part of the planning process.

STUDENT LEARNING OUTCOMES ASSESSMENT

Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
Number of Courses	986	990	1012
Number of Courses Assessed	986	990	1012

Number of Programs	164	165	165
Number of Programs Assessed	164	165	165
Number of Institutional Outcomes	7	7	7
Number of Institutional Outcomes Assessed	7	7	7

Analysis of the data:

LAVC demonstrates a strong commitment to SLO assessment and assesses each course at least once per cycle (every three years), a policy approved by the Academic Senate and campus participatory governance groups. The years above do not necessarily correspond with the cycles, but departments submit a plan for every cycle and tracking is reported out every term. Programs are assessed every year through the program review process.

LICENSURE PASS RATE

(Definition: The rate is determined by the number of students who passed the licensure examination divided by the number of students who took the examination.)

Program Name	Institution Set Standard	Actual Performance			Difference			Stretch Goal	Difference		
		Y1	Y2	Y3	Y1	Y2	Y3		Y1	Y2	Y3
Nursing	80%	89.74%	82.67%	88.06%	9.74%	2.67%	8.06%	90%	-0.26%	-7.33%	-1.94%
Respiratory Therapy	75%	100%	81.82%	77.78%	25.00%	6.82%	2.78%	90%	10.00%	8.18%	12.22%

JOB PLACEMENT RATE

(Definition: The placement rate is determined by the number of students employed in the year following graduation divided by the number of students who completed the program.)

Program Name	Institution Set Standard	Actual Performance			Difference			Stretch Goal	Difference		
		Y1	Y2	Y3	Y1	Y2	Y3		Y1	Y2	Y3
ARCHITECTURE AND ARCHITECTURAL TECHNOLOGY	52.25	100		100	47.75		47.75	63.37	36.63	-63.37	36.63
BIOTECHNOLOGY AND BIOMEDICAL TECHNOLOGY	n/a							63.37			
ACCOUNTING	56.29	57.76	58.06	65.03	1.47	60.03	8.74	63.37	-5.61	-5.31	1.66
BANKING AND FINANCE	56.16	64	58.06	68.18	7.84	63.18	12.02	63.37	0.63	-5.31	4.81
BUSINESS ADMINISTRATION	53.36	54.55	60	62.96	1.19	57.96	9.6	63.37	-8.82	-3.37	-0.41
BUSINESS MANAGEMENT	63.03	68.42	63.33	71.79	5.39	66.79	8.76	63.37	5.05	-0.04	8.42

Program Name	Institution Set Standard	Actual Performance			Difference			Stretch Goal	Difference		
MANAGEMENT DEVELOPMENT AND SUPERVISION	51.64	40	66.67	62.96	-11.64	57.96	11.32	63.37	-23.37	3.3	-0.41
MARKETING AND DISTRIBUTION	56.79	63.96	69	85.06	7.17	80.06	28.27	63.37	0.59	5.63	21.69
REAL ESTATE	44.79	66.47	60.64	65.66	21.68	60.66	20.87	63.37	3.1	-2.73	2.29
OFFICE TECHNOLOGY/OFFICE COMPUTER APPLICATIONS	54.06	66.67	81.9	90.7	12.61	85.7	36.64	63.37	3.3	18.53	27.33
MEDIA AND COMMUNICATIONS, GENERAL	72.97		100	100		95	27.03	63.37		36.63	36.63
JOURNALISM	52.29	100		100	47.71		47.71	63.37	36.63		
RADIO AND TELEVISION	53.86							63.37			
RADIO	63.14	57.65	59.42	70.69	-5.49	65.69	7.55	63.37	-5.72	-3.95	7.32
TELEVISION (INCLUDING COMBINED TV/FILM/VIDEO)	54.22	44.44	55.56	50	-9.78	45	-4.22	63.37	-18.93	-7.81	-13.37
FILM PRODUCTION	56.37	0	0	100	-56.37	95	43.63	63.37	-63.37	-63.37	36.63
DIGITAL MEDIA	50.15	81.82	66.67	71.43	31.67	66.43	21.28	63.37	18.45	3.3	8.06
OTHER MEDIA AND COMMUNICATIONS	60.33	50	40	69.23	-10.33	64.23	8.9	63.37	-13.37	-23.37	5.86
INFORMATION TECHNOLOGY, GENERAL	56.32	61.54	76.92	61.54	5.22	56.54	5.22	63.37	-1.83	13.55	-1.83
COMPUTER PROGRAMMING	57.44	55	51.28	55.56	-2.44	50.56	-1.88	63.37	-8.37	-12.09	-7.81
COMPUTER INFRASTRUCTURE AND SUPPORT	n/a			0				63.37			0
ELECTRONICS AND ELECTRIC TECHNOLOGY	70.83	57.14	57.14	80	-13.69	75	9.17	63.37	-6.23	-6.23	16.63
BIOMEDICAL INSTRUMENTATION	65.32	63.04	65.71	63.16	-2.28	58.16	-2.16	63.37	-0.33	2.34	-0.21
ENERGY SYSTEMS TECHNOLOGY	68.4	57.14	66.67	88.89	-11.26	83.89	20.49	63.37	-6.23	3.3	25.52
DRAFTING TECHNOLOGY	55.14	73.33	35.71	72.73	18.19	67.73	17.59	63.37	9.96	-27.66	9.36
MECHANICAL DRAFTING	57.19			100			42.81	63.37			100
MANUFACTURING AND INDUSTRIAL TECHNOLOGY	63.8	57.89	55.56	62.5	-5.91	57.5	-1.3	63.37	-5.48	-7.81	-0.87
MACHINING AND MACHINE TOOLS	67.47	33.33	100	66.67	-34.14	61.67	-0.8	63.37	-30.04	36.63	3.3

Program Name	Institution Set Standard	Actual Performance			Difference			Stretch Goal	Difference		
CIVIL AND CONSTRUCTION MANAGEMENT TECHNOLOGY	82.03							63.37			
COMMERCIAL MUSIC	42.92	69.23	62.5	75	26.31	70	32.08	63.37	5.86	-0.87	11.63
TECHNICAL THEATER	62.39	0	0		-62.39	-5		63.37	-63.37	-63.37	
APPLIED PHOTOGRAPHY	46.99	100	66.67	100	53.01	95	53.01	63.37	36.63	3.3	36.63
COMMERCIAL ART	39.31	66.67	77.78	69.23	27.36	64.23	29.92	63.37	3.3	14.41	5.86
GRAPHIC ART AND DESIGN	45.33	100		0	54.67		-45.33	63.37	36.63		-63.37
RESPIRATORY CARE/THERAPY	61.95	37.5	41.67	50	-24.45	45	-11.95	63.37	-25.87	-21.7	-13.37
REGISTERED NURSING	62.32		100	100		95	37.68	63.37		36.63	36.63
CHILD DEVELOPMENT/EARLY CARE AND EDUCATION	58.07	100	100	100	41.93	95	41.93	63.37	36.63	36.63	36.63
CHILDREN WITH SPECIAL NEEDS	61.87	0	87.5	50	-61.87	45	-11.87	63.37	-63.37	24.13	-13.37
PRESCHOOL AGE CHILDREN	52.36	60	100	100	7.64	95	47.64	63.37	-3.37	36.63	36.63
THE SCHOOL AGE CHILD	51.36	65.38	58.33	92	14.02	87	40.64	63.37	2.01	-5.04	28.63
CHILD DEVELOPMENT ADMINISTRATION AND MANAGEMENT	65	63.53	72.37	82.26	-1.47	77.26	17.26	63.37	0.16	9	18.89
INFANTS AND TODDLERS	57.79	66.47	60.64	65.66	8.68	60.66	7.87	63.37	3.1	-2.73	2.29
ADMINISTRATION OF JUSTICE	67.36	67.27	82.76	92.59	-0.09	87.59	25.23	63.37	3.9	19.39	29.22
FIRE TECHNOLOGY	64.18	65.91	80.85	87.5	1.73	82.5	23.32	63.37	2.54	17.48	24.13
GENERAL WORK EXPERIENCE	65		100	100		95	35	63.37		36.63	36.63
CORRECTIONS	n/a			100		95		63.37			36.63

*63.37 was Perkins Performance Goal for 2017-2018.

ANNUAL FISCAL REPORT DATA

General Fund Performance

Category	Reporting Years since Comprehensive Review		
	2018-19	2017-18	2016-17
Revenue	707,656,356	683,499,572	648,918,659
Expenditures	683,830,788	667,618,279	666,175,726
Expenditures for Salaries and Benefits	574,207,897	566,876,508	557,491,315
Surplus/Deficit	23,825,568	15,881,293	(17,257,067)
Surplus/Deficit as % Revenues (Net Operating Revenue Ratio)	3.4%	2.3%	(2.7%)
Reserve (Primary Reserve Ratio)	21.6%	18.8%	17.0%

Analysis of the data:

The above trend shows the Reserve has steadily increased for the past 3 fiscal years.

Other Post-Employment Benefits

	2018-19	2017-18	2016-17
Actuarial Accrued Liability (AAL) for OPEB	696,537,302	690,480,715	733,358,891
Funded Ratio (Actuarial Value of Plan Assets/AAL)	16.3%	14.3%	11.4%
Annual Required Contribution (ARC)	N/A	N/A	N/A
Amount of Contribution to ARC	35,413,966	35,453,915	28,346,435

Analysis of the data:

Although the AAL is actuarially determined with a myriad of factors, the District is committed to continuously contribute the pay-go amount plus 1.92% of the total full-time salary expenditure in order to steadily increase the Plan Assets.

Enrollment

	2018-19	2017-18	2016-17
Actual Full-Time Equivalent Enrollment (FTES)	98,139	100,045	107,984

Analysis of the data:

During the transition to the Student Centered Funding Formula (SCFF), this new formula provides a hold-harmless provision wherein Community Colleges will receive no less in total apportionment funding than they received in FY2017-28 with adjustments for COLAs through FY2021-22. Even with this provision, the District received approximately \$20 million of additional revenue due to the SCFF calculation.

Financial Aid

	2016	2015	2014
USED Official Cohort Student Loan Default Rate (FSLD - 3 year rate)	10%	14%	15%

Analysis of the data:

The above trend shows the Default Rate is improving for the past three years. District-wide average has the same trend and the Default Rates are 13% (2016), 15% (2015), and 19% (2014).

QUALITY FOCUS ESSAY

Action Project #1: Expand the capacity and the use of data in all levels of decision-making to develop a culture of innovation.

As part of its 2016 accreditation self-evaluation process, LAVC identified three action projects that were included in the Quality Focus Essay. The first action project is an expansion of the capacity and use of data in all levels of decision making to develop a culture of innovation. This action project encompassed two types of data: student achievement and student learning outcome data. College members have worked diligently over the last three years to make progress on Action Project #1. This progress is described below.

Student Achievement Data

The first part of this project focuses on increasing data capacity and access to promote usage for decision making and institutional action. Since 2016, the Office of Institutional Effectiveness (OIE) has continued to implement changes based on the 2014 *Needs Assessment and Recommendations* study ([AP1.01 LAVC Needs 2014](#)). These changes included an enhanced staffing plan and new mechanisms of data visualization and distribution through the use of dashboards and infographics.

Existing and further resource demands for expanded production, delivery, and analysis of data were identified by the OIE and emerged through campus planning (e.g. grants, [CR4.05 SEAP](#), previously [AP1.02 Integrated Plan](#)). As part of the Integrated Plan, LAVC reviewed existing plan goals and objectives at the District and College to promote alignment. In an effort to continue that work, the College has initiated a task force on Strategic and Integrated Planning (SIP). The SIP taskforce will review existing plans and measures to facilitate dialogue about alignment and identify gaps with the Educational Master Plan that is currently being revised ([AP1.03 IEC Minutes for SIP](#)).

Resources to promote the above widespread data distribution and access, visual analysis, and other features, were leveraged through collaborations with grants and categorical funds. The funding was used to promote tracking and to scale data production, including evaluation activities relative to the plans. Currently, resources used to develop these items are supported through other parts of the College, while areas of improvement and needs are updated annually through the OIE program review.

Although the initial intent of the 2016 Quality Focus Essay was to enhance the program review system to fully integrate data in the platform through an embedded and user-specific mechanism, the application of the dashboards through all areas has been an effective tool for evaluation. Additionally, it allows users access to data across areas and groups, encourages comparison and interaction, and promotes dialogue amongst decision-making units. Based on program review units (e.g. departments and operational units) and special student populations, the OIE has expanded the content of its

dashboards to 26 special populations and 34 areas of instruction. The data is available on and off campus and is open to all users as well as the public; users can disaggregate data down to the course level.

The establishment of a 2017-2018 Research Agenda to develop priority items for institutional research was also included in the Quality Focus Essay. Shortly after the report was submitted, there was a discussion about this item and it was noted that the College's research agenda and priority items are largely predetermined by federal and state requirements, District mandates, and College plans ([AP1.04 IEC Minutes for Research Agenda](#)). Hence, other research items were not needed at that point; based on capacity, OIE would explore additional areas of research on an ad hoc basis.

Since 2016, OIE has implemented efforts to promote awareness of the various measures and current institutional performance. As part of this effort, the OIE has updated and continues to update its website, which now includes pages for popular dashboards, infographics, terminologies, and definitions. Tools were added to [dashboards](#) ([AP1.05 Dashboards Screenshot](#)) to indicate overview and summary information on outcome measures. Student achievement dashboards include indicators of whether the college, department, subject, or groups are performing relative to the institution-set standard, as well as any changes over time. The OIE site also contains links to the Student Success Metrics and other internal and external sources of data for key indicators and major plans. These resources are shared as the College discusses its performance and develops new plans ([AP1.06 IEC and Tier2 Committees Minutes](#)).

Finally, trainings and dialogue about key indicators have been facilitated through office hours, committee presentations, and departmental visits. Training has also been available as part of the Teaching Innovations Academy for the last several years. The OIE completed seven departmental visits in spring 2019 ([AP1.07 Department Meeting Minutes](#)) and presented two workshops on equity and College data on Opening Day 2019 ([AP1.08 Schedule and PowerPoints](#)). The first workshop helped familiarize employees with terminology and data while the second session explored indicators of diversity and existing equity gaps.

Student Learning Outcomes (SLO) Data

The second part of Action Project #1 is to expand the capacity and use of student learning outcomes data. The 2016 Quality Focus Essay identified seven SLO-related activities that were planned to achieve the outcomes of this action project. Leadership on the implementation of these activities has been provided by two faculty reassigned SLO Coordinators with the support of an Academic Affairs Dean and in consultation with the Outcomes Assessment Committee (OAC). One of the SLO Coordinators serves as the Chairperson of the OAC, which is the participatory governance body that oversees and coordinates SLO efforts at the campus level. The OAC is a subcommittee of the Program Effectiveness and Planning Committee (PEPC) and its responsibilities include proposing SLO policies and processes, developing and assessing College-wide program outcomes, and supporting and reviewing the

assessment of course and service outcomes. The OAC was instrumental in establishing LAVC's program pathways model.

LAVC has developed an innovative model for program assessment: the program pathways model. In this model, an instructional program is defined as a major education pathway that a student takes through the institution. The three pathways are the Foundational Program, the Career-Technical Education (CTE) Program, and the General Education (GE)/Transfer Program. The three programs have two shared outcomes, Communication Skills and Reasoning Skills, and other program-specific outcomes (e.g. Professional Behavior for the CTE Program and Global Awareness for the GE/Transfer Program).

The initial assessment of all the program pathways was overseen by the OIE, guided by the OAC, and completed in 2013. Work groups, composed primarily of faculty members, were formed for each of the three program pathways. Alignment grids were developed to clearly link courses to program pathways. These alignments determined the selection of courses for data collection for each of the three program pathway assessments. Various assessment methods were used to assess the program pathways including direct assessment of student work, surveys, review of course assessment reports, and results of professional licensing exams. This process, the results of the assessments, and the improvement plans are well documented in program outcomes assessment reports, which are housed on the LAVC Outcomes SharePoint ([AP1.09 Outcomes SharePoint](#)).

While this method of program assessment yielded rich dialogue, it also came with challenges. The revised 2014 accreditation standards call on colleges to disaggregate and analyze learning outcomes data for subpopulations of students. Since the program assessment method described above does not include a mechanism to link student demographic data to assessments, it was not possible to analyze disaggregated learning outcomes data. For this reason, in 2015 the College began implementation of SLO assessment software, eLumen.

In fall 2015, faculty members began using eLumen to enter course-level SLO assessment data. This transition substantially altered the College's SLO processes. Prior to eLumen, course-level assessment was documented with paper Student Learning Outcomes Assessment Cycle (SLOAC) reports ([AP1.10 Cycle 2 SLOAC Reports](#)). The SLOAC reports were completed according to an assessment plan determined by departments to comply with the College's participatory governance established assessment cycle ([AP1.11 Department Assessment Plans](#)). Departments completed one SLOAC report per course. The assessment for each course could be administered in all sections or in a sample of sections for courses with many section offerings. With the implementation of eLumen, the SLOAC report content was replicated in the software as a reflection report ([AP1.12 eLumen Reflection Reports](#)). However, the structure of eLumen required that the reflection reports be filled out at the section level, instead of at the course level.

In 2014-15, the College's main participatory governance body, the Institutional Effectiveness Council (IEC), approved a three-year assessment cycle to assess all course SLOs in the second cycle of assessment ([AP1.13 IEC Three Year Cycle Motion](#)). Cycle two began in fall 2014 and ended in spring 2017 and therefore included SLOAC reports and eLumen reflection reports. The completion rate of cycle two of course-level SLO assessment was 98% ([AP1.14 Cycle 2 Course Tracking Sheet](#)). The College is presently at 97% completion in the third cycle of course-level assessment, which spans fall 2017 to spring 2020 ([AP1.15 Cycle 3 Course Tracking Sheet](#)). However, a new timeline was introduced in the third cycle, as departments were strongly encouraged to complete course assessments in the first two years in order to ensure 100% assessment planning and completion.

Before course-level SLO data could be aggregated to the program pathway level, faculty members had to update SLO alignment grids by aligning their course-level SLOs to the program pathway outcomes. Training on SLO alignment occurred in winter and spring 2016 and currently all departments have completed program alignments in eLumen ([AP1.16 Alignment Grids](#)). With the alignment grids in place, in spring 2017 the Office of Academic Affairs generated program pathway data reports in eLumen and uploaded them into the program review SLO modules ([AP1.17 2017-18 Program Pathways Data Reports](#)). These program pathway data reports included aggregate rubric scores (by department) for all students assessed in courses that were aligned to a program pathway outcome. Within the modules, department faculty were prompted to record their analysis of the program pathway assessment results and the subsequent student learning improvement efforts. This new system of program pathways assessment ensures that all program pathway outcomes are assessed every year.

In the 2016-17 academic year, the SLO Coordinators, in consultation with the OAC, developed a process for disaggregating SLO data for subpopulations of students: one program pathway outcome would be disaggregated each year by two demographic categories. One of the demographic categories (ethnicity) would remain constant, while the other would rotate. The SLO Coordinators recommended this process because they wanted to encourage faculty to thoroughly review each equity group in detail. In spring 2017, the Communication Skills program pathway outcome was disaggregated by ethnicity and foster status ([CR1.01 2017 Disaggregated Program Pathway SLO Report](#)). In spring 2018, the Reasoning Skills program pathway outcome was disaggregated by ethnicity and low-income status ([CR1.02 2018 Disaggregated Program Pathway SLO Report](#)). In spring 2019, program pathway outcome three (which varies by program pathway) was disaggregated by ethnicity and foster status ([CR1.03 2019 Disaggregated Program Pathway SLO Report](#)). Department faculty recorded the results of their dialogue on the disaggregated data in the SLO program review module ([CR1.04 SLO Program Review Modules](#)).

The program review SLO modules provide the mechanism by which the results of SLO assessment are linked to resource allocation. Department members make resource requests within the program review. In the SLO module, they are asked: "Does the department have any resource requests that have resulted from analysis of SLO assessment results?" The supervising Dean reads each of his/her departments' program reviews and validates them with comments. Furthermore, the Vice President of

Academic Affairs, who makes resource allocation decisions based on program review, reads the SLO modules and considers needs identified by SLO assessment in her resource allocation decisions.

Further dialogue and consideration of SLO assessment results occurs at OAC meetings. Each year, the members of the OAC read all the SLO program review modules and prepare a summary report ([CR1.05 OAC Program Review Summary Report](#)). This summary report includes a synthesis of themes and trends from the SLO modules. The summary report is submitted to the PEPC where it is also discussed. Additionally, the OAC evaluates the effectiveness of the SLO assessment process ([CR1.06 OAC Agendas FebMar2019](#)). In spring 2019, the OAC members discussed whether the program pathways model was a good fit for the Guided Pathways framework. Two of the Guided Pathways Coordinators visited the committee and the issue was discussed over multiple meetings. At the second meeting, the committee voted to transform the program assessment model from one based on program pathways to a structure in which every certificate and degree would have a unique set of outcomes. Currently, the SLO Coordinators are in the planning stage of implementing this substantial change.

Action Project #2: Focus the College's use and maintenance of space/facilities to ensure an environment conducive to learning and fostering student success.

The second action project in our Quality Focus Essay evolved from the need to improve College facilities in order to enhance the educational environment. The following four areas were identified as requiring further improvement: safety, maintenance, information technology, and space utilization. Progress on each of these categories is described below.

Safety

The safety of our campus environment is critical to learning and success. In summer of 2018, the LACCD began conducting a District-wide physical security assessment to identify existing security conditions and deficiencies; completion of this assessment is projected for fall 2019. After the study is completed, LAVC will proceed with the upgrades required by the assessment. In the meantime, there are three ongoing multi-phase projects to strengthen physical security on campus: increasing video surveillance, changing door hardware, and replacing outdated card readers.

The first project, the Video Surveillance Project, began in June 2019 with reconnecting existing surveillance cameras and increasing security video storage. This first phase, funded by the 40J Bond, was completed in July 2019; existing cameras have been reconnected and all surveillance footage is now stored in the campus Data Center ([AP2.01 Video Surveillance Phase1](#)). The second phase of the project aims to bring campus security to the District standard, which includes a major overhaul of the entire video surveillance system at the College, as well as adding extra cameras where needed. The upgrades planned for the next phase will be determined by the findings of the District physical security assessment mentioned above.

The second project, the Door Hardware Project, addresses the long-standing inability to lock classroom doors from the inside in the event of a threat or danger on campus. The Door Hardware Project, funded by the Measure CC Bond, began on February 1, 2019, and involves the replacement of 287 classroom door locking mechanisms ([AP2.02 Door Hardware Project1](#)). The first phase replaces approximately 140 locks that require minimal review by the Division of State Architects (DSA). The second phase will address the remaining classroom locks and all exterior doors; these locks require a complete DSA review for approval, which is an inherently longer process. The estimated completion date for the entire project is fall 2021 ([AP2.03 PMO Excel Sheet Door Hardware](#)).

Finally, outdated card readers in the Allied Health Science and Business-Journalism buildings were replaced with new readers that have enhanced security features ([AP2.04 40J Card Readers Signed](#)). This third project was also funded by the 40J Bond and completed in August 2019. A second phase to replace other card readers that do not meet District standards is already being planned.

As a complement to the physical security upgrades described above, safety is also ensured through important announcements, trainings, and exercises. Regular and systematic trainings and exercises for emergency response procedures include active shooter, active shooter awareness, and building specific lockdown drills. A five-year plan was developed for 2019-2024 and approved by the Work Environment Committee (WEC); follow-up surveys were conducted to gather feedback ([AP2.05 Five-Year Plan and Surveys](#)). The trainings are also coordinated by the District Safety and Emergency Services Manager. In August 2019, the District Safety and Emergency Services Manager advised an increase in these trainings and exercises, and communicated a proposed schedule with all nine colleges ([AP2.06 DSESM Email for Trainings](#)).

Finally, the Associate Vice President of Administrative Services has actively enlisted and trained faculty and staff to serve as building marshals, resulting in an increase from 12 to 71 marshals ([AP2.07 Building Marshal List](#)). An Emergency Preparedness classroom checklist was developed for situations such as a campus evacuation or earthquake. Presentations on how to respond to emergencies are conducted regularly, and updated emergency cards and signs have been posted in all classrooms.

Maintenance

In spring 2017, the WEC conducted an analysis of the Maintenance and Operations Cost Study of the 2015-2016 Expenditures in the nine LACCD colleges. This study revealed that LAVC has the lowest Maintenance and Operations cost per full-time equivalent (FTE) student, at 12% versus an average of 13% for all the other colleges in the District. Furthermore, each custodian at LAVC is responsible for maintaining the highest square footage of all colleges in the District at 43,456 square feet (the second highest is West Los Angeles College with 31,430 square feet). In light of this evidence, WEC made four recommendations to the College via a motion to the Institutional Effectiveness Council (IEC) ([AP2.08 WEC Recommendations](#)). The motion was approved by the IEC on May 16, 2017, and signed by the College President; however, the recommendations were not implemented due to budget constraints.

After about a year, the budget had recovered and the issue was brought back to WEC in October 2018. The Director of College Facilities gave a presentation regarding the custodial staffing shortage at LAVC ([AP2.09 Custodial Staffing Study](#)), and once again a comparison was made with custodial staffing at the other eight colleges in our District. Unfortunately, LAVC continues to have the lowest number of custodians per square foot in the District. The District Facilities Planning and Development Committee uses established guidelines to assess the cleanliness of campuses in the LACCD, and recommends a Level 3 cleaning standard. The College has 22 funded custodial positions but needs a total of 36 custodians to reach the standard recommended by the District. As a result of the presentation and discussion at WEC, a motion to hire a minimum of two custodians per year was sent to the IEC in November 2018 ([AP2.10 IEC Minutes to Hire Custodians](#)). The motion was again approved but the College encountered further difficulties and delays, as there was no custodial hiring list available from the District. LAVC continues to struggle with custodial support, and cannot reach the required Level 3 cleaning standard. Pending funding of additional custodial positions from the District and the availability of a hiring list, the College will proceed with the necessary steps to improve maintenance on campus.

Information Technology

Ensuring that state-of-the-art technologies are functional and reliable is another vital component of focusing the College's infrastructure towards student success. Through our self-evaluation, the following technology issues were identified:

- Uneven, sporadic wireless service
- The absence of a plan to predict and fund replacements and upgrades for new technology purchased through the bond

The first issue not only affected the ability to use technology in classrooms and offices, but also negatively impacted our students, who need daily access to websites and other internet applications. As a result, the College implemented new Wi-Fi across campus in 2018, adding 79 access points in areas with known connectivity issues to increase the total number of access points to 440. LAVC also switched to the new Aruba Wi-Fi network and completed a 10-gigabit interface firewall project in 2017 ([AP2.11 TPM-Cx Inspection Form Signed](#)). Endpoint protection BitDefender was installed to protect servers and computers on this network.

The second issue, regarding a plan for replacements and upgrades of technology, has been resolved with the creation of an academic computer inventory. Through the technology module in our annual Program Review, needs are identified by department chairs and program directors that are subsequently validated by Deans and the Vice President of Academic Affairs. The requests are also forwarded to the Technology Committee for review. The academic computer inventory is then updated annually, most recently in April 2019 ([AP2.12 Academic Computer Inventory April 2019](#)). This inventory also includes classroom audio-visual equipment, which is upgraded as permitted by the budget

[\(AP2.13 AV Inventory April 2019\)](#). Ninety-five percent of our classrooms are now equipped with an Extron control panel, allowing instructors to control the projector and related devices from a single point. With the success of this structure, LAVC is in the process of creating an inventory for non-academic computers.

With the rapid emergence of new technologies, the College has made progress beyond what was identified in our Quality Focus Essay in an effort to modernize and streamline communication. In April 2019, the campus successfully migrated to a cloud-based email system, Office 365. The Information Technology (IT) department worked industriously to ensure a smooth transition, by announcing the change via e-mail on several occasions, presenting updates at Chairs & Directors meetings, and coordinating with the Professional Development Center to offer many workshops before and after the migration ([AP2.14 Office 365 Resources](#)). The LAVC IT department also received support from District Information Technology and worked with other colleges during the migration. With the success of this change, the District is now exploring options to move towards a cloud-based phone system.

Space Utilization

Space utilization is the final concern identified in the second action project of our Quality Focus Essay, as LAVC realized the need for a more integrated and uniform way to monitor how available space is being used by the campus. Although a classroom inventory exists in Academic Affairs, and other spaces are supervised by Master Calendar, the College lacks a centralized system to help merge the information from disparate areas. An evaluation and demonstration of public calendar software options including School Dude and Schedule 25 has taken place; Schedule 25 appears to be a system that can handle both academic and facility scheduling. However, the cost of such software is prohibitive; the College has not been funded for Schedule 25, and therefore cannot evaluate its effectiveness.

In spite of these challenges, efforts have been made through the re-activation of the Facilities Planning Committee (FPC) in fall 2015. Committee membership was re-examined and two changes were made: first, an Academic Senate seat was created to increase communication with faculty ([AP2.15 FPC to IEC Membership Motion](#)). Second, the FPC chair (or designee) was added as a member of the Bond Workgroup (BWG), in order to encourage dialogue between the FPC and the BWG on present and future construction projects. As one of its goals for 2019-2020, the FPC and the WEC will jointly compile a list of unutilized or underutilized spaces, so that the information may be shared with campus constituencies ([AP2.16 IEC Approved Goals](#)). These spaces could then be used for student club activities, faculty and staff trainings, or public interest events for the community.

The facilities module in program review is another essential resource for addressing concerns regarding space. The module was reworked twice by FPC members to maximize efficacy, and now includes questions such as “Are your current facilities adequate to support your program?” and “Provide a list of long and short-term facilities needs/issues, including location.” This module is completed by all departments and offices, validated by supervisors, and forwarded for review by the FPC.

Discussion of results occurs at committee meetings, along with substantial input from the Director of College Facilities (who is a member of the FPC). Validation comments are highlighted to help address the needs identified by the departments. A list of requests is compiled, shared with the CPT Director, and every effort is made to address issues where funding is available. A summary is also submitted to the Program Effectiveness and Planning Committee (PEPC), which includes a synopsis of themes and trends ([AP2.17 FPC Summary 20172018](#)).

In terms of new construction projects and long-range planning, the FPC has increased both outreach to faculty and consultation with the College Project Team (CPT) Director. In the 2018-2019 academic year, the CPT Director met with the FPC on several occasions to discuss the ongoing Measure CC Bond Project, and the construction of two new academic buildings. The new academic buildings would be shared between a total of 13 departments; hence, a discussion took place to explore possible configurations and optimize the space. Two configurations (Options A and B) were drawn up and on February 27, 2019, all affected departments were invited to an open forum ([AP2.18 Forum Documentation](#)). This forum gave faculty, staff, and chairs the opportunity to provide input and express concerns about the new buildings and usage of space. Option A was then approved by the FPC, the IEC, the (interim) College President, and the Board of Trustees. Now that design is underway for Academic Building 1, the FPC will turn its focus to the Master Plan Update in 2019-2020.

Action Project #3: Fully integrate professional development efforts across campus and increase participation and engagement.

On February 26, 2016, forty-five faculty, staff, and administrators held a Professional Development summit to discuss a plan to integrate and expand professional development at LAVC ([AP3.01 Summit Announcement](#)). This summit launched a transformation of our professional development structure, which also led to a grant application with the State Chancellor's Office Institutional Effectiveness Partnership Initiative (IEPI) in spring 2018. The focus of the IEPI grant was to create and implement a professional development program that meets the needs of all employee groups on campus ([CR4.02 IEPI Plan](#)).

One example of this integration can be seen with the College's new employee orientation, which now includes all new hires. Previously, new employee orientations were only for faculty, while tenure-track and adjunct faculty orientations were presented separately. The combined, all-inclusive new employee orientations convey necessary and College-familiarizing information common to all employee groups. Other sessions cover material targeted to specific employee groups, but are open to everyone. Additional examples of our integrated offerings include Opening Day, Technology Fest, and Cultural Inclusivity and Safe Zone Ally Training ([AP3.02 Prof Dev Flyers](#)).

In order to encourage participation in the above professional growth activities, the professional development coordinators are emphasizing the value of engagement with College initiatives that lead to student success. Surveys were conducted to seek feedback on workshop topics and scheduling that

would work for faculty and staff ([AP3.03 Survey Data](#)). Tracking and monitoring of each employee's professional development will be improved with the implementation of the Vision Resource Center, a software that was purchased by the District for all colleges in spring 2019 ([CR4.30 VRC PowerPoint](#)).

Later the same semester, the LAVC professional development co-coordinators attended the 4CSD conference (California Community Colleges Council for Staff and Organizational Development) in March ([AP3.04 4CSD Program](#)). Connections were established with professional development coordinators at College of the Canyons and Los Angeles Pierce College in an effort to explore models and best practices for robust professional development. With all the significant and meaningful changes described above, LAVC will continue to carry out the plan developed through the IEPI grant and evaluate the impact of these new initiatives on an annual basis. Further details are outlined in our response to College Recommendation #4, as it overlaps with this action project.

APPENDIX: EVIDENCE DOCUMENTS

REPORT PREPARATION

[C0.1 Steering Committee Minutes](#)

[C0.2 Tracking Tool](#)

[C0.3 Minutes of Key Groups and Survey Monkey Results](#)

[C0.4 Minutes of Approvals](#)

[D0.1 Accreditation Committee Charge](#)

[D0.2 ACCJC Reaffirmation Letter](#)

[D0.3 DAC Agenda TBD](#)

[D0.4 IESS Agenda](#)

[D0.5 Board Agenda](#)

CHANGES AND PLANS ARISING

[PA1.01 Gainful Employment Forms](#)

[PA1.02 Email from RCorner](#)

[PA2.01 Net Cost Screenshot](#)

[PA3.01 LAVC Programs](#)

[PA3.02 Sample Templates](#)

[PA3.03 Academic Senate Minutes Approval of CAPs](#)

[PA3.04 Onboarding Retreat PowerPoint](#)

[PA4.01 Hiring Handbook 2017](#)

[PA5.01 New Employee Orientation Agenda](#)

[PA5.02 Senate and AFT Documents](#)

[PA6.01 IEPI Plan](#)

[PA6.02 Prof Dev Flyers2](#)

[PA6.03 Opening Day and New Employee Documents](#)

[PA6.04 Strength Finders Feedback](#)

[PA6.05 Survey Data](#)

[PA7.01 Virtual Valley Trainings](#)

[PA7.02 Project HOPE](#)

COLLEGE RECOMMENDATIONS FOR IMPROVEMENT

[CR1.01 2017 Disaggregated Program Pathway SLO Report](#)

[CR1.02 2018 Disaggregated Program Pathway SLO Report](#)

[CR1.03 2019 Disaggregated Program Pathway SLO Report](#)

[CR1.04 SLO Program Review Modules](#)

[CR1.05 OAC Program Review Summary Report](#)

[CR1.06 OAC Agendas FebMar2019](#)

[CR1.07 Dashboards](#)

[CR1.08 Persistence Dashboard](#)

[CR1.09 Transfer Summary](#)

[CR1.10 Sample 2019 Surveys](#)

[CR1.11 Sample Focus Group Data](#)

[CR2.01 Catalog Pages and Screenshot](#)

[CR3.01 TCO Excel Sheets](#)

[CR3.02 Five-Year Maintenance Plan](#)

[CR3.03 FPC Agendas](#)

[CR3.04 LAVC Bond Projects Aug2019](#)

[CR3.05 Technology Replacement Plan](#)

[CR3.06 Technology Committee Reports](#)

[CR3.07 Cascading Form](#)

[CR3.08 Technology Master Plan](#)

[CR3.09 2019 IT Staffing Plan](#)

[CR3.10 Budget Committee Minutes](#)

[CR3.11 TCO Workgroup Minutes](#)

[CR4.01 IEPI Application](#)

[CR4.02 IEPI Plan](#)

[CR4.03 IEPI Membership List](#)

[CR4.04 PD Plan Draft](#)

[CR4.05 SEAP](#)

[CR4.06 Equity Funds Invitation](#)

[CR4.07 RFP Equity Funds Event](#)

[CR4.08 Email of Funded Requests](#)

[CR4.09 PD PR Module](#)

[CR4.10 PEPC Minutes](#)

[CR4.11 TIA Flyers](#)

[CR4.12 Annual Report](#)

[CR4.13 Project HOPE](#)

[CR4.14 FTLA Flyer](#)

[CR4.15 Project Match Flyer](#)

[CR4.16 Speed of Trust Flyers](#)

[CR4.17 Discipline Day Email](#)

[CR4.18 GP Retreat Agenda](#)

[CR4.19 AB705 Implementation](#)

[CR4.20 EEO Flyer](#)

[CR4.21 AFT 1521A LACCD PD Workshops SEIU 721 PD Retreat](#)

[CR4.22 First Friday Email](#)

[CR4.23 Classified Appreciation Week Schedule](#)

[CR4.24 Classified PD Day Agenda](#)

[CR4.25 Strength Finders Announcement](#)

[CR4.26 Opening Day Agenda](#)

[CR4.27 New Employee Orientation Agenda](#)

[CR4.28 PD Flyers](#)

[CR4.29 Other PD Events](#)

[CR4.30 VRC PowerPoint](#)

DISTRICT RECOMMENDATIONS FOR IMPROVEMENT

[D5.1 SRP Board Approval](#)

[D5.2 SRP Overview](#)

[D5.3 Classified Staffing Request](#)

[D5.4 Academic Staffing Request](#)

[D5.5 Sample Staffing Reviews](#)

[D5.6 IT Evaluation Approval](#)

[D5.7 IT Evaluation Summary](#)

[D5.8 IT Evaluation Board Report](#)

[D7.1 OPEB Funding History](#)

[D7.2 OPEB Asset Statement](#)

[D9.1 Sample Committee Evaluation](#)

[D9.2 Survey Report](#)

[D9.3 Survey Overall Results](#)

[D9.4 Public Forum Responses](#)

[D9.5 Final Board Presentation](#)

[D9.6 Chancellor's Directive 70](#)

[D9.7 Example Regulation Sign-Off](#)

[D9.8 Board Agenda Sample Item S.1](#)

[D12.1 Evidence of Posting](#)

[D12.2 Governance Survey Summary](#)

[D12.3 IESS March 2019 Agenda](#)

[D12.4 Board Agenda April 2019](#)

[D12.5 Sample Posting](#)

[D12.6 Senate Agenda](#)

[D12.7 Web Redesign RFP](#)

QUALITY FOCUS ESSAY

[AP1.01 LAVC Needs 2014](#)

[AP1.02 Integrated Plan](#)

[AP1.03 IEC Minutes for SIP](#)

[AP1.04 IEC Minutes for Research Agenda](#)

[AP1.05 Dashboards Screenshot](#)

[AP1.06 IEC and Tier2 Committees Minutes](#)

[AP1.07 Department Meeting Minutes](#)

[AP1.08 Schedule and PowerPoints](#)

[AP1.09 Outcomes SharePoint](#)

[AP1.10 Cycle 2 SLOAC Reports](#)

[AP1.11 Department Assessment Plans](#)

[AP1.12 eLumen Reflection Reports](#)

[AP1.13 IEC Three Year Cycle Motion](#)

[AP1.14 Cycle 2 Course Tracking Sheet](#)

[AP1.15 Cycle 3 Course Tracking Sheet](#)

[AP1.16 Alignment Grids](#)

[AP1.17 2017-18 Program Pathways Data Reports](#)

[AP2.01 Video Surveillance Phase1](#)

[AP2.02 Door Hardware Project1](#)

[AP2.03 PMO Excel Sheet Door Hardware](#)

[AP2.04 40J Card Readers Signed](#)

[AP2.05 Five-Year Plan and Surveys](#)

[AP2.06 DSESM Email for Trainings](#)

[AP2.07 Building Marshal List](#)

[AP2.08 WEC Recommendations](#)

[AP2.09 Custodial Staffing Study](#)

[AP2.10 IEC Minutes to Hire Custodians](#)

[AP2.11 TPM-Cx Inspection Form Signed](#)

[AP2.12 Academic Computer Inventory April 2019](#)

[AP2.13 AV Inventory April 2019](#)

[AP2.14 Office 365 Resources](#)

[AP2.15 FPC to IEC Membership Motion](#)

[AP2.16 IEC Approved Goals](#)

[AP2.17 FPC Summary 20172018](#)

[AP2.18 Forum Documentation](#)

[AP3.01 Summit Announcement](#)

[AP3.02 Prof Dev Flyers](#)

[AP3.03 Survey Data](#)

[AP3.04 4CSD Program](#)