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Dr. Daniel Walden, Dean of Institutional Effectiveness
Paul De La Cerda, Associate Dean, SFP
Certification of the Addendum to the Institutional Self Study Report

Los Angeles Southwest College – March 8, 2012

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

From: Los Angeles Southwest College
1600 West Imperial Highway
Los Angeles, CA 90047-4899

This Addendum to the Institutional Self Study Report is submitted for the purpose of assisting in the determination of the institution’s accreditation status and is the result of activities conducted and data collected since the publication of the full report.

We certify and believe this addendum accurately reflects the nature and substance of this institution to date.

Signed:

[Signatures]

Dr. Jack O. Daniels III, President, Los Angeles Southwest College
Dr. Daniel Walden, Accreditation Liaison Officer
Alfred Reed, Jr., Academic Senate President, Los Angeles Southwest College
Evolution of the Spirit!

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Los Angeles Southwest College
Self-Assessment 2012
Accountability Reporting for the Community Colleges (ARCC)/AB 1417

Los Angeles Southwest College (LASC) is a comprehensive community college located in south Los Angeles. LASC is a learner-centered institution dedicated to meeting the needs of diverse learners and community whether they are degree/certificate/transfer seeking, pursuing general education goals or lifelong learners. In fall 2011, LASC educated 7,869 students, comprised of 52% Black/African-American, 40% Hispanic, and 8% other, with 49% of the student population over 24 years of age, 16% of the student population non-credit and many assessed into basic skills (92% of English placements and over 99% of math placements are below transfer level).

LASC continues its commitment to provide education and “strategies for success” to students through current initiatives and collaboration among campus offices. The Student Success Center is assigned to the Executive Vice-President making it a campus center giving all students access to its services. The DSPS Office reaches out to students in classrooms, and gives workshops to faculty on how to identify and work with students with disabilities. The college has restructured basic skills math and English, moving credit classes that are two levels below transfer into a Non-Credit Success Academy which is designed to better prepare students for a smooth transition into credit courses. This academy ensures that attempts to help students keep at least some of their financial aid will be fruitful while enrolled in non-credit classes and working toward matriculation into college level courses. Academic departments are developing interventions which foster student success through SLO assessments at the course and program levels. A Textbook Rental Program was initiated in spring 2012 to ensure that students have timely access to textbooks that they otherwise cannot afford to purchase.

LASC continues to see positive results in the institutionalization of initiatives such as Achieving the Dream (ATD), the PASSAGE Program, TRIO Scholars and STEM, as well as executing interventions developed in the Basic Skills Plan, the Strategic Student Success Plan, the California Benchmarking Project with USC, and the Student Success Center (SCC). As a result of ATD Focus Groups data on challenges/barriers to students success, LASC initiated a New Student Orientation in summer 2011 with over 800 students in attendance, restructured the tutoring program for math and English placing tutors inside instructor classrooms and involving instructors in the tutoring labs. In addition, a Faculty Academy has been established which focuses on equipping faculty to help the underprepared students be more successful.

The college continues to explore and institutionalize initiatives which address ARCC indicators. LASC is seeing an increase in indicators such as the Persistence Rate (6.6%) through the Passage Program and TRIO grants support of student success through. Also the increase in the Annual Successful Course Completion Rate for Credit Basic Skills (9.8%) is evidence of the SCC’s successful work in providing diagnostic assessment for students placing four levels below college level English and math. LASC is proud to be the Peer Group High in the Successful Course Completion rates for basic skills classes.
Budget Allocation Model
All: Earlier this afternoon at teh DBC, the DBC recommended approval of the first phase, to the Chancellor, of a new allocation process for the District and its colleges. This new process, effective July 1, 2012, will provide approximately $1.9M additional dollars to our allocation. However, this is only a beginning and though it is a considerable boost to our allocation, it doesn't completely relieve the college of its current fiscal issues or issues we are facing with the 12-13 year. But, IT IS a great start. The model addresses M&O needs as well as basic operational aspects of a college. There are other components that the Executive Committee of DBC will review and offer further recommendations in the coming year inclusive of addressing year-ending balances, methodologies of determining assessments to fund district-wide operations and contingencies, providing opportunities to grow and receive growth dollars, prior college debts and organizational efficiencies. I would suspect that additional funding may become available as a result of these discussions.

The budget committee will be instrumental in developing the 12-13 budget based on the new process. It is anticipated that the Chancellor will approve this allocation process. If there are any questions, please don't hesitate to contact me or VP Trimble.

I would also like to recognize the fundraising that the football program, under the leadership of Coach Washington, has undertaken this past month. Given the challenge of raising $100K to fund half of the budget for football for the 12-13 season, to date approximately $131K has been raised. Congratulations and we look forward to a successful 12-13 season.
BACKGROUND:

Since 2007, the District has allocated funds to colleges using the current District Budget Allocation model which is based on the State SB361 funding model. It is a revenue model based on enrollment and decentralized funding in which colleges receive their allocations and set their own budget priorities to meet their program and service needs. It has served the District well by providing the colleges with an incentive to grow in order to generate revenue from funded enrollment growth over the years. State general revenue earned by colleges is distributed to colleges less assessments to pay for centralized expenditures, district office functions and services, and set-aside funds for contingency reserve.

While the current allocation mechanism has helped the district capture available growth funding, it has also contributed to a widening gap in the fiscal conditions of the colleges. Only two colleges, ELAC and Pierce, have been able to accumulate healthy balances; the other colleges have all struggled to keep their heads above water. The balance at ELAC has grown to almost half of the LACCD’s entire $90 million 2010-11 ending balance, and because “East’s balance is really the district’s balance,” ELAC has had very limited access to its very large balances.

Changes to the SB 361-based model have been made in the past to provide additional funding to increase college basic allocations for small colleges (H, M, SW, and W). There was also an increase to the basic allocation of Los Angeles Trade-Technical College in recognition of the college’s high proportion of high-cost CTE programs.

In August 2010, the Chancellor met with the Fiscal Policy and Review Committee (FPRC), to address the state budget reduction impact on the District for fiscal years 2010-11 and 2011-12 and discuss the Committee’s review of the budget allocation model.

January 2011 - June 2011, the Chancellor discussed with the Committee his plan to review the entire district committee structure, including reviewing the FPRC and District Budget Committee (DBC) charges to ensure that budget planning policies and recommendations are consistent with the District’s Strategic Plan. The revised FPRC and DBC charges were recommended to the DBC in February for review. The FPRC name was also changed to “Executive Committee of the District Budget Committee” (ECDBC). The revised ECDBC and the DBC charges were approved by the DBC in June 2011.

From March 2011 through January 2012, the Committee spent a considerable amount of time reviewing the District’s current allocation formula and other multi-campus districts’ budget allocation formulas in order to determine if there is a better way to allocate funding to the colleges. The Committee has recommended maintaining the basic
framework of the current SB361 funding allocation mechanism and has identified the following possible changes to the existing model to provide more adequate funding for colleges to sustain operations:

1. To increase the basic allocation to cover minimum administrative costs and M&O costs.
2. To set a maximum percentage of future college balances allowed to be carried forward.
3. To review the funding assessment methodology for the District Office, District-wide Centralized Services, and the Contingency Reserve.
4. To fund colleges using a differential growth rate based on factors inclusive of population density and participation rate, as well as on the need to grow to achieve greater economy of scale.
5. To insist that the operating costs of colleges reflect efficiency and improvement in productivity by management of non-instructional staffing through a well thought-out and conservative staffing plan.
6. To treat operating deficits as a loan in the first year, but not allow deficits to be accumulated.

On November 28, 2011, the ECDBC decided that it would be too drastic to implement all the suggested changes at once. Instead, Recommendation #1 should be implemented in PHASE I and other recommended changes should be deferred for future discussion in PHASE II.

On January 5, 2012, the Committee voted 7 to 2 to recommend PHASE I to DBC for review and subsequent recommendation to the Chancellor for implementation.

RATIONALE TO SUPPORT CHANGES

The Committee found that the current funding model has not been adequate to address the needs of the smaller colleges and has contributed in part to the extreme variations in the fiscal conditions of the individual colleges, with some colleges carrying massive balances, and several other colleges chronically in debt. These differences make district decision-making more difficult. Although the model has provided a clear and simpler distribution of funds received from the state, over time this model has disproportionately impacted college operations in the following key ways:

1. The basic (minimum) allocation does not cover the minimum administrative staff and M&O costs, disadvantaging smaller colleges and colleges with more square footage.

2. Under the current mechanism, the growth cap for all colleges is the same. There is no mechanism for assigning different growth caps to different colleges based on service area density, participation rates, or the need to grow to achieve greater economies of scale.
PHASE I - Increase the College Basic Allocation to include minimum administration staffing and maintenance and operations (M&O) costs

<table>
<thead>
<tr>
<th>BASIS FOR ALLOCATION</th>
<th>TIMELINE AND TASKS</th>
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</table>
| A. Each college shall receive an annual base allocation to fully fund the following: | August 2010 – Feb 2011 -  
--ECDBC reviewed “Analysis of Small Colleges and Resources Allocation Mechanism” by Larry Serot.  
--ECDBC revised ECDBC and DBC Charges (adopted June 2011).  |
-- ECDBC reviewed other multi-campus districts’ budget allocation models and developed recommendations.  |
|   a. (1) President,                                      | January 2012 – March 2012  
-- DBC and colleges reviews and approves PHASE I recommendation - to increase college basic allocations |
|   b. (3) Vice Presidents,                                | April 2012 – May 2012  
-- Board Notice and Adoption of PHASE I Allocation Changes effective July 1, 2012 (FY2012-13) |
|   c. (1) Institutional Research Dean,                    |                                                       |
|   d. (1) Facilities Manager,                             |                                                       |
|   e. Deans                                               |                                                       |
|   i. (4) Deans → small colleges (FTES<10,000),           |                                                       |
|   ii. (8) Deans → medium colleges (FTES >= 10,000 and < 20,000), |                                                       |
|   iii. (12) Deans → large colleges (FTES>= 20,000);      |                                                       |
| 2. Maintenance and Operations costs based on average cost per gross square foot |                                                       |

After allocating the minimum base allocation in items 1 and 2 above, all remaining revenue (except non-resident tuition, dedicated revenue, and apprenticeship revenue) shall be distributed to colleges based on their proportion of the district’s funded FTES.

B. Transition Funding: The Committee recommends that the District set aside necessary funds from the District’s reserve (or new revenue) in order to mitigate the adverse effect on any college that experiences a reduction in its allocation as a result of the implementation of this change. The reduction will be implemented as follows:

1. No reduction in the first year (2012-13) to any college
2. One third of the allocation reduction in the second year
3. Two thirds of the allocation reduction in the third year
4. The full allocation reduction in the fourth year

C. The Committee also committed to address the remaining allocation issues in PHASE II for implementation in 2013-14 fiscal year

D. There will be an annual assessment of the allocation model
**Phase II – Planning Timeline**

Following is the proposed planning timeline for the Executive Committee of the District Budget Committee to study the remaining allocation agenda for allocation changes that identify college needs (including M&O), provide funding for colleges to deliver equitable access for students, and ensure that colleges are provided with sufficient funding to maintain quality instruction and student services.

<table>
<thead>
<tr>
<th>1. Growth Formula — <em>(Study the population density and participation rate in each college service area and other factors and develop a growth funding formula that uses a differential growth rate based on these factors, as well as on the need for a college to grow to achieve greater economies of scale).</em></th>
<th>Planning Timeline</th>
<th>Implementation date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb. – June 2012</td>
<td>2013-14 Academic year</td>
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<tr>
<th>2. Review the current use of balance policy. <em>(Set a limited percentage of future college balances allowed to be carried forward. Under the current policy, colleges retain their balances. The policy also allows colleges to use $2 million or up to 25% of their balances, whichever is lesser, and more beyond that with the Chancellor’s approval).</em></th>
<th>Planning Timeline</th>
<th>Implementation date</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 2012</td>
<td>2013-14 Academic year</td>
<td></td>
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<tr>
<th>3. Assessments <em>(Review funding assessment methodology for the District Office, District-wide Centralized Services, and the Contingency Reserve).</em></th>
<th>Planning Timeline</th>
<th>Implementation date</th>
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<tbody>
<tr>
<td>April – June 2012</td>
<td>2013-14 Academic year</td>
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<tr>
<th>4. Productivity and Efficiency — <em>(The operating costs of colleges should reflect efficiency and improvement in productivity by management of non-instructional staffing through a well thought-out and conservative staffing plan).</em></th>
<th>Planning Timeline</th>
<th>Implementation date</th>
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<tbody>
<tr>
<td>May-July 2012</td>
<td>2013-14 Academic year</td>
<td></td>
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<table>
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<tr>
<th>5. College Debts and Operating Deficits — <em>(Operating deficits may be treated as a loan in the first year, but deficits should not be accumulated)</em></th>
<th>Planning Timeline</th>
<th>Implementation date</th>
</tr>
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<tbody>
<tr>
<td>June-August 2012</td>
<td>2013-14 Academic year</td>
<td></td>
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</table>

<table>
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<tr>
<th>Report and Recommendations to DBC and Colleges for inputs and comments</th>
<th>Planning Timeline</th>
<th>Implementation date</th>
</tr>
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<tbody>
<tr>
<td>August 2012</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Final Report and Recommendations to Chancellor</th>
<th>Planning Timeline</th>
<th>Implementation date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept.-October 2012</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Board Review and Adoption</th>
<th>Planning Timeline</th>
<th>Implementation date</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 2012</td>
<td>January 2013</td>
<td></td>
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</table>
Degrees, Certificates & Transfers
Los Angeles Southwest College
Report on Declining Transfer and Certificate and Degree Completion Rates

During the three period (2008-2009 through 2010-2011) displayed on the charts below, LASC experienced declines in degrees and certificates awarded as well as the number of students transferring to California public universities. One possibility that merits inquiry is that, as access to California’s public CSU and UC universities becomes more impacted, due to rising costs and decreasing state funding, many students are increasingly transferring to private and out-of-state (OOS) universities. The California Community College Chancellor’s Office is now collecting this data but is at least two years behind on the collection. For example, the latest data available at the CCCCO website shows in 2008-2009 that 146 of LASC students transferred to private universities. The college does not yet have the numbers for 2009-2010 and 2010—2011. So, it is not known if this is a mitigating factor. In addition, the college has previously conducted studies that show a greater number of students enter the college with extensive academic developmental needs and never matriculate, transfer, or achieve a degree. Also, students who transferred prior to degree and certificate completion are another consideration that merit further study on reasons for declining degrees and certificates.

Below are some pragmatic examples that may explain the decline.

1. When California community colleges were growing (2001-2007) LASC did not grow (after 2002)—in fact LASC was cutting classes (e.g. fall 2002 cut 140 sections) and did not invest in outreach; the college was not pursuing relationships with high schools, etc.
   a. These were measures used to balance the budget under previous leadership (2002-2006).
2. The data show that during that period there was a decline in new students and an increase in continuing students
3. The college did very little outreach prior to 2006, consequently there was a shortage of new students to replace those in the pipeline who eventually did transfer or graduate
4. Beginning in late 2006, LASC began concerted outreach efforts to try to feed the pipeline and, as a result, began to show a significant increase in new students and (at the same time) a decline in continuing students
   a. Consequentially, the outcomes of continuing students are by nature graduation and transfers—in this case a decline
5. In order to mitigate these declining numbers in transfers and program completion that college has recently adopted a new 2011-2014 Enrollment Management Plan.
   a. The college has continued to refine its annual planning process that is outcome-oriented, evidence-based, and fiscally accountable
   b. The college has improved efficiencies and marketing opportunities
   c. As more of those new students, who started attending LASC in 2007 and 2008, start to reach LASC’s time-to-degree point (6-7 years), by 2013-2014, the numbers should start to go back up—especially if LASC can show at the same time it is improving utilizing a more strategic and sustained approach to enrollment management
   d. Basic skills interventions that began back in 2008 have started to show improvements (ARCC data), and the overall successful course completion rates (SCCs) for all courses increased by 6% in 2010-2011 over 2009-2010.
i. Prior to 2010-2011, SCCs had remained static for several years

The college believes the ATD interventions, new grant funded programs, e.g. STEM, Passages, CTE grants, and other intervention measures that were begun this last year will begin to show improved student success and goal attainment over the next few years.

f. Finally, students who are successful in their courses and do not get stuck in basic skills, will be more likely to transfer, complete a certificate, and/or graduate.

Degrees, Certificate, and Transfers 2008-09 through 2010-11

**Associate Degrees**

<table>
<thead>
<tr>
<th></th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Degrees</td>
<td>376</td>
<td>312</td>
<td>252</td>
</tr>
</tbody>
</table>

**Certificates**

<table>
<thead>
<tr>
<th></th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificates</td>
<td>116</td>
<td>90</td>
<td>62</td>
</tr>
</tbody>
</table>
Transfers (UC/CSU)

<table>
<thead>
<tr>
<th></th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfers (UC/CSU)</td>
<td>174</td>
<td>140</td>
<td>108</td>
</tr>
</tbody>
</table>
ENROLLMENT MANAGEMENT PLAN
2011-2014
<table>
<thead>
<tr>
<th>Priority</th>
<th>Goal</th>
<th>Strategy to Accomplish Goal</th>
<th>Activity to Support Strategy</th>
<th>Primary Person/s Responsible</th>
<th>Beginning Date for Activity</th>
<th>Planned = P, In Progress = IP, Completed/Ongoing = C/O</th>
<th>Measurement of Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Enrollment Management Committee will ensure that the campus examines and adapts to state and federal regulatory changes that impact campus enrollment</td>
<td>1a. Each academic year, the committee will review state and federal regulations regarding Gainful Employment changes affecting campus enrollment and determine possible impact on enrollment</td>
<td>1a1. Enrollment Management Committee will conduct regular monthly meetings to discuss changes in regulations regarding Gainful Employment and future enrollment trends. Pertinent campus departments such as Admissions, Financial Aid, and Outreach &amp; Recruitment, will be invited to share information and their dissemination plans</td>
<td>1a1. Enrollment Management Committee</td>
<td>1a1. Fall 2011</td>
<td>1a1. IP</td>
<td>1a2. IP</td>
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<td></td>
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<td></td>
<td></td>
<td>1a2. Spring 2012</td>
<td>1a2. IP</td>
<td>1a3. IP</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1a3. Spring 2012</td>
<td>1a3. IP</td>
<td>1b1. IP</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1b1. Spring 2012</td>
<td>1b1. IP</td>
<td>1b2. IP</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1c1. Spring 2012</td>
<td>1c1. IP</td>
<td>1c1. P</td>
</tr>
<tr>
<td>Priority</td>
<td>Goal</td>
<td>Strategy to Accomplish Goal</td>
<td>Activity to Support Strategy</td>
<td>Primary Person/s Responsible</td>
<td>Beginning Date for Activity</td>
<td>Planned = P, In Progress = IP, Completed/Ongoing = C/O,</td>
<td>Measurement of Goal</td>
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<tr>
<td>2</td>
<td></td>
<td>establish an information disseminated policy with regards to enrollment management</td>
<td></td>
<td>Enrollment Management Committee &amp; EVP</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>1b2. Ensure that enrollment management information is disseminated to the campus and surrounding community through postings on bulletin boards, campus electronic marquee, email, text alerts, and social media</td>
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<tr>
<td></td>
<td></td>
<td>1c1. Review and assess the Enrollment Management Committee structure</td>
<td></td>
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</tbody>
</table>

Los Angeles Southwest College
Enrollment Management Plan 2011-2014
<table>
<thead>
<tr>
<th>Priority</th>
<th>Goal</th>
<th>Strategy to Accomplish Goal</th>
<th>Activity to Support Strategy</th>
<th>Primary Person/s Responsible</th>
<th>Beginning Date for Activity</th>
<th>Planned = P, In Progress = IP, Completed/Ongoing = C/O, Measurement of Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2. Provide leadership to the campus process to develop and disseminate information about existing FTES targets that guide class scheduling, priorities and processes</td>
<td>2. Collaborate with Department Chairs to discuss information regarding the course scheduling and planning process</td>
<td>2a. Contact other campuses to examine best practices of enrollment management committees 2b. Meet with Department Chairs involved in the enrollment management process to discuss and solidify proposed policies and procedures related to schedule development 2c. Meet with Department Chairs to disseminate yearly and semesterly FTES projections and goals</td>
<td>2a. EMC committee members 2b. EMC committee members 2c. Institutional Research Office, Administrators, EMC committee members, Chairs</td>
<td>2a. Summer 2012 2b. Flex Day each semester 2c. Each semester, 1 week after census</td>
<td>2</td>
</tr>
<tr>
<td>Priority</td>
<td>Goal</td>
<td>Strategy to Accomplish Goal</td>
<td>Activity to Support Strategy</td>
<td>Primary Person/s Responsible</td>
<td>Beginning Date for Activity</td>
<td>Measurement of Goal</td>
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<tr>
<td>2</td>
<td></td>
<td></td>
<td>2d. Schedule sessions to inform and discuss improvement efforts with Department Chairs on FTES annual goals</td>
<td>2d. EMC committee members</td>
<td>2d. After census</td>
<td>2d. IP</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>2e. Provide a Collaborative Informational Meeting with Department Chairs prior to galley preparation to provide goals for campus enrollment for upcoming semesters</td>
<td>2 e. EMC committee members, dept. chairs,</td>
<td>2e. Within 3 weeks of each semester</td>
<td>2e. IP</td>
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<td>2f. Disseminate FTES and enrollment data to the campus</td>
<td>2f. Institutional Research, Administration</td>
<td>2f. Up to census and after rosters are due</td>
<td>2f. IP</td>
</tr>
<tr>
<td>Priority</td>
<td>Goal</td>
<td>Strategy to Accomplish Goal</td>
<td>Activity to Support Strategy</td>
<td>Primary Person/s Responsible</td>
<td>Beginning Date for Activity</td>
<td>Planned = P, In Progress = IP, Completed/Ongoing = C/O, Measurement of Goal</td>
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<td>3</td>
<td>3. Maximize efficiency and effectiveness of the class scheduling process to meet college degree/certificate/transfer goals and FTES targets, utilizing an evidenced based approach</td>
<td>3.a. Utilize an entire day for scheduling (morning, afternoon, evening) based on student needs</td>
<td>3.a.1 Request an analysis of course distribution each semester by discipline</td>
<td>3.a.1 Dept Chairs, Deans</td>
<td>3.a.1 8th week of semester</td>
<td>3.a1. IP 3b1. C/O 3c1. P 3d1. IP 3.e.1 Courses and sections will be evenly distributed throughout the day 3.b.1 Published calendar will depict date when information is communicated to deans and chairs</td>
</tr>
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<td></td>
<td></td>
<td>3.b. Meet deadlines for publishing the schedule</td>
<td>3.b.1 Specify timelines 6 months in advance of the schedule and communicate with Deans and Department Chairs</td>
<td>3.b.1 Curriculum Dean</td>
<td>3.b.1 April 15 2012</td>
<td>3.c.a.1 Courses and sections will be evenly distributed throughout the day</td>
</tr>
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<td></td>
<td></td>
<td>3.c. Review FTES targets</td>
<td>3.c. Discuss student performance in NC courses and discuss improvement plans with department chairs.</td>
<td>3.c.1 EVP</td>
<td>3.c.1 May 15 2012</td>
<td>3.c.1 Published plans</td>
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<td>3.d. Review 5 semester degree/certificate plans</td>
<td>3.d.1 NC coordinator</td>
<td>3.d.1. Third week of semester each semester.</td>
<td>3.d.1.</td>
<td>3.d.1</td>
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<td>3.e. Create strategies for improving transition from Non Credit (NC) to Credit classes</td>
<td>3.e.1 NC coordinator</td>
<td>3.e.1.</td>
<td>45% of students enrolled in NC will be eligible to take credit classes</td>
<td></td>
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</tbody>
</table>
Sample of Instructional Program Improvements
Examples of Program Improvements as a Result of 2011 Program Review Cycle

Note: For a more comprehensive list of program improvements see the link to program reviews on the college website.

Improvements Since 2011 in Program Review from Natural Sciences

<table>
<thead>
<tr>
<th>Objective</th>
<th>Planned Activities</th>
<th>Improvements Made</th>
<th>Ongoing Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological Sciences Annual Program Review Update (2011)</td>
<td>During a department meeting on Thursday, 10/20/11, the sole topic for discussion was “student success.” Effective teaching strategies first mentioned on Flex Day (8/29/11) by department faculty were reviewed and categorized under the following headings:</td>
<td></td>
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<tr>
<td>#2 Increase student success by 10%</td>
<td>Alternate teaching methods and discussion</td>
<td>TECHNOLOGY</td>
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<td></td>
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<td>- Utilization of a document camera (for anatomical specimens, models, etc.)</td>
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<td>- Visualization of content (e.g., powerpoint)</td>
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<td>- Student feedback (e.g., electronic response system using clickers)</td>
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<td></td>
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<td>- Online resources and lab simulations</td>
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<td></td>
<td></td>
<td>BASIC SKILLS</td>
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<td></td>
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<td>- Review of English and Math (e.g., assign term projects and written assignments)</td>
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<td></td>
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<td>- Computer literacy</td>
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<td></td>
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<td>- Success tips</td>
<td></td>
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<td></td>
<td></td>
<td>- Focus on student needs (e.g., survey students)</td>
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<td></td>
<td></td>
<td>TEACHING SKILLS</td>
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<tr>
<td></td>
<td></td>
<td>- Active listening (student-teacher, student-student)</td>
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<td></td>
<td></td>
<td>- Talk slower and articulate</td>
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<td></td>
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<td>- Use of humor and stress appropriate college behavior</td>
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<td></td>
<td></td>
<td>- Increase verbal interaction</td>
<td></td>
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<td></td>
<td></td>
<td>- Create safe learning environment</td>
<td></td>
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<td></td>
<td></td>
<td>- In-class discussion of reading assignments</td>
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<td>- Increase self-esteem and confidence</td>
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<td>- Group activities, collaborative learning, pair students up</td>
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<td></td>
<td></td>
<td>- Problem solving and in class demonstrations</td>
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</tr>
<tr>
<td>Health/PE Annual Program Review Update (2011)</td>
<td>Curriculum Development (e.g., certificates)</td>
<td>Strategic planning meeting was conducted for Health/PE discipline, facilitated by Dean Sutliff and G. Yoshida in December 2011. These meetings are ongoing.</td>
<td></td>
</tr>
</tbody>
</table>
Improvements Since 2011 in Program Review from Mathematics

a. Expansion of application and use of MyMathLab software.
b. Improvements of student success rates (passing class) in Math 125
c. Improvements in numbers of students enrolled in Math 227
d. Improvements in student success in Math 227
e. Improvement in refining SLO assessment process and use of data for recommendations and changes
f. Improvement in offering increase number of class specific workshops in math lab for preparation of chapter test.

Improvements Since 2011 in Program Review from Anthropology, Library, and English and Foreign Languages

Anthropology:

- Faculty increased the number of assignments and activities that ask students to apply course concepts
- Faculty continue to offer opportunities to develop writing skills
- Faculty have included additional strategies to encourage students to complete assigned readings and to identify important information in those readings.

Library:

- Librarians have revised their SLOs so that they are measurable and align with information competency goals
- Librarians have developed an assessment instrument to assess the effectiveness of the reference interview on accomplishing SLO#1 (i.e. student will be able to retrieve information from the library’s catalog with the assistance of a librarian)

English:

- English has begun one-on-one tutoring for all students in the EWC and have identified key sections of English classes in which to offer supplementary instruction by the tutors
- In English 101, faculty have implemented a change to the common final, their most critical assessment tool. Because this particular assessment is so critical and widely used for SLO, PLO, (and ILO) assessment, rather than a single in-class essay, they will implement a portfolio assessment as the final to evaluate student performance more thoroughly
- EWC lab data will be analyzed and used to create an action plan for the EWC. Students participating in the tutoring and supplementary instruction activities are being surveyed and this data will be incorporated into the analysis.
Improvements Since 2011 in Program Review from Career and Technological Education (CTE)

Accounting:

- In addition to generally working to increase Accounting discipline course, certificate and degree opportunities, work with the CSIT discipline to develop and incorporate forensic accounting courses into the CSIT Forensics degree and/or certificate program

Business:

- Program and/or course SLO’s will be measured through various testing methods, such as class exams, midterm exams, homework assignments, class assignments and/or projects, class presentations and class participation. Various assessment strategies will be used in addition to tests and quizzes. Several different projects and homework assignments will be discussed to obtain a qualitative feedback on the outcome.
- Full-time and adjunct will participate in preparing or updating course outlines, therefore preparing a minimum of two SLO’s for each course. In addition, faculty will be asked to assess their course SLO’s in class through exams, quizzes, class assignments and presentations.
- Students’ feedback together with various assessment strategies and methods will be developed to make students aware of the need for SLO’s.

Computer Applications Office Technology (CAOT):

- As a result of Program Review, three new certificates will be developed: AA degree in Health Information Technology, Medical Front Office Assistant certificate, and Billing and coding certificate. (Fall 2012)
- Re-activate the CAOT Advisory Board, including health industries representatives (Spring 2012)
- Complete all CAOT Course Outlines (Spring 2012)
- Complete all CAOT Course SLO’s (Spring 2012)

Child Development

- Revisit all course content for CD courses
- Modify department assessment plans for curriculum courses
- Continue program and orientation workshops
- Create a one year and 12 unit CD core / Associate Teacher Permit cohort group to assess core program outcomes with a consistent group of students
- Increase opportunities for students to receive hands-on training and experience working and learning from children and educators in the early childhood environments
Spring 2012
Professional Development Activities
Memo

To: LASC Faculty/Staff
From: Alistaire Callender
CC: EVP Walton, Dean Walden, Dean Brasley, Dean Sutliff
Date: 3/6/2012
Re: Flex program for Spring 2012

The Staff development committee is pleased to announce a series of presentations that will form a part of the Staff Development program at Los Angeles Southwest College for the Spring 2012 semester.

The presentations will be held in the BSS Building, Room SSEC314, from 11:30 AM to 12:30 PM. To clarify any confusion about the location of the presentations, this is the Building located to the East of the Cox Building, which reopened for the Spring 2012 semester after being refurbished.

The first presentations scheduled for this Spring are as follows:

**March 6, 2012**
TOPIC: “Projections of Fossil Fuel Use and Atmospheric CO2” by Dr. Paul Doose

**March 13, 2012**
TOPIC: “E. Coli in your beef and lettuce, arsenic in your apple juice – Do you know where your food comes from?” by Dr. Alistaire Callender

**March 20, 2012**
TOPIC: “Opportunities for LASC faculty to teach abroad during the Summer” by Darren Grosch

**March 27, 2012**
TOPIC: “Tools for detecting Plagiarism in student submittals” by Ms. Shelly Werts

**April 17, 2012**
TOPIC: “Student Discipline- An overview for Instructors” by Mr. Eric Kim of the Office of General Counsel of LACCD
Student Learning Outcomes
Course Level
For those courses offered since Fall 2010, 100% have identified SLOs. The most recent master listing of course SLOs has been uploaded to the SLO website (“Course SLO” tab). Of those 316 courses, 188 have been assessed (includes verbal confirmation) or 59%. That percentage is increasing daily as confirmation/follow-up of courses previously targeted (e.g., Fall 2011) for assessment take place. Targeted courses for assessment this Spring 2012 include Academic Prep 005, Accounting 17, 22, AI 5, 6, 75, 185, Anthropology 121, Art 102, Biology 7, CAOT 1A, 2, 3, 32, 33, 84, 133, 150, Child Development 7, 36, 39, 44, 47, 65, Cinema 115, CO SCI 636, 688, Economics 2, Education 6, Electronics 111, English 213, ESL NC 42, Finance 15, History 2, 42, Humanities 31, Law 3, 11, 14, Music 201, 650, PE 814, 431, 552, Physics 7, Psychology 2, 37, 63, Reading 25, Sociology 20, 45, Speech 101, 130, Theater 271. Adding to the 59% the additional number of courses currently scheduled for assessment in spring 2012 brings the total to 77%. Where possible, the remaining 23% will either be counted as assessed as the remaining data comes in from spring 2012 or added to the spring 2012 assessment cycle. This will bring the total of courses assessed near to 100% by the end of spring 2012. Any course not assessed and not offered in spring 2012, will be assessed if offered in fall 2012.

Program Level
• Instructional (Academic) Programs
  Course SLO alignment to Program SLOs (PSLO) was first accomplished as part of the 2008 Mini-Program Review process. Faculty mapped outcome evaluation within specific courses as “formative” or “summative.” Later, in 2010 Comprehensive Program Review, course SLOs were aligned to both PSLO and Institutional SLOs (ISLO). A comprehensive report that summarizes PSLO assessment that is linked to specific course level outcome results is being compiled by the SLO Coordinator.

  Results from faculty “reflections” and dialogue pertaining to PSLO assessment taken from the 2011 Annual Program Review Updates are now summarized in a comprehensive report. Reflections by discipline faculty are reported from 25 programs and include actionable improvement plans. This report has been shared with the Curriculum Committee last month and will be an agenda item for the Department Chairs Committee as well as the Academic Senate. Additional assessment results and status of plans will be reported in the 2012 Program Review Updates and will continue on an annual basis.

• Student Services
  Although all service areas have identified SLOs, some are in the process of modifying their SLOs and assessment strategies. The following service areas have reported assessment results: Admissions & Records, Bridges to Success, CalWORKs, Career Center, Community Services, DSP&S, EOP&S, Financial Aid, Educational Talent Search, International Student Services, Outreach & Recruitment, Passage Program, Puente Program, TRIO-Scholars, TRIO-STEM, Transfer Center, and Upward Bound. This represents 89% of service that have assessed at least one SLO. By end of spring 2012, the two remaining service areas (Counseling and Assessment/Matriculation) will have assessed at least one SLO. This will bring the total of Student Service program assessments to 100% by the end of spring 2012. Reports on further
assessment and improvement plans continue to be part of the annual Non-Instructional Program Review (NIPR) process.

- **Administrative Unit Outcomes (AUO)**
  The SLO Handbook contains a section on AUOs and is posted on the SLO website (“Documents” tab). An AUO Workshop, facilitated by the SLO Coordinator and Vice President of Administrative Services, was conducted for Administrative Services staff on January 27, 2012 with representation from all 8 service areas. Preliminary AUOs have now been developed for Information Technology, Personnel/Payroll, Bookstore, Plant Facilities, Mailroom/Reprographics, Business Office, Sheriff Station, and Procurement (SPOC/Administrative Support). Assessment has begun in several areas (e.g., Plant Facilities and Personnel). As further refinements to the AUOs and assessment strategies take place, results will be reported annually as part of the NIPR process.

**Institutional Level**

Four of the five ISLOs have been assessed and continued refinements to the process are taking place. Proposed changes to the current ISLOs by the Strategic Planning Task Force are being reviewed by the SLO Committee and will be vetting proposed modifications in spring 2012.

- **Faculty Pilot Project (Written Communication & Critical Thinking) Update**
  Assessment of ISLO #1 and #2 began in Spring 2011 with an ISLO Team of 3 volunteer faculty members scoring student assignments with a common rubric. Initial assessment results were reported in the Student Success Newsletter and Academic Senate. Additionally, results were shared with 39 faculty as part of Flex Day workshop on February 2, 2012. Faculty gathered as small groups and reported out on their analysis of data and generated a variety of proposed improvement plans. These plans will be summarized and reported to the Academic Senate and College Council. Scored rubrics for ISLO #1 and #2 from Fall 2011 were collected from 4 faculty during an ISLO team meeting on February 22, 2012 and will be analyzed this semester.

- **Student Services**
  Alignment of Student Services SLOs to specific ISLOs was accomplished in Spring 2011. A comprehensive report was recently generated to indicate results of assessment and actionable improvement plans associated mainly with ISLOs #4 and #5.

- **Long-range Planning and Timeline**
  Discussions are taking place regarding establishment of an ongoing process for ISLO assessment that is meaningful, manageable, and sustainable. During the ISLO Team meeting on February 22, 2012, facilitated by Dean Sutliff and SLO Coordinator, a draft of an ISLO Curriculum Map for Programs/Services and ISLO Assessment Timetable were shared with faculty for feedback. The Curriculum Map was designed for department/service areas use to track levels of outcome instruction (i.e., Introduced and Reinforced). The Timetable will designate specific courses/service areas for assessment on an annual basis, targeting both GE and CTE courses. A six-semester assessment cycle is proposed that reflects the same cycle for course SLOs. These documents will be vetted through the SLO Committee and Academic Senate in March 2012.
Student Engagement & Faculty Interview Highlights

Faculty are engaged in SLO assessment and are documenting their dialogue through program review. Interviews were conducted by the SLO Coordinator to highlight a few individuals who have demonstrated extraordinary SLO work:

- **Dr. Leonard Apenahier**—Associate Prof. of Psychology
  One of the first faculty to assess outcomes on his own (from 2004) and a SLO Committee member since 2006, he has assessed outcomes from Psychology 1 using formative evaluation via embedded questions in lecture exams #1-5. He has completed SLO cycles (i.e., “closing the loop”) and made improvements based on assessment results in Psychology 1. After introducing research methods earlier in the semester, reassessment results indicated improved SLO outcomes.

- **Ms. La Shawn Brinson**—Department Chair, Child Development and Family and Consumer Studies
  As a SLO Committee member since 2009, she has galvanized her department faculty into an effective SLO team. SLO assessment results are collected each semester and reassessment has taken place in Child Development 1, 2, 3, 4, 10, 11, 30, 31, 34, 35, 44, and 45. Child Development 1, 31, and 34 have been assessed three times. Ms. Brinson leads SLO dialogue during each department meeting which has led to small group discussions by her faculty on their own. Faculty sign in on “dialogue sheets” are located on their department bulletin board. Students become more aware of SLOs because their assignments have a footnote with the specific SLO. Benchmarks are also shared with students. A bulletin board on SLOs was created by department faculty with SLO results. Her work with SLOs was highlighted as a poster presenter, titled “Mapping Courses to Program SLOs in Child Development”, at the May 2011 LACCD SLO Symposium held at Los Angeles Trade-Technical College.

- **Mr. Guadalupe Ramos**—Instructor, Mathematics
  As a Mathematics faculty, SLO Committee member since 2009, and former SLO Mentor with reassigned time, he has worked with his peers to devise common assessment strategies for a variety of Mathematics courses with multiple sections. Student awareness of SLOs in his classes is increased by not only reviewing them on the first day of class, but also reiterating them again during the semester as the outcome/content is introduced. He has students reflect on outcome data and facilitates classroom dialogue on strategies for improvement. Scoring rubrics for SLO assessment are also shared with students along with practice problems.
## PROFICIENCY LEVEL OF IMPLEMENTATION

<table>
<thead>
<tr>
<th>Characteristics of Institutional Effectiveness in SLOs</th>
<th>What LASC Has Accomplished</th>
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</thead>
</table>
| 1. Student learning outcomes and authentic assessment are in place for courses, programs, and degrees. | - 100% of courses offered since fall 2010 have SLOs in place.  
- 100% of all programs (degrees & certificates) have SLOs in place and are listed in the current college catalog.  
- 100% of student service areas have SLOs in place.  
- 100% of administrative service areas have AUOs in place.  
- Institutional (GE) SLOs are identified and are listed in the catalog. |
| 2. Results of assessment are being used for improvement and further alignment of institution-wide practices. | - Results of SLO and AUO assessment and improvement plans are generated by faculty and staff as part of program review process.  
- Improvements at the course level are documented on the SLO Addenda.  
- A six-semester institutional SLO cycle is being implemented to coincide with existing six-semester course SLO cycle. |
| 3. There is widespread institutional dialogue about the results. | - Annual Instructional Program Review Updates (Module Two) record discipline faculty dialogue and “reflections” on course/program SLO assessment results.  
- Academic Senate’s monthly meetings include an “SLO Spotlight” on the agenda which provides opportunity for dialogue on a particular faculty SLO accomplishment.  
- The college hour (TTh11:00-12:30) provides opportunities for institutional dialogue and an ISLO “Brown Bag” lunch to discuss ISLO #1 and #2 assessment results was conducted last fall 2011 semester.  
- Flex Days are utilized for institutional dialogue. For example, a session on ISLO assessment results was conducted on Flex Day (2/2/12) with over 36 faculty in attendance. |
| 4. Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning. | - All program review documents include a section on SLOs where faculty and staff report assessment results and develop improvement plans. Objectives are then identified to improve student success. If applicable, resource requests aligned to the objectives are also indicated.  
- Instructional Department Plans, submitted annually by Chairs with faculty input, include reporting of SLO assessment results with accompanying objectives to improve student learning. |
| 5. Appropriate resources continue | - 1.0 FTEF reassigned time was allocated for SLO work in |
to be allocated and fine-tuned.

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<th>6. Comprehensive assessment reports exist and are completed on a regular basis.</th>
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<tr>
<td>• SLO workshops and training for faculty and staff have been conducted by the SLO Coordinator and ALO (e.g., BRIC-TAP, Program Review Orientations, etc.).</td>
</tr>
<tr>
<td>• For those programs conducting program review without any full-time faculty, stipends were given to adjunct to complete the review, including the module on SLOs.</td>
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<td>• Resource requests are tied to objectives resulting from SLO results as part of the program review process.</td>
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<th>7. Course student learning outcomes are aligned with degree student learning outcomes.</th>
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<tr>
<td>• Course SLO assessment results are reported on SLO Addenda and become part of the course outline of record.</td>
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<tr>
<td>• Program SLO assessment results are reported through the annual non-instructional program review process as well as the annual instructional program review updates. A comprehensive report on faculty “reflections” on program SLO results has been generated by the SLO Coordinator.</td>
</tr>
<tr>
<td>• A comprehensive report on Student Services SLOs assessment results (including alignment to ISLOs) has been generated by the SLO Coordinator.</td>
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<tr>
<td>• All SLO assessment results are posted on the SLO website.</td>
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<td>• SLO assessment results are also included periodically in the campus Student Success Newsletter.</td>
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<tr>
<th>8. Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.</th>
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<tr>
<td>• SLOs are included on course syllabi and course outlines.</td>
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<td>• The SLO Committee has a seat for ASO representative.</td>
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<td>• Faculty are beginning to reiterate SLOs as the assignment is introduced in class.</td>
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<td>• SLO Coordinator met with ASO to explore possibility of creating a SLO “FAQ” page on the ASO website.</td>
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## Los Angeles Southwest College - Student Services SLO Results Aligned with ISLOs

<table>
<thead>
<tr>
<th>ISLO</th>
<th>Department</th>
<th>SLOs</th>
<th>Assessment Strategy</th>
<th>Results</th>
<th>Actionable Improvement Plan(s)</th>
</tr>
</thead>
</table>
| #1 COMMUNICATION | DSP&S         | Students will communicate academic accommodations with professors. | DSPS survey, focus groups, interviews, LASC faculty survey from July 2010 to June 2011 | 1) 70.7% of students who completed surveys stated they communicate their academic accommodations with their professors.  
2) Faculty responded to “DSPS students communicated their accommodations” with:  
*38.9% ALWAYS  
*22.2% OFTEN  
*27.8% SOMETIMES  
*11.1% NEVER | 1) DSPS will continue to use faculty survey to ascertain whether students are communicating their accommodations to their professors.  
2) DSPS staff will continue helping students be more assertive in negotiating their accommodations with their professors. |
| #2 COGNITION | COMMUNITY SERVICES | After attending the SAT Preparation Workshop, students will take the SAT test and improve their scores in relevant subject area(s). | Pre-test for baseline scores.  
Weekly test to gauge progress until test date.  
Report of SAT scores. | 100% of students took the SAT test after attending the Preparatory Workshop in November 2010.  
25% of those students improved their test scores. | We successfully encouraged our students to take the SAT.  
We will continue to assess the successful delivery of this workshop. |
<p>| #3 INFORMATION COMPETENCY | DSP&amp;S         | Students will learn to access the Student Information System | DSPS student surveys, focus groups, interviews from | 63.7% of students who completed surveys stated they know how to access the SIS system. | DSPS staff will continue assisting students with and modeling for the how to utilize the SIS system. DSPS will utilize new measurement tools to ascertain whether more students are |</p>
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<th>#5 PERSONAL AND PROFESSIONAL DEVELOPMENT</th>
<th>UPWARD BOUND</th>
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<td><strong>UPWARD BOUND</strong></td>
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<td>Upon completion of the summer academic enrichment program, Upward Bound participants (rising 10th and 11th graders) will demonstrate knowledge of the A-G Admissions Requirements to the University of California and California State University systems.</td>
<td>-Weekly Quizzes.</td>
<td>-Students conduct presentations at the end of the summer.</td>
<td>-Surveys.</td>
<td>Assessed Spring 2011, 100% of Upward Bound students were knowledgeable of the college admissions requirements, thus enhancing their potential to graduate from high school and enter a program of post secondary education.</td>
</tr>
<tr>
<td><strong>#5 PERSONAL AND PROFESSIONAL DEVELOPMENT</strong></td>
<td><strong>BRIDGES TO SUCCESS</strong></td>
<td><strong>BRIDGES TO SUCCESS</strong></td>
<td><strong>BRIDGES TO SUCCESS</strong></td>
<td><strong>BRIDGES TO SUCCESS</strong></td>
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<td><strong>BRIDGES TO SUCCESS</strong></td>
<td>New noncredit students will attend Student Orientation and be able to successfully identify services available to meet their personal goals.</td>
<td>A quiz is given at the end of Student Orientation.</td>
<td>During Fall 2010, 70% of students (26 students out of 37 total) passed the quiz, correctly answering 7 or more of 10 questions.</td>
<td>Ongoing</td>
</tr>
<tr>
<td><strong>DSP&amp;S</strong></td>
<td>Students will request appropriate academic accommodations during first three weeks of semester.</td>
<td>Number of scheduled and completed appointments with counselor. Student Educational Contract. (July 2010-June 2011)</td>
<td>Faculty responded to “DSPS students communicated their accommodations in a timely manner” with: *27.8% ALWAYS *33.3% OFTEN *33.3% SOMETIMES *5.6% NEVER</td>
<td>DSPS will communicate with faculty regularly to ensure students are requesting accommodations early in semester. DSPS staff will continue assisting students prepare for classes early in semester.</td>
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<td><strong>FINANCIAL AID</strong></td>
<td>Through communication and interaction with the Number of applicants that meet the March</td>
<td>The number of students who adhered to the March 2nd priority deadline increased from</td>
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Financial Aid staff, students will plan more effectively and meet FA deadlines. deadline date versus the number of students who apply after the March 2nd deadline date. 2008-2009 (28%) to 2009-2010 (31%).

**INTERNATIONAL STUDENT SERVICES**

Students will apply regulations to maintain F-1 status.

| 07-08 | (4 students transferred — 25 enrolled, 4 leaving, all 29 or 100% in status) |
| 08-09 | (4 students transferred, 2 on OPT, 2 who became US residents— 28 enrolled, 4 leaving, all 32 or 100% in status.) |
| 09-10 | (13 students transferred, 1 became a US resident, 3 returned home, 2 on OPT, 5 transferred out, 2 did not enroll, or out of status— 41 enrolled, 13 leaving, 52 or 96% in status.) |
| 10-11 | (5 students transferred out, 2 obtained green cards, 6 on OPT, 4 on terminated status, 5 did not enroll— 33 enrolled, 3 leaving, (33 or 99% in status) |

To continue to discuss regulations with new students stressing new policies; to require each new student to sign a contract each Fall reviewing most salient requirements, including changes; to continue updating educational plans with each student to stress compliance; to continue to distribute progress reports to each teacher of each student’s classes; to continue to review results with each student in order to help them maintain the minimum GPA.

After attending New Student Orientation international students will know how to: (1) utilize the SIS system for adding and dropping courses, viewing fees, and making payments; (2) locate on campus services that are useful for student success.

Pre-test/Post-test.

For Spring 2011 and Fall 2011 82% of the relevant questions asked on the pre/post test were answered correctly.

The 82% Result is slightly below the 90% Expected Outcome. We will continue to assess content of ISS New Student Orientation and any related handouts regarding SIS and campus services.
<table>
<thead>
<tr>
<th><strong>PROGRAM</strong></th>
<th>After creating an Educational Plan with their counselor, students will successfully register for the classes detailed on the plan.</th>
<th>Program coordinator will track the number of students who successfully follow their Educational Plan each semester (Spring 2011-Fall 2011)</th>
<th>50% of the students followed through with registering for the courses on their Ed. Plan. This is below the 70% Expected Outcome.</th>
<th>Each student will be given a laminated card with the date, registration procedures, and a list of Passage Program linked courses.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PASSENGE</strong></td>
<td>As a result of communication from and interaction with Passage Program staff, students will utilize the available early registration date.</td>
<td>Number and percentage of Passage Program students that do/do not register by the early registration date.</td>
<td>35% of the students registered Spring 2011 on the early registration date. This is below the 60% Expected Outcome.</td>
<td>Passage Coordinator will work with Admissions Office to clear any account holds two weeks before registration begins. Improve the information given to students to increase their self-management of enrollment processes and deadlines.</td>
</tr>
<tr>
<td><strong>PUENTE</strong></td>
<td>As a result of classroom instruction, students will be able to make counseling appointments (walk-in, phone, online).</td>
<td>The number of appointments made by Puente students enrolled in the Puente Learning Community during the Fall and Spring semesters.</td>
<td>Completed successfully. 100% of Puente students were able to make counseling appointments during Spring 2011.</td>
<td>We will revise this SLO to assess effectiveness of counseling appointments.</td>
</tr>
</tbody>
</table>
| **PROGRAM** | Students will work with Puente counselor to develop an IEP for an AA degree and/or transfer plan (to 4 year university). | Matriculation data; IEP records | Completed successfully for 100% of Puente students. Since 2008, 9 students have transferred to a University, 12 have earned an AA, and 2 have earned certificates. 64 are still enrolled at LASC. To maintain a connection to Phase III students, we will invite them to Continue assessment (ongoing)
<p>| <strong>TRIO Scholars</strong> | After meeting with a TRIO Scholars Counselor, transfer-bound students will be able to identify 2 to 3 four-year institutions that offer their major for future career goals. | Student educational plans - Counseling notes in program files which are recorded in Blumen database - Survey with TRIO Scholars students to determine if they received this service from project (Initiated September 2010) | 65% of current TRIO Scholars students identified four-year institutions that offered their major | Increase student awareness of four year institutions that offer their major by 5% (transfer-bound students enrolled in TRIO Scholars). Thus, 70% of TRIO Scholars transfer-bound students will be able to identify four-year institutions that offer their major |
| <strong>TRIO STEM</strong> | After meeting with a TRIO STEM Counselor, transfer-bound students will be able to identify 2 | Educational Plans Counseling Notes Online Survey | Survey results (Spring 2011) indicated 84% of respondents strongly agreed that after meeting with the counselor, they are now able to identify multiple four-year | New SLO for new TRIO STEM Project. Expected Outcome: 90% of TRIO STEM participants will report awareness of four-year institutions after meeting with a counselor for |</p>
<table>
<thead>
<tr>
<th><strong>UPWARD BOUND</strong></th>
<th><strong>Transfer-bound students enrolled in TRIO STEM will be able to successfully complete the transfer application process for four-year colleges before the required deadline.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>College acceptance letters</strong></td>
<td>The survey results (Spring 2011) indicated that 80% of respondents indicated that after meeting with the counselor, they gained a better understanding of the transfer process.</td>
</tr>
<tr>
<td><strong>National Student Clearinghouse Counseling Notes Survey Results</strong></td>
<td>TRIO STEM will use online survey results to assess this SLO and measure progress during monthly meetings in order to increase transfer-bound student awareness of four-year institutions that offer their major. Expected Outcome: 85% of TRIO STEM participants will report a better understanding of the transfer process after meeting with a counselor for transfer assistance. This is a five point increase over 2010-11 survey results. This expected outcome is directly linked to the goals of the TRIO Stem program.</td>
</tr>
<tr>
<td><strong>100% College going rate for UB graduation seniors who participated in the summer academic enrichment program. (September 2009)</strong></td>
<td>UB will maintain a 100% college-going rate for graduating seniors. Outcome demonstrates program's successful attainment of objectives outlined in the grant. Lends credibility to the program and strengthens the case for continued and/or additional funding from DOE.</td>
</tr>
<tr>
<td><strong>After completion of the five-week summer academic enrichment program, graduating seniors will demonstrate knowledge of the college application process by applying to 2-3 colleges/ universities before the required admissions deadline.</strong></td>
<td>- Program reviews acceptance letters from colleges and verifies enrollment through the Financial Aid Clearinghouse database. - Surveys at the end of summer program to evaluate if students learned college admissions</td>
</tr>
</tbody>
</table>
Upon completion of the summer academic enrichment program, all UB students will demonstrate knowledge of financial and economic literacy.

- Quizzes used in the workshops to test students understanding of financial literacy
- Surveys to received financial literacy.
- Sign-in sheets for all activities.
- Blumen database.
- Student testing and assessments to ascertain if students are meeting HEOA Financial Literacy benchmarks and outcomes.

Financial Literacy component was incorporated in Spring and Summer term of 2010. 100% of summer participants received the Financial Literacy curriculum; assessments indicate that 100% of student demonstrated increased knowledge of basic principles of Economics (i.e. saving, managing funds, financial planning and decision-making) and gained an awareness of its correlation to success in post secondary education.

UB will evaluate the relationship with the organization that provided the financial literacy to find ways to improve and make program more effective for the next cohort; and develop an advanced curriculum for the Summer 2010 cohort which will begin in Summer 2011.
### Anthropology*
(A. Jenks, M. Walker, P. Adkins-Jackson, S. David)

- Develop an awareness of and respect for human diversity
- Analyze the role that culture plays in human behavior, biology, evolution, and ways of life

Dr. Jenks attended the BRIC SLO training held in Spring 2011, where anthropology SLOs were discussed with faculty and staff from around the college. Dr. Jenks pointed out that many Anthropology SLOs (e.g., Anthropology 101 and 102) are assessed through writing assignments, including essays and exams. Many students skip essay questions, receive no credit for plagiarized work, or otherwise struggle with the writing skills needed to complete these assignments. Although suggestions for improvement include the need to assist students with the development of writing skills, it is not clear how much these assessments measure Anthropology outcomes and how much they measure writing skills.

Dr. Jenks also participated in a pilot assessment of two institutional SLOs related to written communication and critical thinking. Several interesting results emerged from this assessment. First, students in the online section of Anthropology 102 tended to assess higher than those in the face-to-face section (although the online section had lower retention rates, so fewer students completed the final assignment). Second, students in other disciplines assessed at a higher level of critical thinking when they were required to complete oral assignments than when they completed written assignments. This finding again suggests that writing skills interfere with our assessment of SLOs.

Several plans for improvement have emerged from SLO assessments. Faculty have increased the number of assignments and activities that ask students to apply course concepts, continue to offer opportunities to develop writing skills, and have included additional strategies to encourage students to complete assigned readings and to identify important information in those readings.

In-person and emailed conversations among all faculty have addressed a number of issues related to SLOs. Several faculty have suggested changes in textbooks to better meet student learning needs, and faculty have discussed the best method of assessing SLOs across multiple course sections. The faculty are currently making plans to assess two SLOs (related to attitudes toward cultural difference and evolutionary theory) through pre- and post-tests in multiple Anthropology 102 and 101 sections.

### Biological Sciences

During a department meeting on 10/20/11, the sole topic for discussion was student success. Effective teaching strategies first mentioned on Flex Day (8/29/11) by department faculty were reviewed and based on discipline faculty discussions on student learning, faculty agreed to focus on:

1) providing student success tips to students
2) developing a student survey to identify specific student...
**LASC ACADEMIC PROGRAM SLOS—Reflections by Faculty As Part of Annual Program Review Update (2011)**

<table>
<thead>
<tr>
<th>Course</th>
<th>SLOs Discussed</th>
<th>Improvement Plan</th>
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</thead>
</table>
| **Business**<sup>*</sup>  
(R. Miramontes, J. Mrava) | Course SLO’s discussed are the following: Business 1, Business 5, Economics 2, Management 2, Finance 1, Management/ Supervision, Management 13, Management 33, Management 31, Economics 1 Principle SLO courses/programs will be used to assess students’ performance in class with embedded exams and rubrics. Then, program and/or course SLO’s are communicated to students through class lectures, PowerPoint presentations, guest speakers’ presentations to articulate the applicability of their concepts. Classroom interaction will involve discussion of various topics, wherein feedback is given in the form of narrative, scores on the tests, quizzes, projects and class presentations, homework assignments. | Program and/or course SLO’s will be measured through various testing methods, such as class exams, midterm exams, homework assignments, class assignments and/or projects, class presentations and class participation. Various assessment strategies will be used in addition to tests and quizzes. Several different projects and homework assignments will be discussed to obtain a qualitative feedback on the outcome. |

- Apply the scientific method to solve a problem  
- Using problem solving skills, solve problems related to chemistry  
- Interpreting, predict and use Chemical reactions  
- Apply the scientific method to solve a problem categorized under “Technology,” “Basic Skills,” and “Teaching Skills.”  
- Using problem solving skills, solve problems related to chemistry  
- Interpreting, predict and use Chemical reactions  

The group activity may involve program SLO #1 which is to solve a problem using the scientific method. Possible activities will be developed and after input by faculty, a common assignment will be used within the program to assess students’ ability to apply the scientific method to solve a biological problem.

**Chemistry**  
(P. Toure—with emails to K. Rodriguez)  
- Using problem solving skills, solve problems related to chemistry  
- Interpreting, predict and use Chemical reactions  
- Using problem solving skills, solve problems related to chemistry  
- Interpreting, predict and use Chemical reactions  

SLO for CHEM 211 was first assessed in Fall’09 and recommendations for improvement were implemented in Spring’10, Fall’10, and Spring’11. Summary of CHEM 211 SLO results and improvement plan implemented: The assessment, which asked students to classify organic compounds based upon their functional groups, was embedded in the final exam. A total of 12 out of 23 students needs 3) implement group activities for students to solve problems  

The overall plans for improvement based on SLO’s results are: 1) Ensure there is adequate tutoring available for both evening and day students: 2) Request funding to equip the labs with enough equipment for each student to have extensive hands-on experience before SLO lab assessments are conducted; 3) Ensure that each student has the required prerequisite before enrolling in a class; 4)
<table>
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<tr>
<th>LASC ACADEMIC PROGRAM SLOS—Reflections by Faculty As Part of Annual Program Review Update (2011)</th>
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<tbody>
<tr>
<td><strong>• Name chemical compounds</strong></td>
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<tr>
<td><strong>• Perform laboratory methods, follow chemical procedures maintain a laboratory notebook and write a lab report</strong></td>
</tr>
<tr>
<td><strong>• Determine and analyze chemical structures using spectroscopy, and predict physical and chemical properties</strong></td>
</tr>
<tr>
<td>scored 70% or better on assessment. Desired target of 70% of the students scoring 70% or more was not met. Plans for improvement were, therefore, proposed. These recommendations include emphasizing more on the difference between functional group and nomenclature in lecture and organizing more group activities on the identification on functional groups in organic compounds. As a result of assessing CHEM 211 SLO, two program SLOs (SLO2 and SLO5) and one institutional SLO (SLO2) were also assessed.</td>
</tr>
<tr>
<td>There was a discussion about what each faculty will do in the upcoming school year to improve student success. Several ideas were proposed and the Chair, Professor Yoshida who was leading the discussion, summarized the various ideas (group activities, field trips, relating some of course materials to everyday’s life, demonstrations for classes with a lab component etc...) on the board. Some ideas resulting from this brainstorming session could be used as recommendations to improve student learning outcomes (SLOs).</td>
</tr>
<tr>
<td>Summary of CHEM 51 SLO results and improvement plan implemented; The assessment was embedded in the final exam. Students were to demonstrate proficiency in performing conversions within the metric system or English system, or between the metric and English systems. A total of 39 students were assessed, and 45% of the students scored at least 70%. The desired target of 70% of the students scoring at least 70% on assessment was not met. Plans for improvement were recommended and</td>
</tr>
<tr>
<td>Continue with the SLOs’ assessment plans for all the courses and implement the recommendations derived from the SLO assessments in all the courses; 5) notify students to also seek help from faculty by visiting faculty during their office hours or by appointment, starting earlier in the semester.</td>
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As of 2/14/12
### Child Development*

* (all department members)

- **AA Degree Child Development**
- **AA in Liberal Arts: Child Development**
- **Skills Certificates (Associate Teacher, Infant and Toddler Studies, School Age Programs and Children with Special Needs)**

Specific course SLOs are directly linked to program SLOs: AA Degree Child Development (CD 1, 2, 3, 4, 7, 10, 11, 22, 34, 42, and 47); AA in Liberal Arts (CD 1, 2, 3, 4, 7, 10, 11, 22, 34, 42, and 47); Skills Certificates (CD 1, 2, 3, 4, 7, 10, 11, 22, 30, 31, 34, 42, 44, 45, 46, and 47). As a department, the following SLO topics have been discussed: Implementing the SLO cycle, assessing SLOs, what to do with the results, how to use the results for future planning, how to determine 2nd SLOs, and what can the department do to increase assessment results as it relates to SLO benchmarks. These topics have led the department to further discussions regarding the core content of each course and how to develop a plan for revisiting and updating all course outlines and program planning. The department’s participation (e.g., small group discussions, campus-wide discussions, LACCD SLO Symposium, LACCD CD Discipline Committee, CD Task Force) have led to a better understanding of how to write and assess measurable SLOs and how to modify student learning opportunities in order to promote students’ success.

<table>
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<tr>
<th>The department has planned to:</th>
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<tbody>
<tr>
<td>1. Revisit all course content for core CD courses.</td>
</tr>
<tr>
<td>2. Modify department lesson plan for curriculum courses.</td>
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<tr>
<td>3. Continue program orientation and workshops focused on specific topics and needs of students driven by student feedback and results of SLO assessments.</td>
</tr>
<tr>
<td>4. Create a 1 year 12 unit CD core/ Associate Teacher Permit cohort group to assess core program outcomes with a consistent group of students.</td>
</tr>
<tr>
<td>5. Increase opportunities for students to receive hands-on training and experience working and learning from children and educators in the early childhood environments.</td>
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### Education

(M. Malone)

The SLOs for Education courses were assessed last December 2010. This assessment revealed much can be improved by providing grading rubrics for each assignment. Student learning outcomes can become
**LASC ACADEMIC PROGRAM SLOS—Reflections by Faculty As Part of Annual Program Review Update (2011)**

- **Develop a critical eye toward the American educational system and learn how to reflect on school inequality as a result of larger social complex challenges**
  - Success among students in terms of building their knowledge base, critical thinking, and practical experience. The SLOs are measured through class participation, homework assignments, the midterm and final and the lesson plan presentation and letter to President Obama detailing the challenges facing schools and creating their own solutions.
  - Even more successful in the future with additional one-on-one follow up with students throughout the course.

<table>
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<tr>
<th>Electronics*, Computer Technician and AS degree in Electronics and Computer Technology (N. Mantena, N. Toure)</th>
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<tbody>
<tr>
<td>1. The Course SLOs are included in the Course syllabi that are handed out to students on the first day of the class. The significance of SLOs to the LEARNING process is emphasized and particular attention is paid by asking the students if they understood the SLOs, their importance and relation to the Course contents.</td>
</tr>
<tr>
<td>2. The teaching strategies have been oriented, or reoriented to emphasize the course contents related to the specific SLOs.</td>
</tr>
<tr>
<td>3. As an example, Electronics 56 and 57 had some very difficult SLOs that were difficult to assess. This was discussed with the Chair of the Department, and then REVISED in consultation with Glenn Yoshida. Now, we have SLOs for these two courses which are coherent and appropriately related to the Course contents and Objectives.</td>
</tr>
<tr>
<td>4. Similarly, course SLOs for Electronics 113 and Electronics 116 have been added with modifications that are appropriate to the changing nature of technology content.</td>
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<tr>
<th>English* (D. Cifarelli, S. Maselli, S. Dillon, S. Turner-Odom)</th>
</tr>
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<tbody>
<tr>
<td>1. A major objective is to keep explaining the SLOs and their importance to the students on a periodic basis, and repeat the course contents related to the specific SLOs until they become meaningful.</td>
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<tr>
<td>2. Understand the students’ concerns and their difficulty in understanding some key concepts related to the SLOs.</td>
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<tr>
<td>3. Selectively share the results of SLO assessment with students and get some feedback on how to improve the results of SLO assessment results, may be by better wording of SLOs, or by using a different assessment strategy.</td>
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<tr>
<td>4. Discuss and share SLO assessment results with colleagues either informally, or even formally at the Department meetings.</td>
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This is an ongoing, active process that goes on as long as the courses are offered.

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**English**
- **Read accurately and**
  - “Accurately” means students can identify structure and support in expository essays. “Critically” means the students can objectively evaluate arguments on diverse topics and integrate openness diverse ideas

We have just begun to implement one-on-one tutoring for all students available in the English Writing Center, and identify key sections of English classes in which to offer supplementary instruction by the tutors. Funding for this...
and intellectual traditions with their own thinking. Both of the above are assessed by the final exam in English 101. (English 101 is the capstone course for the English program).

Based on SLO assessment and student focus group data, many students complaints have centered on the inaccessibility of the English Writing Center due to reduced hours or overcrowding; this has prevented the most successful student success initiative we have to impact students as effectively as it could if it were open more often for longer hours and had more workstations.

To address both English 21 and 28’s success rates being below expectations, we implemented a midterm practice final (the previous semester’s final), and asked each instructor to select two borderline students with potential and provide instructor-student conferences and referrals to tutoring. This intervention is currently in progress, yet has shown promise.

SLOs on the syllabi are reviewed in class and given meaningful feedback in relation to SLOs, ongoing assessment of the student’s writing in the class, including quizzes, exams, papers, etc. continually measure the students’ progress against the SLO and inform students of that progress.

Rubrics and detailed preparation instructions are given to the students prior to the final exams, so they understand the role of final exams as an assessment tool of course SLOs. The English 101 initiative must be secured for the 2012-13 academic year and beyond if this intervention is successful and continuing is warranted.

In English 101, we have initiated a change to the common final exam, our most critical assessment tool. Because this particular assessment is so critical and widely-used for SLO assessment, PSLO assessment (and likely ISLO assessment), rather than a single in-class essay, we will implement a portfolio assessment as the final to evaluate student performance more thoroughly.

The primary objective is for English faculty to sustain a cycle of ongoing development and assessment of SLO’s, enabling them to design syllabi more effectively, provide for embedded assessment, and contribute toward the program goal of student success (SPG II). Including students in this process and in assessment of PSLOs and SLOs will be implemented on a wider scale. As a pilot assessment, as reported in the Non-Instructional Program Review for the Puente program, embedded assessments in the form of student surveys as a reflective final exam were used. Since we give the common department final prior to the end of the semester, on the class meeting during final exam week, we intend to administer a department-wide survey, currently in development—like a scantron form of questions with results compiled by department support staff.

Lastly, lab data will be analyzed and used to create an action plan for the EWC. With the implementation of the tutoring program, we have also embedded surveys for students participating in the tutorial services offered in the EWC and also in the courses which have supplementary instruction.
final has been identified as a “crux” assessment as it not only serves as an assessment tool for 101 but also for the department and the institution, so revising it to be more comprehensive was discussed numerous times.

Assessment results are being recorded in the course outline of record on our SLO matrices. After departmental discussion including department meetings and surveys sent via email to all our current instructors is completed, we add recommendations to the SLO matrix for improving our desired outcomes in each course assessed. Students still have not participated in the review of outcomes at this time, but we will be creating surveys to allow our students to participate in this process in the future.

Finally, the EWC lab curriculum includes an end-of-semester survey given to all students completing English 21 and 28. This has been ongoing since 2009. Data has been collected and informally used to refine lab curricula and service yet not analyzed specifically as an SLO assessment tool.

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**ESL (Credit)**
(M. Braun-Carranco)

- *Read a short story or article in English and answer questions based on the reading*
- *Produce a cohesive paragraph, which has a topic sentence, body with*

The SLOs are identified in the course syllabus, which is handed out and discussed with students on the first day of class. During the course students are asked to show whether they understand what the outcomes mean. In ESL 4A, for example, students write paragraphs with main idea sentences and supporting ideas. They practice writing throughout the course. The teacher explains what it means in terms of how many errors a student can have to

The teaching strategies used to address SLOs are similar to the teaching strategies normally used in the course. In the credit ESL courses, students are given ample practice in reading, writing, listening, and speaking the English language. For the writing assignment, students start in ESL 3A by writing sentences and then paragraphs. In ESL 4A they continue to write sentences and learn the differences between simple, compound, and complex sentences. In ESL 5A they begin to write short essays. They write
<table>
<thead>
<tr>
<th>Subject</th>
<th>SLO(s)</th>
<th>Accomplishment</th>
<th>Improvement or Changes</th>
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<tbody>
<tr>
<td>support and a conclusion</td>
<td>• Listen to a news report or other oral presentation in English and relate what was discussed</td>
<td>accomplish the SLO. If students are not meeting the goals of assessment, then more time must be given to teaching the SLOs of the course. It might result in changing the course.</td>
<td>expository, descriptive, and informative essays that they have researched and read about. They are given extensive practice in reading, grammar and vocabulary building, which helps them in their writing. Listening and speaking are also emphasized in the classes so students can communicate orally.</td>
</tr>
<tr>
<td><strong>Geography</strong></td>
<td>(L. Fielding)</td>
<td>Results of pre- and post-tests conducted in spring 2009 were used to assess how the students can recognize and articulate how physical geography affects their lives. Students who completed the class with a final grade of “C” or higher either showed an improvement in their ability to recognize and articulate how physical geography affects their lives or maintained the same ability if their knowledge was either considerable or extensive.</td>
<td>Changes to existing SLOs will be made as needed. Current teaching strategies are working well based upon student success rates but will be adjusted if needed.</td>
</tr>
<tr>
<td><strong>Health &amp; Physical Education</strong></td>
<td>(S. Collins-Heads, H. Tatum, G. Watkins, G. Yoshida, S. Zwicker—intern)</td>
<td>The use of pre- and post-testing have been very effective. The instructors also embedded key questions that dealt with SLOs in the final exams. The research question to assess PSLO #1 on the Fall 2009 Health 11 survey focused on “Did students’ perception of their holistic health change after completing the Fall 2009 traditional Health 11 class?” Results didn’t show any significant changes in self-perception. Survey can be improved by shortening it and obtaining demographic information (e.g., age groups, gender, online vs. face-to-face, units taken, etc.). The strategies that the discipline enacted proved to be very effective as the assessment results indicated that the students in the physical education classes were assessing at 70% or higher. The results indicate that the majority of students are passing class at 70% or higher.</td>
<td>Improve and modify survey to include demographic information. Also code each student for pre- and post-surveys. Survey during first month of classes and after the last date to drop with a “W.”</td>
</tr>
<tr>
<td><strong>Humanities/Philosophy</strong></td>
<td>(E. Young, A. Cowart)</td>
<td>SLOs have been discussed at the Arts and Humanities department meetings. These meetings</td>
<td>The program plans to continue to collect and examine SLO assessment data and to identify gaps than can be focused</td>
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have addressed the need to document SLOs on the syllabus and to assess both course and program level SLOs. Most SLO assessments have been positive and shown that students have been achieving the desired outcomes. The use of embedded questions on final exams has been discussed as a challenge. There is a greater need to track student success both in individual courses and across the program as students move from one course to another.

### Law-Paralegal Program

(J. Bowman)

- **Describe the substantive law of contracts, agency, and negotiable instruments** (SLO from Law 15)

  SLOs have been completed in some courses. For example, in Law 15, 85% of students were able to score 70% or better on embedded exam questions. Faculty plan to break up some of the concepts addressed in the exam into smaller units to help students focus on each component separately. Faculty found that many students, particularly older students, do not have the English and writing skills needed to succeed in law courses. Although official prerequisites have not yet been instituted, program faculty now recommend that students take English classes before taking Law/Paralegal. Future prerequisites may restrict enrollment but allow students to better succeed and achieve SLOs.

### Mathematics

(G. Tadele, E. Hector, G. Ramos, Z. Dammena, L. Saakian, D. Dammena, R. Blyther)

- **Graph a linear, quadratic, polynomial, rational, exponential, log, and trigonometric functions (with at least 65% success rate)**

  Math 260 (Spring 2011) and Math 265 (Fall 2010) SLO #1 were assessed and are aligned with Math program SLOs #3 and #4. Faculty discussed the assessment results from Math 260 and they were very pleased with meeting the benchmark. Faculty decided not to change the benchmark, since the sample size was too small. Results from Math 265 were reasonable and faculty decided to keep the benchmark as is until we have a larger sample size and multiple sections. Overall, the students did not on in the future. Given increasing enrollment and demand, these SLO assessments will allow the program to be more efficient and effective. Future SLO efforts should also focus on assessment in online courses. The program also plans to participate in efforts to assess institutional level SLOs.

  Planned activities for improvement in Math 115:
  1. Department will provide each instructor with a study guide for the common final exam which contains additional practice for the SLO #1 problem.
  2. Department will offer additional workshops on topics related to SLO #1 and others in the Math Lab.
  3. Department developed a worksheet. The worksheet will prepare the student to find the intercepts and write them as ordered pairs. Once the student becomes proficient in finding the intercepts, then our outcome of graphing the
**Nursing**  
(C. Azubuike, N. Ezeobah, I. McClellan, R. Song, L. Thompson)  
- **Be prepared to pass the National Council Licensure Examination for licensed registered nursing (NCLEX-RN)**  
- Be prepared for employment as an entry level licensed registered nurse

New program SLOs for Nursing were proposed in November 2011: 1) Apply principles of patient-centered care, teamwork, and safety throughout the nursing program when caring for patients; 2) Analyze the nursing process for integration of evidence-based practice, quality improvement, and informatics. Nursing faculty meet on the 3rd Friday of every month (started Fall 2011) for nursing curriculum, program review and SLO assessment and evaluation. Dialogue in regards to similarities among courses and recommendations for improvement is shared openly among faculty in these meetings. Result of recent assessment is that the program completion rate increased to >90%, performance on the NCLEX-RN rate for 2010-2011 was 83.3%, and >90% of graduates either agree or strongly agree that they are satisfied with the nursing program.

**Performing Arts**  
(J. Bremen, R. Vance, A. Cowart, V. Greene)  
- **Using terminology appropriate to art appreciation, analyze works of art to explain how visual works of art communicate within a cultural context** (SLO for Art 103)

Students in Arts and Humanities are informed about SLOs on the course syllabi. However, the consensus is that students are unaware of SLOs and assessment. We agree to make an extra effort to make students aware of SLOs and link class activities to these outcomes. In many of our courses, high numbers of students (70-80%) are meeting the SLO. In some our classes, as low as 30% are meeting the SLO. Robert Vance is addressing his low SLO numbers in ART 103 by adding an extra study hall session once a week. He began this strategy this semester.

Professor Vance discussed new efforts he has made to ensure that students have a comprehensive understanding of course topics. He has introduced special class sessions between each unit during which students use their notes and textbook readings to complete an exam study guide. He anticipates that students will more successfully complete course exams and will report back on the results of this effort.

Faculty also discussed ways of assisting students with the cost of textbooks and other materials. Professor Vance, for example, plans to: 
1. Continue monitoring student progress and update data forms by faculty. 
2. Continue monitoring updates every semester and annually by faculty. 
3. Continue monitoring and support faculty professional development. 
4. Mentorship of the new faculty members.
<table>
<thead>
<tr>
<th>Semester (Fall 2012) and will be assessing the results this semester.</th>
<th>example, points students to alternative sources of more affordable textbooks and has allowed students to use older editions of books in his class. He also encourages students to reuse and recycle materials in studio art classes. This recycling process means he is able to provide materials to students who cannot afford to buy them. In addition, faculty have worked to clarify grading policies and rubrics outlined in their syllabi. Students now have a clearer idea of the expectations for each assignment.</th>
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<tr>
<td><strong>Personal Development</strong>&lt;br&gt; (E. Gebru, Dean P. Jefferson, T. Alfred, I. Daza, A. Tucker, R. Morris)&lt;br&gt; • <em>SLOs for PD 6, 17, and 20</em></td>
<td>The teaching strategies in Personal Development courses are aligned with prominent student development theories such as Vincent Tinto’s Student Departure Theory (1993) and Alexander Astin’s Student Involvement Theory (1983). Vincent Tinto (1993) identifies three major sources of student departure: academic difficulties, the inability of individuals to resolve their educational and occupational goals, and their failure to become or remain incorporated in the intellectual and social life of the institution. Tinto's &quot;Model of Institutional Departure&quot; states that, to persist, students need integration into formal (academic performance) and informal (faculty/staff interactions) academic systems and formal (extracurricular activities) and informal (peer-group interactions) social systems. Personal Development is a critical piece in the academic integration of students to a college setting by exposing students to success strategies, facilitated peer interactions, and encouraging students to become involved in the life of the institution.</td>
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- Implement a Learning Community (linked courses) consisting of Personal Development and either Basic Skills or English Class for the spring of 2011. This will be supported by comprehensive counseling support (intrusive model) and tutorial support.  
- Revised course outlines for PD 17 and 20.  
- Develop a common SLO and student assessment for all PD classes.  
- Implement staff training to review SLO results. Meet with instructors to review SLO results and develop a plan for meeting areas of development  
- Continue to participate in Achieving the Dream assessments
The Puente Program assessed the SLOs for PD classes for Puente students. The results are reported in the annual report submitted to the state. The data demonstrates students in PD class for Puente benefited from information regarding graduation and transfer requirements (report available).

As a result of previous assessments conducted through Achieving the Dream, the college is encouraging all entering freshmen and continuing students to complete orientation or personal development courses (PD 6, 17 or 20). Moreover, the student development theories and college data are helping develop a structured learning community where students would take linked courses such as PD, Basic Skills, and English along with comprehensive counseling component that is based on intrusive counseling model.

Currently, the department is in the process of developing a common SLO and pre-post assessment for all PD classes. This will allow a comprehensive measurement of all course SLOs and student assessment results.

### Physical Sciences

(R. De and G. Yoshida)

- Demonstrate their capability of correlating and/or explaining everyday experiences in terms of

| Based on the analysis of course SLO-assessment using embedded questions in quizzes and final exam of Physical Science 14 in Fall 2010, it turned out that work and energy, and titration were most difficult topics for students. | To improve students’ understanding in those and some other relatively harder areas like physical and chemical changes, the following plans are being implemented: 1) to present more relevant examples before and after students are exposed to a new topic; 2) to thoroughly analyze the relevant equations so students |
### Physics (AS Degree)

(R. De, B. Amos)

- **Solve kinematic problems** (mechanical and electrical) using equations of dynamics, work-energy-relation, electromagnetism, and Newton’s Laws
- **Explain apparently obvious real-life (physical) phenomena using basic laws of Physics**
- **Apply the technologies based on Physics and employed in specialized fields like medicine, dentistry, architecture, etc.**
- **Develop logical thinking together with scientific approaches to problem solving**

The SLO #3 of Physics 6 is aligned to Physics Program SLO #3 and 4. All three SLOs for Physics 6 were assessed during the Fall 2010 semester. Each of the 42 students answered embedded questions (5 for each of the three SLOs) in the final exam, totaling 15 embedded questions. For SLO #1, 84% of the embedded questions were answered correctly. For SLO #2 and #3, 83% and 80% were answered correctly. Students should be reminded at the beginning of the semester of the SLOs and the importance of critical thinking in problem solving. Trying to “memorize” rather than to “analyze” often leads to incorrect answers and lower student success rates. Students need to be reminded to access pertinent information from available resources.

The current textbook doesn’t have an adequate amount of problem solving applications in the real world to support SLO#3 for Physics 6.

1) Continue to stress the importance of “analysis” in class instead of rote memorization.  
2) Explore other textbooks for adoption that have more real life problem solving applications.  
3) Identify SLOs for Physics 37, 38, and 39.

### Psychology* (AS Degree & Chemical Dependency Counselor)

(L. Apenahier, S. Lee, S. Haynes)

- **All PSLOs**
- **SLOs for Psychology 1, 37, and 41**

1. Students who outlined the chapters of their textbook were found to perform better in SLO assessments than those who did not.  
2. Students who are more engaged in classroom activities and discussions tended to outperform those that were less engaged in SLO assessments.  
3. Students who have more out-of-class opportunities to apply classroom learning to real life

The SLO process continues to be updated and refined. By the 2011-12 academic year, most Psychology classes have gone through at least one or more cycles of SLO refinement and assessment. The results from SLO assessment data serve as a catalyst to modify teaching and assessment strategies aimed at improving student success. The plans for improving SLO results based on the aforementioned discussion include:

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1. Students who outlined the chapters of their textbook were found to perform better in SLO assessments than those who did not.  
2. Students who are more engaged in classroom activities and discussions tended to outperform those that were less engaged in SLO assessments.  
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<table>
<thead>
<tr>
<th>Situations performed better on their SLOs than students who have less.</th>
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<tbody>
<tr>
<td>Students who have less.</td>
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<td>Students who have more.</td>
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### Sociology

*K. Wright—email communication with faculty*

- **Compare and contrast the major theoretical perspectives in Sociology**

  This is a Program SLO that is directly linked to SLOs for multiple courses in the program. SLOs are included on all syllabi. To date, the principle SLO listed above has been assessed in SOC 1 and SOC 2 via embedded questions in exams. As a result of previous assessments, we found that students met the benchmark. In general, students had a better understanding of Conflict theory; Functionalism and Symbolic Interaction had weaker results. As a result of these assessments, one instructor discussed incorporating more class writing assignments and more time spent on the theoretical approaches.

1. Assign students the task of outlining the chapters of their textbook that are covered in the course.
2. Engage students in classroom activities and discussions.
3. Provide out-of-class opportunities for students to apply their classroom learning to real life situations.

1. Arrange regular meetings for Sociology discipline faculty to foster more dialogue and collaboration. We feel that more collaboration is needed to ensure SLO achievement in the discipline.
2. More interaction with Sociology student majors outside of the classroom. We feel focus groups (and special dialogues) will help us assess the needs of students in our program better.

### Spanish (AA Degree) & Foreign Languages

* (A. Persaud)

- **Read a short story or article in Spanish and answer questions based on the reading**

- **Write an essay in Spanish of at least two pages using correct grammar and appropriate vocabulary**

  The teaching strategies used to address SLO's are similar to the teaching strategies one would normally use in the course. In a language course, students are given ample practice in speaking, reading, writing, and listening to the language. For the writing assessment, students start in Spanish I by writing sentences and then paragraphs. In Spanish 2, they write, at first, one page essays, and then eventually expand their writing to two pages. They are given extensive practice in speaking, which helps them in their writing. Grammar is also emphasized in the classes so students can write correctly. Vocabulary is also an essential part of the classes.

  SLO's have been measured in Spanish I, 2, 3. In the

  We will continue to give students all the practice in class that time allows. We will also encourage students to take advantage of the many opportunities that are available outside of class to improve their language skills. Without practice, language skills quickly become obsolete.
| Fall semester of 2010, students in Spanish I were asked to write a paragraph as part of their final exam. Over 95% of the students tested had an acceptable or better rating. In the Spring semester of 2011, students were asked to present an oral dialog introducing themselves and giving general information about themselves. The results were very favorable. Almost 100% of students had an acceptable or better rating. In Spanish 2, in Fall 2010, students were asked to write a composition as part of the final exam. Over 70% achieved an acceptable or better rating. Students in Spanish 2 will be given additional practice in writing. In the Spring of 2011, Spanish 2 students were tested on their reading comprehension. Over 70% of students received the desired results. Students in Spanish 3 were tested on their writing skills in Fall, 2010 and 88% of the students received an acceptable or better rating. |
2012 Distance Learning Guidelines Manual
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LASC MISSION

**Mission:** The mission of Los Angeles Southwest College is to facilitate student success, encourage life-long learning and enrich the lives of its diverse community.

**Vision:** Los Angeles Southwest College (LASC) is a learner-centered institution dedicated to meeting the needs of learners – the students and community who access the college for programs; and the faculty, staff and administrators who provide learning opportunities and support. We subscribe to the premise that the learner is at the center of what we do in creating opportunities, providing an environment conducive to learning and working, establishing a place where the discourse of ideas can occur and where individuals can have experiences without sacrificing their individuality. Our foundations are driven by our institutional core values.

THE DISTANCE EDUCATION MISSION

“To support online success and retention by ensuring uniformity in terms of Learning Management System (LMS) and online instructor responsibility and accountability, according to the American Federation of Teachers (AFT) Contract (Article 40). Also, the purpose of this document is to provide clear expectations, guidelines and policies for instructors teaching online in order to adhere to the requirements of ACCJC.”

STATEMENT OF CONGRUENCE

The Distance Learning mission is congruent with the college mission because it facilitates student success and appeals to a diverse community where some students need online access to courses and programs.

DEFINITION OF DISTANCE LEARNING

According to Article 40 (Section A. 1) of the American Federation Teachers Agreement, “Distance Learning is a formal mode of interaction which uses one or more technologies to deliver instruction to students who are separated from the instructor and which supports regular and substantive interaction between the students and instructor, either synchronously or asynchronously.”
WHAT IS PEDAGOGY?

It is the process of being a teacher and can be referred to as the correct use of instructive strategies. The instructor’s own beliefs are harbored by the student’s background knowledge and experience, situation, and environment.

CONTENT MANAGEMENT SYSTEM (CMS)

CMS is a system that provides a number of procedures used to manage work flow in a collaborative environment. Manual or computer-based processes are two types of procedures used.

INTENDED STUDENT POPULATION

The Distance Learning program at LASC accommodates students who:

1. Are full-time workers
2. Lack child care
3. Lack transportation
4. Are medically and physically challenged
5. Are immobilized
6. Prefer going to school online

CLASSIFICATIONS AND DEFINITIONS

The Online Course classifications and definitions currently are:

1. **Online-Assisted**: An Online-Assisted course includes at a minimum the posting of the course syllabus, course outlines and faculty information. The information posted for the Online course is covered in class and used as a reference Online. An Online-Assisted course does not require any special approval or designation in the schedule of classes.

2. **Hybrid**: A Hybrid course includes all requirements of the Online-Assisted course, utilizing up to 50% of Online features, such as Course Documents, Discussion Boards, Virtual Classrooms, Groups, Assignments, External Links, Digital Drop Boxes and Grade Books, etc. A Hybrid course can: 1) utilize Course Management System (CMS) features to enhance communication and collaboration that is supplemental to in-class participation, 2) utilize the CMS to strictly enhance course content delivery or, 3) use a combination of the two. The course can be offered during regularly scheduled class times or with Online components that replace some of the regularly scheduled class meetings. Notice of face-to-face class sessions will be given by instructors in their syllabi and in the class schedule.
3. **Online**: An Online course includes all requirements of the Hybrid course, and shall utilize features such as Course Documents, Discussion Boards, Virtual Classrooms, Groups, Assignments, External Links, Digital Drop Boxes and Grade Books, etc. Students do not typically attend a physical classroom when participating in an Online course. All course materials, instruction, discussion and assessment are posted and done Online. In the Online course, the course content should go hand in hand with the aspects of communication and collaboration in the course. Online courses require of the student and instructor the same amount of course work and hours outside of the classroom as traditional courses; they are offered in a more flexible and independent environment. Online courses should be noted as such in any published schedule of classes.

### DE COMMITTEE CHECKLIST

*Reaffirmed that the Educational Planning Committee is the governance group to which the Distance Learning Committee will report. The Distance Learning Committee now includes equal representation of AFT and Academic Senate Distance Learning Faculty (AFT Agreement, Article 40 (Section B.2).*

**Distance Learning Committee is charged with…**

1. Supporting instructors with resources, workshops, seminars, and webinars
2. Maintaining contact and communication with IT Department and Learning Management System support services
3. Reviewing the Distance Learning Policies and Procedure Manual each semester
4. Determining proficiency in a CMS and shall serve as a resource to the college on distance learning issues. Making assignments and evaluating faculty remain the responsibility of the department chair (AFT Agreement, Article 40 (Section B.2).

### ACCJC - Standard III: RESOURCES
**EVIDENCE/ASSESSMENT REQUIREMENTS**

**A. Human Resources**

- Evidence about how the institution determines human resource needs of DE/CE programs and services
- Evidence that the institution has a reasonable means for deciding what employee qualifications are needed for positions aimed at teaching distance education and/or correspondence courses
- Evidence of the practices the institution uses to decide if an applicant is well qualified to teach distance education and/or correspondence courses
Evidence that personnel evaluation includes issues related to on-line teaching and that the institution uses the results of personnel evaluation for improvement

Evidence the institution evaluates the effectiveness in producing student learning outcomes of teachers, tutors, and others involved in the distance education and correspondence education teaching-learning process

Evidence that staff development has supported faculty performance in developing and assessing student learning outcomes in DE/CE mode

Evidence that the institution applies an ethics document or documents for all personnel that appropriately takes aspects of teaching in distance education and correspondence education mode into consideration

Evidence about how the institution uses identified teaching and learning needs to determine professional development opportunities for faculty involved in on-line DE/CE

B. Physical Resources

List of sites where the institution offers 50% or more of a program by DE/CE

Evidence that the institution provides adequate facilities and equipment for its distance education programs and services

These sites are considered additional learning sites and may be subject to a visit by the evaluation team according to U.S.D.E regulations

FACULTY QUALIFICATIONS

Based on Article 40, (Section B. 5) of the American Federation of Teachers Agreement, prior to being able to teach Online, faculty should be certified on the current Learning Management System used by LASC. “Proficiency must be established before a faculty member may assign a Distance Learning course. Distance Learning Committee must determine CMS proficiency through training completed prior to the offer of any Distance Learning assignment. Proficiency gained in CMS at any District college is portable to any other District college using the same CMS.”

It is strongly recommended that online instructors also possess the following knowledge and/or capabilities:

1. Learning theory as it applies to Online students
2. Online class pedagogy
3. The use of standard CMS tools to foster a “positive learning environment”
4. Sufficient technical skills to provide the required course content using the Learning Management System of the college.
5. The ability to use email.
6. Contractually adjunct faculty can teach .67 FTE per semester online
7. Contractually full-time faculty can teach up to 1.6 FTE per semester online

Faculty is also to be encouraged to upgrade their Online teaching skills by availing themselves of seminars and other in-service training.

(See Appendix B of Online Best Practices and Appendix F, Article 40 of the AFT Agreement)
ONLINE INSTRUCTOR ASSESSMENT

In order to meet Title V requirements, as required for traditional classroom instructors, evaluations for online instructors should be conducted. Therefore, it is strongly recommended that online instructors grant access to their online class for instructor evaluation at an arranged time.

(See Appendix E – Policy on Distance Education and on Correspondence Education)

ASSESSMENT AGENDA

In order to meet the ACCJC evaluation requirements, and based on Article 19 of the American Federation Teachers (AFT) Agreement between the Los Angeles Community College District and the ACCJC Policy on Distance Education and on Correspondence Education, and the ACCJC Standards by LASC Planning Processes (Standard I (B3), Standard II (A1a: A1b:A2a:A2b,A2c, and A2d), it is required that student and instructor assessments be conducted to adequately evaluate Distance Learning, evaluate stated goals, delivery systems, procedures to design, identify learning outcomes, identify competency levels and measurable student learning outcomes, high-quality instruction and appropriate learning strategies, and use of delivery modes and teaching methodologies reflecting diverse needs of students. The following types of online evaluations/surveys for assessments will be implemented:

A. Instructors will:

1. Be evaluated on classroom performance by designated instructor/faculty member
2. Evaluate LASC’s Learning Management System
3. Evaluate online resources and learning tools
4. Evaluate instructor online support
5. Evaluate Student Learning Outcome (SLO)

B. Students will evaluate:

1. Instructor’s classroom performance
2. Operation of Learning Management System
3. Overall Distance Learning experience and program
4. Course satisfaction
5. Online student support services, for example, tutoring, library, and other resources

ASSESSMENT STRATEGIES

In order to meet accreditation standards and to improve student learning, all online courses should be part of the college’s regular assessment cycle in which Student Learning Outcomes for online classes are assessed, evaluated and results discussed in order to improve student learning.

Therefore, the Distance Learning Committee is creating various mechanisms to gather evidence about the effectiveness of the Distance Learning programs at LASC to meet ACCJC accreditation requirements: Following are examples to be created:
1. End-of-course surveys for students evaluating learning experience, student services and instructor support
2. Distribute student feedback to online faculty
3. Annual student focus groups
4. Annual instructor feedback of the online program through surveys or focus groups
5. Random telephone surveys to online students
6. Mailings to online students to indicate how LASC can improve its online services and programs.

STUDENT AND FACULTY SUCCESS AND STUDENT RETENTION

To ensure that LASC’s online program is of high quality the following procedures will be implemented and monitored:

1. Data will be collected by the Distance Learning Committee from admissions of enrolled students to compare to end-of-the semester data of students remaining in courses.
2. Annually, student and instructor surveys will be reviewed and documented by the Distance Learning Committee and distributed to department chairs and the Academic Senate President for further review and feedback.
3. Online instructor evaluations will be reviewed by Chairs annually in the same manner/schedule as classroom faculty.

DISTANCE LEARNING ANNUAL REPORT

This report will document retention status, success rates, and matriculation of students qualifying to attend the next higher courses where applicable. Data will be collected on the following:

1. Online enrollment per semester
2. Retention
3. Matriculation

MONITORING IMPROVEMENT FOR LASC’S DISTANCE LEARNING PROGRAM

Results from the following mechanisms will allow the college to continuously maintain stability and growth and to monitor improvements to its Distance Learning program:

1. Student evaluations
2. Instructor evaluations
3. Student surveys and feedback
4. Instructor surveys and feedback
5. LASC’s Assessment Agenda
6. LASC’s Assessment Strategies
7. LASC’s committee to ensure a quality education and online learning environment

**STUDENT SECURITY/IDENTIFICATION**

To login to the Learning Management System, online students use their student identification number issued by admissions. The password is their month and day of their birthday for security and identification purposes. Such secure information ensures that the student who enrolled in the course is actually the student participating in the online class.

**INSTRUCTOR’S RECOMMENDED EFFECTIVE PRACTICES**

1. Meet minimum requirements for the program, but strive to do more
2. Understand that the lack of face-to-face instruction does not lessen the quality of education (AFT Agreement, Article 40 (Section A.3)
3. Understand that the same amount of work is required Online as in the classroom
4. Stay current with subject matter and technology (AFT Agreement, Article 40 (Section B.3)

**DISTANCE LEARNING COURSE RECOMMENDED CHECKLIST**

- Online classes should be taught online exclusively. Online courses at LASC will be provided in an asynchronous-paced mode, using the Internet.
  - Face-to-face orientation should be optional for students
  - Orientation is highly encouraged for faculty and students
  - Orientation material can be....
    - Posted online
    - Done via web-conferencing
    - Conducted face-to-face

- All online classes must use multi-media features beyond text, such as images, videos, animation, slides, and auditory and any other visually creative tool. LACCD campuses are required to comply with Section 508 of the Rehabilitation Act standards by ensuring that electronic and information technology is accessible to individuals with disabilities. For more information about Section 508 and how to create accessible websites and documents, visit:
• All faculty members should use the Learning Management System Platform designated by LASC for online instruction.

• It is recommended that instructors use a rubric for clear grading guidelines.

• Assignments should specifically be designed to enhance learning through discussions, web-conferencing, online chat, team projects, forums, or any other tool to engage the student.

• Course outline should meet Student Learning Outcomes (SLO).

• Online content developed should meet course objectives defined by course outline, Student Learning Outcomes, and Program Learning Outcomes.

Courses offered Online are advised to adhere to the same course outline requirements as traditional classrooms, including regular faculty and student attendance and online participation.

**LACCD ONLINE INSTRUCTOR ABSENTEE POLICY**

Title V - 55376. Instructor Contact.

... district governing boards shall ensure that:

(a) All approved courses offered as Distance Learning shall include regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities.

(b) All Distance Learning courses shall be delivered consistent with guidelines issued by the Chancellor pursuant to Section 409 of the Procedures and Standing Orders of the Board of Governors. Regular effective contact is an academic and professional matter pursuant to Title 5 '53200.
LACCD ONLINE STUDENT ABSENTEE POLICY

It is recommended that the Distance Learning (DE) instructor define in his/her syllabus what constitutes an absence in the class and the policy for being dropped or losing points, due to excessive absences.

An absence in an online course is evident by the “Activity Report” available in the Learning Management System used by the college, and should be noted on the syllabus. In an online class, students should/may earn participation points, which should also be calculated with the final points for the class. Participation points are left up to the discretion of the instruction, which should not exceed more than 20 percent of the overall grade earned for the course.

A weekly attendance is counted if the student checks in at least two times per week or more, i.e. looking at a video, opening a document, posting assignments, participating in discussions, responding to peers, or submitting any form of material.

If the student does not meet the standards for attendance during the drop add period, the student may be dropped/and or lose points. After the drop/add period, the student will lose point as indicated on the instructor’s syllabus.

LACCD STUDENT FEEDBACK RECOMMENDATIONS

Meaningful regular contact may include, but is not limited to the following examples done at least once a week for a full semester class or within 48 hours for a short-term class:

1. Submit/grading assignments (students/faculty)
2. Participate in discussions (students & faculty)
3. Respond to emails / phone calls (students & faculty)
4. attendance at scheduled chats (students & faculty)
5. adherence to scheduled events in the syllabus (students & faculty)
6. logging into the virtual classroom, reviewing messages and responding to messages (students & faculty)
7. Web conferences or other live events scheduled for the class (students & faculty)
8. On-campus events or other locations where instructor and students meet for class; i.e. museum, observatory, etc. (students & faculty)
LACCD STUDENT COMPLAINT POLICY

When students complain of lack of contact/response from instructor, the Division Chair or Department Head needs to be notified and he/she needs to investigate the situation. The instructor can be asked to provide documentation of instructor/student interaction to determine the amount, the regularity, and the type of meaningful contact that took place.

Multiple complaints regarding lack of regular meaningful contact should be forwarded to the appropriate Division Chair or Department Head. If there is substantial evidence of multiple —absences|| and lack of meaningful contact, the instructor can be removed from the list of approved Distance Learning instructors.

DISTANCE LEARNING INSTRUCTOR CHECKLIST

Communication is essential in an Online course and before accepting to teach in this mode, strongly consider the following to ensure student success.

Recommended Technical Skills

1. Meet a minimum computer proficiency
2. Be trained and certified on the LASC Learning Management System
3. Be familiar with Online teaching environment (link tutorial provided on home page)

CREATING A LEARNING ENVIRONMENT

1. Upload relevant videos, articles and other information to enhance learning
2. Direct students to outside websites related to course materials
3. Upload PowerPoint presentations and other learning tools to assist the student
4. Use the Online tools within Learning Management System
5. Use a variety of Learning Management System tools to stimulate participation and activity.
6. Individualize and create course content
7. Advise students to avoid cutting and pasting from documents as a response to discussion questions.
8. Check accuracy of student posts and assignments through the plagiarism check link
9. Include current event information and articles

HOME PAGE RECOMMENDATIONS

Every course should have:

- District-wide plagiarism policy placed on home page
- District-wide policy for students with disabilities, with the Disabled Students Programs & Services contact information
- Contact information for technical support
- Tutorial videos/links, for example:
  - English basics tips/videos (grammar.ccc.commnet.edu/grammar/)
  - Math basics tips/videos (khanacademy.org)
  - Writing Essays tips/videos
  - Research Tips
- Instructor’s contact information and virtual office hours
- Include e-mail link from student to instructor
- Course/verbiage and section number and course description

SYLLABUS GUIDELINES

1. Use approved Academic Senate syllabi format accepted and agreed.
2. Be as specific as possible in the syllabi. Include:
   a. Course name
   b. Faculty name
   c. Contract information
d. Virtual office hours

e. Course objective

f. Course description

g. Student Learning Outcomes (SLO)

h. Plagiarism policy

i. Participation policy

j. Late policy

k. Specify instructor’s time zone

l. Disabilities policies and services

m. Faculty expectations, such as discussion and posting requirements, late policy,

n. Identify assignment categories, such as quizzes/exams, projects, discussions, and research papers

o. List specific chapter reading assignments

p. Include points for all graded assignments within syllabus

q. Note specific deadline dates for each week as outlined in the course format

r. Note Drop/Add/W deadlines

**REACHING AT-RISK STUDENTS**

1. Recognize that at-risk students often follow these patterns:

   a. Do not check in within a week

   b. Score low on assessments

   c. Do not participate in forums, i.e. discussions, assignments, etc.

   d. Do not respond to emails

   e. Express a need, i.e. stress, emotional, circumstances, etc.

   f. Do not take advantage of office hours

   g. Have difficulty with understanding assignments and requirements
2. To contact at-risk students consider using the following:
   a. Email reminders of virtual office hours
   b. Individual emails to encourage student participation, for example:
      - “I see that you are struggling in this class, but please continue to try your best. If you need any assistance, please contact me as soon as possible so that your grade does not suffer.”
      - “I noticed that you did not participate this week. Please remember that it is essential that you are an active online student throughout the duration of the course so that your grade does not suffer. My goal is for you to succeed, but to do that you should do your part and I know you can do it.”
   
3. Methods to engage at-risk students:
   a. Ask engaging questions related to the course content
   b. Encourage collaborative learning
   c. Encourage use of online tutoring
   d. Produce, record and upload orientation/course assistance tutoring video for at-risk students

**DISABILITY POLICY**

**ACCESSIBILITY FOR STUDENTS WITH DISABILITIES**

Because LASC is a publicly funded community college, we are bound by Federal and State accessibility standards to ensure that electronic and information technology is accessible to individuals with disabilities. All online classes must use multi-media features beyond text, such as images, videos, animation, slides, and auditory and any other visually creative tool. For more information about Section 508 of the Rehabilitation Act and how to create accessible websites and documents, visit:


http://webaim.org/standards/508/checklist

http://section508.gov/

Please note that if your website contains video clips or a live video feed, you will need captioning to accompany the video. LASC is eligible to receive captioning funding from the Distance Learning Captioning and Transcription (DECT) grant. “DECT represents a commitment by the California Community Colleges to expand access to Distance Learning to all students. Funding has been authorized by the Chancellor’s Office to aid California community colleges in improving
their capacity to serve disabled-student populations and, in some instances, the general public, by ensuring the accessibility of aural information” (College of the Canyons Distance Learning Captioning & Transcription).

Visit [http://www.canyons.edu/Offices/Distance_Learning/Captioning/] for more information regarding captioning and DECT.

Students with documented disabilities are entitled to receive accommodations in DE classes. Students with disabilities should contact Disabled Students Program & Services (DSP&S) to complete the initial intake in order to receive accommodations. DSP&S will notify the online instructor by providing him/her with the student’s Accommodations and Services Agreement. Please make sure to include a statement on your syllabus such as, “If you have a documented disability and will require disability-related accommodations, please contact the DSP&S office at (323) 241-5480.”

See Appendix c - Distance Learning Access Guidelines for Students with Disabilities Excerpts related to online classes. Developed By: Distance Learning Accessibility Guidelines Task Force, Chancellor's Office California Community Colleges

**TECHNICAL SUPPORT SERVICES**

1. Technical assistance is available through the Help Desk at lascdehelpdesk@lasc.edu

2. LASC is adopting a new Learning Management System that will upload and drop students automatically into on-site and online courses. This will eliminate issues with students accessing and joining online classes without being officially enrolling through Admissions/Records.

3. Instructors have 24/7 support through Etudes Learning Management System via email

**ADMISSIONS & ENROLLMENT INFORMATION**

1. Instructors are encouraged to check the District’s Official Roster against participating students within the course on a regular basis

2. Be aware of the maximum number of students allowed in an online class.

3. Be aware of the deadlines for the Census Rosters
COUNSELORS

1. Counselors should make students clearly aware that there are minimum requirements to take Online classes (See Checklist for students).

2. Counselors should stress that the same amount of work is required of students in online classes as in traditional classrooms

3. At least one LASC counselor is certified and knowledgeable of the Learning Management System being used at the college to better assist online students

4. Counselors can be contacted via email or by telephone to assist and advise online students

STUDENT SERVICES/RESOURCES

To achieve student success in an Online educational experience, the Distance Learning College Program needs to include individual links on all course sites that give students immediate access to information on the course home page.

Library Online Research Resources

- The Los Angeles Southwest College Library contains a collection of over 40,000 electronic titles and journals and 50,000 books. The on-line computerized library catalog is accessible both on and off campus via the Internet. Library research may now be done at home using one of the many remote access electronic databases.

LASC Library Catalog and Electronic Databases are now available on the college web at: http://lasc.edu Click: Library

To accessed library electronic resources remotely: Enter ID: lasc Password: cougars

1. For print books:
   a. Click: LIBRARY CATALOG - Search by any word, author or subject

   FOR THE FOLLOWING DATABASES

   CLICK ELECTRONIC RESOURCES........

2. EBSCO eBooks/ ONLINE BOOKS AND FULL TEXT
   a. Click link; or for Online Catalog eBooks click “url” (Available 24/7)
3. EBSCO/JOURNAL AND MAGAZINES ARTICLES/
   a. Click: search.epnet.com
   b. SELECT EBSCOhost Research Databases.
   c. Check Boxes for Academic Search Elite and Masterfile Premier
      (NOTE: Cinahl, Health Source/Nursing, and Health Sources/Consumer may be added as needed.)
   d. Click: CONTINUE
   e. Defaults to “Keyword Search” and “Full Text Search”
      (If you need scholarly journals, Click: Peer Reviewed Box)

   a. Click the word HERE under PROQUEST

5. OPPOSING VIEWPOINTS/ “Pro and Con”
   a. Click: Address Link
   b. Click: Proceed (if password is requested use cougars)
   c. articles take a position/ also general magazines, journals, WEBSITES, etc.

6. Gale Virtual Reference Library/ Online reference books and dictionaries and general works that cover a broad array of disciplines: literature, drama, business, biographies, business

7. Scribner Writers Series/ Literary Authors by name, genre and more

8. Lexis-Nexis/ Legal, Medical and Business Articles, Law /Law Cases
   Please ask Librarian for Remote Access Password (323) 241-5235

9. Gale Science in Context/ Reference and general articles on a variety of science topics

10. CountryWatch/ Current information on countries worldwide

OTHER HELPFUL WEBSITES

1. www.ipl.org (Internet Public Library & Librarians’ Index provides Reliable Websites)
2. www.citationmachine.net (Create a Bibliography or Works Cited Page- MLA/APA)
5. www.englishwritingcenter.blogspot.com (English writing center resource page)

DO NOT TO GIVE THESE PASSWORDS OR USERNAMES TO NON–LASC STUDENTS

TUTORING SERVICES

As with traditional courses, students enrolling in Distance Learning courses must have access to learning support online resources. In an effort to meet expectations, the Student Success Center is committed to partner with the Distance Learning instructors to offer the appropriate learning support systems to Distance Learning students as in any traditional on-campus situation.

Distance Learning students will receive free online tutoring sponsored by the Student Success Center. These services encompass tutoring for a number of subjects including math, science, writing, business, and nursing. By accessing the Student Success Center’s online navigation tab, this online service includes several options for students such as “Connect With an e-instructor”, “Interact with a Live Tutor,” “Submit Your Writing” for any class to our Online Writing Lab, and “Submit a Question” and receive a reply from a tutor within 24 hours maximum.

It is highly recommended for instructors to incorporate tutoring information into the syllabi and points system to guarantee student usage of the online learning support services available.

To coordinate this service, please contact the Student Success Center by phone 323-241-5455, or email mcbridkr@lasc.edu, the Student Success Center Coordinator, for more information.

Computer Services/Lab:

- Computer labs are available to students to work and to complete online class activities.
DISTANCE LEARNING COLLEGE

Current Participating Disciplines

1. Anthropology
2. Art
3. Biology
4. Business
5. Child Development
6. Computer Applications Office Technologies
7. Computer Science-Information Technology
8. English
9. Health
10. History
11. Humanities
12. Microbiology
13. Music
14. Political Science
15. Psychology
16. Sociology
APPENDIX

APPENDIX A - Listed are important excerpts from the ACCJC News, Spring 2010

- By 2010, the Obama administration wants to ensure that community colleges graduate an additional five million students, so that 60% of American adults have at least one year of college education, and America has the most educated workforce in the world.

- The ACCJC has, with its current Standards, focused on what students have learned, and by giving its member institutions years to implement new strategies, is helping institutions to focus on improving student learning and increasing institutional effectiveness.

- The very large amount of money that governments provide to higher education institutions has increased governmental concerns that the funds be used wisely and effectively.

- The legitimacy of accreditation is also based in public confidence that accreditation has high standards that work to the benefit of students and of society.

- Distance Learning is becoming more and more common as a delivery mode for instruction among institutions within our region. Sixty percent of the substantive change reviews for the ACCJC this past year were for colleges offering more than 50% of a program, degree, or certificate through a mode of distance or electronic delivery.

- Requirements for accreditors to monitor include whether or not institutions have a process for verifying that the student who enrolls in a Distance Learning course is the same student participating in the course and receiving credit for the course, as well as the growth of Distance Learning and correspondence education courses/programs.

- ACCJC team members will conduct of-campus visits to prepare a brief report of findings to be integrated into the final team report.
APPENDIX B – DE BEST PRACTICES FOR ONLINE COURSES

Reviewed June 6, 2011

Purpose: This document is intended to serve as a guide and resource for all Los Angeles Southwest College Online courses.

Basic Assumptions:

1. The courses offered Online will adhere to the same course outline requirements as the courses offered in traditional classrooms.

2. LA Southwest Department Chairs or their designees and Administration will ensure that all courses, including Online courses, as presented by instructors are adhering to course outline requirements.

3. Online courses should be subjected to neither additional nor fewer requirements or regulations beyond those applied to traditional courses.

4. Online courses at LASC will be provided in an asynchronous-paced mode, using the Internet.

5. The requirements set down here are intended to foster Online course offerings, not to inhibit them.

6. Online classes are intended to accommodate students who cannot or do not wish to attend on-campus sessions. These students may be encouraged, though not required, to physically attend on-campus sessions stipulated by instructors in their syllabi and in the schedule of classes.

7. Online classes may, at the discretion of the instructor, include proctored examinations whereby the student is required to take such examinations face-to-face, either on campus or overseen administered by instructor-approved proxies at locations off campus.

8. Hybrid classes are by nature a mixture of on-campus and Online content. Hybrid classes should be clearly identified as such by instructors in their syllabi and in course listings in the schedule of classes.

9. Teaching Online is fundamentally different from that of teaching traditional courses. Once a course is created and the Online content developed, the instructor should have command of Online pedagogy and technical skills.
Seven Guiding Principles:

1. Encourage Student-Faculty, Student-Student contact
2. Encourage Student Cooperation
3. Encourage Active Learning
4. Give Prompt Feedback
5. Emphasize Time on Task
6. Project High Expectations
7. Respect Diverse Talents and Learning Styles

Faculty Support:
1. Los Angeles Southwest College shall ensure appropriate training opportunities for faculty who teach Online courses.
2. Los Angeles Southwest College shall provide faculty with adequate equipment, software and communications on campus for interaction with students, institutions and other faculty.

Student Support:
1. Prospective students shall have the ability to preview an Online class syllabus.
2. LA Southwest College shall provide students with clear, complete and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, technological competencies and skills necessary for successful course completion, technical equipment requirements, availability of academic support services, financial aid resources, and costs and payment policies.
3. Students shall have access to training via CAOT 133, “How to Succeed in an Online Course,” or its equivalent. Students shall be encouraged to avail themselves of this training prior to taking a Hybrid or Online course.
4. Los Angeles Southwest College shall provide its Online students with accessible library and other learning resources appropriate to the courses or programs delivered via electronic technology. It shall develop systems to support the students in accessing and using the library and other learning resources effectively.
5. Enrolled students shall have reasonable and adequate access to student services and resources appropriate to support their learning.
6. Los Angeles Southwest College shall provide an Online survey/questionnaire to help students evaluate their technical skill levels for taking and succeeding in Online or Hybrid classes.
7. Students shall have technical support services, i.e., Help Desk, available Monday – Friday from 8:00 am until 8:00 pm to help students resolve issues involving student interface with the Online classes.

Course Requirements:

1 Note: finalized times of availability to be negotiated
1. All categories of Online course offerings shall meet the same Course Outline requirements as those of their traditional face-to-face course counterparts.

2. All Los Angeles Southwest College Online courses shall comply with the Title 5, Section 55211 regarding Instructor Contact. All LA Southwest College Online courses shall comply with the “Online Education Guidelines for the California Community Colleges, Section 55211.” Rights and responsibilities of the instructors shall comply with the current AFT Contract as it refers to “Distributive/Distance Learning.”

3. Within the parameters specified by the Course Outline, individual instructors shall accomplish the required contact hours via a combination of these methods:
   a. Online lecture hours
   b. Online laboratory hours
   c. Student conferences (face-to-face or virtual)
   d. Student tutoring (face-to-face or virtual)
   e. Threaded discussion forums with appropriate instructor participation
   f. Email messaging
   g. Instant messaging
   h. Weekly announcements in the Course Management System
   i. Timely feedback for student work
   j. Instructor prepared e-lectures
   k. Virtual meetings and conferences.

4. All categories of Online course offerings shall include, at a minimum, the posting of each course syllabus and faculty information.

5. All categories of Online course offerings shall include a list of minimum hardware and software requirements in each course syllabus.

6. All Hybrid and Online courses shall also provide, at a minimum, the posting of lecture notes or other class materials, links to outside resources, and the posting of Online grades.

7. Online courses shall include, at a minimum, the following:
   a. Syllabus
   b. Class news (regular updates to the students)
   c. Questions forum (discussion forum for students to publicly ask questions related to the course material)
   d. Online lecture materials
   e. Online assignments
   f. Links to outside resources
   g. Optional Online exams
   h. Email links to the instructor
   i. Electronic posting of grades

8. All Online courses shall be presented in an asynchronous-paced format. Individual activities or assignments can be synchronous, but the objective is to provide the students with the ability to take the Online courses asynchronously. Students will not be required to be physically present on campus unless otherwise noted.

9. Online students may be encouraged, though not required, to physically attend on-campus sessions except those of hybrid classes in which the instructor requires such sessions/exams as approved by the department and noted in the syllabus and schedule of classes.
10. Students have a right to timely feedback. Instructors shall, as a goal, answer students’ posted questions and email messages within 24 hours. Assignments should be graded and returned to students in a timely manner that is consistent with that of traditional face-to-face courses.

11. Online courses require special efforts by the instructors to build positive learning environments. Instructors shall use tools such as forums for introductions and open-ended discussion questions, group assignments, Online presentations, instant messaging, and others to foster virtual learning communities in their Online classes.

**Course Management System:**

1. The Los Angeles Southwest College Course Management System (CMS) is currently in Moodle and Etudes, which was endorsed by the Academic Senate.

2. All Online courses (all categories) shall use Moodle or Etudes as the main portal through which students enter the Online courses.

3. Faculty who choose to use publisher-provided CMS’s and course materials may continue to do so, but they should provide students with a portal from Moodle into their courses.

4. Faculty may not use other CMS’s to develop Online courses. Moodle and Etudes are to be used to provide the students with consistent and uniform Online course offerings and technical support.

**Accessibility Requirements:**

All courses offered at Los Angeles Southwest College shall comply with the regulations of the Americans with Disabilities Act. Online courses at Los Angeles Southwest College use as guidelines the “Online Education: Access Guidelines for Students with Disabilities” as published by the California Community College Chancellor’s Office in August 1999. The Course Management System (Moodle) used to deliver Online courses provides for compliance with the guidelines as required in this document and accessible Online at:


Each individual instructor will use these features in presenting Online courses.

**Course Evaluations:**

All Online courses shall provide an Online assessment of the class, including instructor evaluation, based on the assessment tool used in traditional face-to-face courses, but modified to reflect Online content delivery.

**This Policy:**

1. Will be revisited each three (3) to five (5) years.

2. Is in compliance with the following documents:

   a. “Guidelines for Good Practice: Effective Instructor-Student Contact in Distance Learning”
      by The Academic Senate for the California Community Colleges, adopted Spring 1999

   c. “Distance Learning Guidelines,” based on Title 5 Regulations, by Chancellor’s Office
      California Community Colleges, March 2004

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APPENDIX C- Access Guidelines for Students with Disabilities

Excerpts related to online classes

January 2011

Chancellor’s Office California Community Colleges
Distance Learning: Access Guidelines for Students with Disabilities January 2011
Developed By: Distance Learning Accessibility Guidelines Task Force, Chancellor’s Office California Community Colleges

Legal Requirements

Both state and federal law require community colleges to operate all programs and activities in a manner which is accessible to qualified individuals with disabilities (also referred to in federal law as —qualified handicapped persons‖). (29 U.S.C. § 794, 20 U.S.C. § 1405, 42 U.S.C. § 12101, Gov. Code § 11135.) The operative federal laws referenced above are commonly referred to as Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990. (29 U.S.C. § 794, 42 U.S.C. § 12101.) As the system develops its capacity for creation of technology-based instructional resources and the delivery of distance learning, it must proceed with the needs of all students in mind, including the unique needs of students with disabilities.

Title II recognizes the special importance of communication, which includes access to information, in its implementing regulation at 28 C.F.R. 35.160 (a). The regulation requires that a public entity, such as a community college, take appropriate steps to ensure that communications with persons with disabilities are as effective as communications with others.

The United States Department of Education, Office for Civil Rights (OCR) is responsible for ensuring that all educational institutions comply with the requirements of all federal civil rights laws, including Section 504 of the Rehabilitation Act and Title II of the ADA. As a result, the opinions of OCR are generally afforded considerable weight by the courts in interpreting the requirements of these laws. OCR has had occasion to issue several opinions applying the requirements of the Section 504 and ADA regulations to situations involving access to Distance Learning and/or computer-based instruction.

In responding to a complaint by a student with a disability alleging that a university had not provided access to the Internet, OCR noted that:

“[T]he issue is not whether the student with the disability is merely provided access, but the issue is rather the extent to which the communication is actually as effective as that provided to others. Title II [of the Americans with Disabilities Act of 1990] also strongly affirms the important role that computer technology is expected to play as an auxiliary aid by which communication is made effective for persons with disabilities.” (OCR Docket No. 09-95-2206, January 25, 1996)
Adding additional clarity to the meaning of "effective communication," OCR has held that the three basic components of effective communication are: "timeliness of delivery, accuracy of the translation, and provision in a manner and medium appropriate to the significance of the message and the abilities of the individual with the disability." (OCR Docket No. 09-97-2145, January 9, 1998)

OCR also points out that the courts have held that a public entity violates its obligations under the ADA when it only responds on an ad-hoc basis to individual requests for accommodation. There is an affirmative duty to develop a comprehensive policy in advance of any request for auxiliary aids or services.

Finally, in considering the magnitude and responsibility of this task, OCR states: —[T]he magnitude of the task public entities now face in developing systems for becoming accessible to individuals with disabilities, especially with respect to making printed materials accessible to persons with visual impairments, is comparable to the task previously undertaken in developing a process by which buildings were to be brought up to specific architectural standards for access. Buildings in existence at the time the new architectural standards were promulgated are governed by "program access" standards. However, buildings erected after the enactment of the new architectural standards are strictly held to the new standards on the premise that the builder is on notice that such standards apply. One who builds in disregard of those standards is ordinarily liable for the subsequent high cost of retrofitting. Similarly, from the date of the enactment of Title II onwards, when making purchases and when designing its resources, a public entity is expected to take into account its legal obligation to provide communication to persons with disabilities that is "as effective as" communication provided to non-disabled persons. At a minimum, a public entity has a duty to solve barriers to information access that the public entity’s purchasing choices create, particularly with regard to materials that with minimal thought and cost may be acquired in a manner facilitating provision in alternative formats. When a public institution selects software programs and/or hardware equipment that are not adaptable for access by persons with disabilities, the subsequent substantial expense of providing access is not generally regarded as an undue burden when such cost could have been significantly reduced by considering the issue of accessibility at the time of the initial selection.” (OCR Docket No. 09-97-2002, April 7, 1997)

There are also state laws and regulations which require community colleges to make their Distance Learning offerings accessible to students with disabilities. Government Code section 11135 et seq. prohibits discrimination on various grounds, including mental or physical disability, by entities receiving funding from the State of California. The Board of Governors has adopted regulations in Title 5, California Code of Regulations, section 59300 et seq. to implement these requirements with respect to funds received by community college districts from the Board of Governors or Chancellor’s Office. These regulations require community college districts and the Chancellor’s Office to investigate and attempt to resolve discrimination complaints filed by students or employees.

In addition, the Board of Governors has adopted Title 5 regulations setting forth the general requirements applicable to all independent study courses (section 55300 et seq.) and those requirements specific to Distance Learning courses (section 55370 et seq.). Section 55370 expressly states that the requirements of the Americans with Disabilities Act are applicable to Distance Learning courses.

**Title 5, California Code of Regulations on Distance Learning**

The Board of Governor's approval of Distance Learning regulations for the California Community Colleges permits colleges to explore and develop educational initiatives using advanced communication and computing technologies to address student access issues related to geographical, cultural, disability or facility barriers. Ensuring that Distance Learning courses, materials and resources are accessible to students with disabilities is a shared institutional responsibility. Faculty need to receive appropriate training in order to ensure that they
understand what constitutes accessibility, and institutions must provide faculty with both the necessary training and resources to ensure accessibility. The Americans with Disabilities Act of 1990 (42 U.S.C. 12100 et seq.), Section 508 of the Rehabilitation Act of 1973 (29 U.S.C. § 794d), and California Government Code section 11135 all require that accessibility for persons with disabilities be provided in the development, procurement, maintenance, or use of electronic or information technology by a community college district using any source of state funds. (See Legal Opinion M 03-09.) Title 5, section 55200 explicitly makes these requirements applicable to all Distance Learning offerings.

“**It is unacceptable for universities to use emerging technologies without insisting that this technology be accessible to all students.**” OCR „Dear Colleague“ Letter (2010)

**Basic Requirements for Distance Learning**

Distance Learning courses, resources, and materials must be designed and delivered in such a way that the level of communication and course-taking experience is the same for students with or without disabilities.

One of the primary concepts of Distance Learning (DE) is to offer students **learning anytime, anywhere**. Therefore, all DE resources must be designed to afford students with disabilities maximum opportunity to access Distance Learning resources **anytime, anywhere** without the need for outside assistance (e.g. sign language interpreters, aides, etc.).

Distance Learning resources must generally be designed to provide —built-in‖ accommodation (i.e., closed or open captioning, descriptive narration) and/or interface design/content layout, which is accessible to —industry standard‖ assistive computer technology in common use by persons with disabilities.

Whenever possible, printed information should be provided in the alternative format preferred by the student (i.e., Braille, audio tape, large print, electronic text, MP3, DAISY). When choosing between possible alternative formats or methods of delivery, consideration should be given to the fact that methods which are adequate for short, simple or less important communications may not be equally effective or appropriate for longer, more complex, or more critical material. (Example: Use of a telephone relay service may be an acceptable method for a faculty member to respond to a brief question from a deaf student during his/her office hours, but would not be appropriate as a means of permitting that same student to participate in a class discussion in a course conducted by teleconference.) Issues concerning accommodation should be resolved through appropriate campus procedures as defined under Title 5, section 56027.

Adoption of access solutions which include assigning assistants (i.e., sign language interpreters, readers) to work with an individual student to provide access to Distance Learning resources should only be considered as a last resort when all efforts to enhance the native accessibility of the course material have failed. This is particularly true since, for several years, colleges have received funding to assist them in providing access to Distance Learning. In the event that a student files a discrimination complaint, a district relying on the use of readers or interpreters to make a Distance Learning course accessible will bear the burden of demonstrating that it was not possible to build in accessibility.

Access to DE courses, resources and materials include the audio, video and text components of courses or communication delivered via existing and emerging technologies. Access includes the audio, video, multimedia and text components of Web sites, electronic chat rooms, e-mail, instructional software, CD-ROM, DVD, laser disc, video tape, audio tape, electronic text and print materials. Where access to Web sites not controlled by the college is required or realistically necessary to completion of a course, the college must take steps to ensure that such sites are accessible or provide the same material by other accessible means.

Distance Learning courses, resources and materials must be designed and delivered in such a way that the level of communication and course-taking experience is the same for students with or without disabilities.

Any DE courses, resources or materials purchased or leased from a third-party provider, or created or substantially modified —in-house‖ after August 1999, must be accessible to students with disabilities, unless doing so would fundamentally alter the nature of the instructional activity or result in undue financial and administrative burdens on the district.
In August 1999, the Chancellor’s Office began requiring that the curriculum for each DE course and its associated materials and resources be reviewed and revised, as necessary, when the course undergoes curriculum review pursuant to Title 5, sections 55002 and 55206, every six years as part of the accreditation process. Thus, this process should now have been completed for all Distance Learning courses.

If a college has not yet reviewed its Distance Learning courses to ensure accessibility, it should do so immediately. However, in the event that a student with a disability enrolls in an existing DE course before this review is completed, the college will be responsible for acting in a timely manner and making any requested modifications to the curriculum, materials or resources used in the course, unless doing so would fundamentally alter the nature of the instructional activity or result in undue financial burden on the district.

In the event that a discrimination complaint is filed alleging that a college has selected software and/or hardware that is not accessible for persons with disabilities, the Chancellor’s Office and the U.S. Department of Education, Office for Civil Rights will not generally accept a claim of undue burden based on the subsequent substantial expense of providing access, when such costs could have been significantly reduced by considering the issue of accessibility at the time of initial selection.

In all cases, even where the college can demonstrate that a requested accommodation would involve a fundamental alteration in the nature of the instructional activity or would impose an undue financial and administrative burden, the college must provide an alternative accommodation which is equally effective for the student if such an accommodation is available.

The college is responsible for assuring that Distance Learning courses, materials and resources are accessible to students with disabilities. All college administrators, faculty and staff who are involved in the use of this instructional mode share this obligation. The Chancellor’s Office will make every effort to provide technical support and training for faculty and staff involved in the creation of accessible Distance Learning courses, resources and materials.

**Access Guidelines for Media Categories**

In general, all electronic information can be placed in one of the following categories:
- Text
- Image
- Audio
- Video
- Complex

While the first four categories are hopefully self-explanatory, 'complex' media encompasses any kind of electronic information that includes interactivity with the end user, as well as electronic information that is a combination of multiple media types.

When considering issues of accessibility with any digital media, it is always important to understand the playback context in which the student will open the media.

**Media Type – Text**

Text is the most common form of digital information and most Assistive Technology (AT) applications can access digital text documents. Because of this, text is often thought of as the base-level digital format for providing access to information.
Access Challenges
Text requires formatting to make it more readable and useable, and this applies to accessibility as well. Applying styles to text, such as ‘Index,’ ‘Heading 1’ and ‘Heading 2,’ will also provide digital formatting for non-visual users.

Access to information in general, and to educational information specifically, is increased when effective navigation structures are provided. By organizing the content and applying styles, the end user is allowed a means to efficiently navigate and interact with the material. The overall usability of the information is increased for all students, regardless of disability.

Solutions/Best Practices

Digital text comes in a variety of formats, and it is common to denote the type of file format with a three- or four-letter extension following a period, indicated here in parenthesis after each file type.

A range of accessibility and usability potential exists among the digital text varieties, running from simple to powerful. Current digital text categories can be organized as follows:

Plain Text (.txt), which is, quite literally, plain text with no formatting
Rich Text Format (.rtf) documents
Proprietary document formats like Microsoft Word (.doc or docx) and InDesign (.indd), etc.
HTML (.htm or .html)
PDF (.pdf)

There are many digital file formats that use digital text, but not all file formats will open interchangeably without owning the proper application. Because of this, a key consideration for accessibility is to use a non-proprietary file format, or ensure that the necessary technology to open the file is also available to the student.

Of all the digital text formats, properly formatted HTML is a preferred option for access, usability, and content design. HTML provides a high level of access and usability while being freely distributable, easy to create, and able to be viewed with many free applications, as well as many portable devices.

Media Type – Images

Images have a unique power to instill emotions and affect attitudes in ways that textual information cannot. Images take advantage of our visual ability to decode complex and sophisticated information, allowing us to quickly comprehend and organize data in various ways. It is easy to see how digital images can be a tremendous asset in designing and delivering Web-based instruction.

Access Challenges

Ensuring that images are accessible requires providing a textual equivalent. However, when an image is worth a thousand words, this task can be a bit daunting. Remember to let the context define the textual description. An image may be expressing radically different information, depending on the intent of the message being conveyed.

Consider the role of the image in the bigger message, and determine the significance of the image in communicating that message. The more critical the image is to comprehending the message, the more detailed the textual description should be.
APPENDIX D – ACCJC Standards by LASC Planning Processes

Committee: DISTANCE LEARNING COMMITTEE (DEC)

Charge of Committee:

<table>
<thead>
<tr>
<th>Standard I</th>
<th>Standard II</th>
<th>Standard III</th>
<th>Standard IV</th>
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<tr>
<td>B2: The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely</td>
<td>A1a: The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to</td>
<td>B1: The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.</td>
<td>A3: Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the</td>
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1. Ensure a participatory and collaborative process led by faculty sets goals to improve the expansion and effectiveness of the college’s Distance Learning offering.
   a. Planning for Distance Learning courses and/or programs should include objectives derived from goals that are measurable and allow for ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation.

2. Provides evidence that the Distance Learning offerings are high quality and provide for the varied educational needs of students consistent with their educational preparation and the diversity, demographics, and economy of its communities.

3. Rely upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes in Distance Learning offerings.

4. Ensure that delivery systems and modes of instruction are compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

5. Establish procedures designed to identify learning outcomes for, approve, administer, deliver, and evaluate Distance Learning courses and programs.

6. High quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students. Evaluates all courses and programs through an on-going systematic review institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning including library services and enhance achievement of the mission of the institution. The institution assures equitable access to all of its students. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.
discussed. The institutional members understand these goals and work collaboratively toward their achievement.

B3: The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.

B4: The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

<table>
<thead>
<tr>
<th>A1b:</th>
<th>The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A2a:</td>
<td>The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional course and programs.</td>
</tr>
<tr>
<td>A2b:</td>
<td>The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.</td>
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<tr>
<td>A2c:</td>
<td>High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.</td>
</tr>
<tr>
<td>A2d:</td>
<td>The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.</td>
</tr>
<tr>
<td>A2e:</td>
<td>The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning objectives, and performance.</td>
</tr>
</tbody>
</table>

software are designed to enhance the operation and effectiveness of the institution.

C1d: The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

C2: Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

institution’s constituencies. A4: The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.
outcomes, currency, and future needs and plans.
B1: The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.
B3: The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.
B3a: The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.
C1: The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.
C1d: The institution provides effective maintenance and security for its library and other learning support services.
Policy on Distance Education and on Correspondence Education

Background
Recognizing that most accredited institutions are making use of the growing range of modalities for delivery of instructional and educational programs and services, including various electronic means, the Commission has adopted a policy based on principles of good practice to help ensure that distance learning is characterized by the same expectations for quality, integrity, and effectiveness that apply to more traditional modes of instruction. This policy reflects the federal regulatory requirements regarding distance education and correspondence education.

Definition of Distance Education
Distance Education means [34 CFR §602.3]:
Education that uses one or more of the technologies listed in paragraphs (1) through (4) to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include:

(1) the internet;
(2) one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
(3) audioconferencing; or
(4) video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Definition of Correspondence Education
Correspondence education means [34 CFR §602.3]:
(1) education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor.
(2) interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student.
(3) correspondence courses are typically self-paced.
(4) correspondence education is not distance education.

Policy
Commission policy specifies that all learning opportunities provided by accredited institutions must have equivalent quality, accountability, and focus on student outcomes, regardless of mode of delivery. This
policy provides a framework that allows institutions the flexibility to adapt their delivery modes to the emerging needs of students and society while maintaining quality. Any institution offering courses and programs through distance education or correspondence education is expected to meet the requirements of accreditation in each of its courses and programs and at each of its sites.

**Policy Elements**

- development, implementation, and evaluation of all courses and programs, including those offered via distance education or correspondence education, must take place within the institution’s total educational mission.

- institutions are expected to control development, implementation, and evaluation of all courses and programs offered in their names, including those offered via distance education or correspondence education.

- institutions are expected to have clearly defined and appropriate student learning outcomes for all courses and programs, including those delivered through distance education or correspondence education.

- institutions are expected to provide the resources and structure needed to accomplish these outcomes and to demonstrate that their students achieve these outcomes through application of appropriate assessment.

- institutions are expected to provide the Commission advance notice of intent to initiate a new delivery mode, such as distance education or correspondence education, through the Substantive Change process.

- institutions are expected to provide the Commission advance notice of intent to offer a program, degree or certificate in which 50% or more of the courses are via distance education or correspondence education, through the Substantive Change process. For purposes of this requirement, the institution is responsible for calculating the percentage of courses that may be offered through distance or correspondence education.

- institutions which offer distance education or correspondence education must have processes in place through which the institution establishes that the student who registers in a distance education or correspondence course or program is the same person who participates every time in and completes the course or program and receives the academic credit. This requirement will be met if the institution verifies the identity of a student who participates in class or coursework by using, at the institution’s discretion, such methods as a secure log-in and password, proctored examinations, other technologies and/or practices that are developed and effective in verifying each student’s identification. The institution must also publish policies that ensure the protection of student privacy and will notify students at the time of class registration of any charges associated with verification of student identity [34 CFR §602.17g].

2 See Addendum: WCET Best Practice Strategies to Promote Academic Integrity in Online Education Version 2.0, June 2009.
ONLINE vs. ONCAMPUS SUCCESS & RETENTION REPORT
## Data Request Report

Online Courses Retention and Success Rates Compared to On Campus (face-to-face) Rates

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<tr>
<th>2008-2009</th>
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**Technical Notes:**
Source: DEC SIS_RDB COURSE_SECTION, COURSE_SECTSCHD and STUD_ENROLLMENT tables
LASC Institutional Research – 3-6-2012