



Board of Trustees

Los Angeles Community College District

ACTION

Com. No. **ISD3**

Division: **EDUCATIONAL SUPPORT SERVICES**

Date: December 7, 2016

Subject: **APPROVE SUBSTANTIVE CHANGE PROPOSAL FOR LOS ANGELES PIERCE COLLEGE**

Background: The Accrediting Commission for Community and Junior Colleges (ACCJC) requires that colleges submit a substantive change proposal if there is a significant change in a college's legal status, mission, or academic programs, including the development of academic programs that may be completed through distance education.

In December 2015, Los Angeles Pierce College (LAPC) submitted and received ACCJC approval for the substantive change proposal to offer 38 associate degrees and two certificates 50 percent or more online. Since then, four existing certificates, attainable 50 percent or more online, will soon be available.

New online course offerings are planned and are going through the local curriculum approval process. The new online course offerings are consistent with the goals of the college's Enrollment Management and Strategic Master Plan and framework for providing support services for online students.

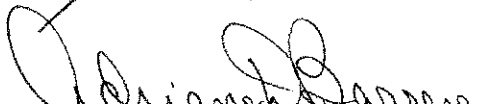
The appropriate participatory governance committees and the Academic Senate have approved the substantive change proposal. On July 9, 2016, the College received reaffirmation of its accredited status from the Accrediting Commission for Community and Junior Colleges (ACCJC).

On November 30, 2016 the Board's Institutional Effectiveness & Student Success Committee reviewed and approved LAPC's substantive change proposal and voted unanimously to recommend approval to the full Board.


Recommended by:


Ryan M. Corner, Vice Chancellor

Recommended by:


Adriana D. Barrera, Deputy Chancellor

Approved by:


Francisco C. Rodriguez, Chancellor

Chancellor and
Secretary of the Board of Trustees

By _____ Date _____

Eng _____	Moreno _____
Fong _____	Pearlman _____
Hoffman _____	Svonkin _____
Kamlager _____	Victoriano _____ Student Trustee Advisory Vote



Executive Summary

Los Angeles Pierce College Substantive Change Proposal

In December 2015, Los Angeles Pierce College (LAPC) submitted and received Accrediting Commission approval for the substantive change proposal to offer 38 associate degrees and two certificates 50 percent or more online. Since then, the Business Department began planning to expand their online offerings. As a result, four existing certificates attainable 50 percent or more online will soon be available.

The LAPC *Plan for Enrollment Management 2014-2018* includes a goal to increase distance education offerings by 5 percent annually. This links directly to the *Strategic Master Plan 2013-2017* to meet the College's FTES goals. As part of the Business Department's annual planning process new online course offerings are planned and going through the local curriculum approval process.

Student support services are provided online through Canvas and on the PierceOnline website, which provides students with guidelines and videos for accessing resources. The following services are available for students online: library and learning resources through ESProxy, a 24/7 online library reference service, and online tutoring through NetTutor; academic advising using Cranium Café; financial aid counseling through GetSAP; online orientation; career center information; and, transfer center information. PierceOnline is staffed by a full-time faculty coordinator and two full-time classified support staff.

The appropriate participatory governance committees and the Academic Senate have approved the substantive change proposal. The Pierce College Council approved the document on October 27, 2016, and the Academic Senate approved it on November 7, 2016. The Curriculum Committee approves all courses to be taught online through their established process. The College adheres to Articles 40 and 41 of *The Agreement* between the LACCD and AFT Faculty Guild.

On July 9, 2016, the College received reaffirmation of its accredited status from the Accrediting Commission for Community and Junior Colleges (ACCJC). The two recommendations for compliance have been addressed: 1) ongoing tech refresh funding is set aside annually during operational planning, 2) the Technology Committee is in process of drafting a "Tech Refresh Plan" with anticipated final College approval in March 2017, and 3) the College has doubled the staffing in the Information Technology Department. LAPC continues to meet all 21 Eligibility Requirements and four Standards set by the ACCJC.



Substantive Change Proposal

To Offer at Least 50%
of Course Units for Programs through Distance Education

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Submitted

December, 2016

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LOS ANGELES PIERCE COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2016

A.1 Brief Description of Change

In December, 2015, the Committee on Substantive Change of the Accrediting Commission for Community and Junior Colleges approved 38 associate degrees and two certificates to be offered 50% or more via distance education. Since then, the Business Department began developing additional classes to be offered online, which will impact their existing Certificates of Achievement. Therefore, in anticipation of planning efforts by that department, the College is requesting approval to offer these certificates 50 percent or more online. The following list contains all the programs that are offered by Los Angeles Pierce College and that meet or will soon meet the 50 percent or more criteria to be offered online.

Los Angeles Pierce College has been slowly growing the Distance Education program focusing on quality versus quantity. Through a Title V grant, the College has increased online course offerings and has provided increased support for online students. This Title V grant, called *Project IQ: Improving Quality*, is specific to improving quality in online courses. The College has had numerous faculty trained and certified in Quality Matters which encompasses designing online classes to support student success. Additionally, one of the goals in the College’s *Educational Master Plan* and the *Plan for Enrollment Management* is to increase the College’s online offerings by 5 percent every year. To ensure compliance with the Commission Standards, the College is seeking approval before scheduling certain courses online and awarding the following programs:

Certificate of Achievement

International Business	Retail Management (WAFC)
Marketing	Tax Preparation

A.2 Relationship of Change to Mission

The College’s distance education (DE) program directly support the College's Mission Statement:

MISSION STATEMENT

Pierce College is a student-centered learning institution that offers opportunities for access and success in a diverse college community. The college dedicates its resources to assist students in identifying and achieving their educational, career, and personal goals. Our comprehensive curriculum and support services enable students to earn associate degrees and certificates, prepare for transfer, gain career and technical proficiency, and develop basic skills. We serve our community by providing opportunities for lifelong learning, economic and workforce development, and a variety of enrichment activities.

PIERCE COLLEGE VALUES

- Student success and engagement
- A student-friendly environment conducive to learning
- Freedom to think, dialogue, and collaborate
- Commitment to excellence
- Access and opportunity
- Service to our communities
- Enrichment through diversity

Offering courses through nontraditional or alternative delivery modes is part of the mission since it provides opportunities for access. This program is geared to meet the needs of the College's diverse and urban community.

The distance education program is based on the College's values.

A Student-Friendly Environment Conducive to Learning: Discipline faculty develop online courses that facilitate student engagement with the course materials as well as ongoing effective interactions with the instructor and fellow students. In order to teach online, instructors at Pierce must take an intensive training that not only teaches how to use the course management tools, but also encompasses online pedagogy and how to set up courses so students learn best. A student help desk is provided to ensure students receive the support they need to log on to Canvas, the College's Learning Management System (LMS).

Freedom to Think, Dialogue, and Collaborate: Within the LMS Training, instructors are specifically trained in how to set up their course shell to be organized, managed and conducive to encouraging critical thinking skills in different activities within the course. Additionally, on September 28, 2015, the College's Academic Senate recommended adoption of Canvas as the sole LMS supported on campus (EV.1). Having one LMS enables students to focus on course content rather than on learning multiple systems and thus allowing the opportunity to engage in meaningful dialogue with the instructor and other students. All online instructors go through extensive training where teaching techniques that encourage thinking, dialogue and collaboration are emphasized. Instructors are encouraged to address netiquette in their syllabus to emphasize respect to fellow students in class discussions.

Commitment to Excellence: The College has processes that ensure faculty go through rigorous training before they are certified to teach online, and a large part of that training pertains to online pedagogy and creating courses that not only keep students engaged, but also helps develop their critical thinking skills as they learn the material (EV.2). The Title V grant has provided many faculty the opportunity to get certified in Quality Matters, which is a training that is faculty-centered and incorporates continuous improvement models for teaching and designing online courses.

Access and Opportunity: The distance education program supports this vision as it increases access to college programs, courses, and services for a broad range of students. A key component in course design is ensuring that students with disabilities can access and participate in course learning activities.

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Service to our Communities: The majority of our students who enroll in online courses are native Pierce College students who are taking online courses to either complement their traditional courses and/or because of the flexibility it enables them in regards to partaking in college courses.

Table 1 provides the unduplicated enrollment in online classes. Table 2 provides a breakdown of unduplicated enrollments by residency status. As indicated in Tables 1a and 1b below, the data show that less than 0.2 percent (13 out of 7459) of the students enrolled in DE classes are from out of state.

Table 1

Term	Unduplicated Enrollment
Summer 2015	1297
Fall 2015	2529
Winter 2016	604
Spring 2017	3029
Grand Total	7459

Table 2

Term	Residency	Unduplicated Enrollment
Summer 2015	Foreign Student-AB540	37
	Los Angeles	1077
	Non-Resident Foreign Student	9
	Out of State Student	3
Fall 2015	Foreign Student-AB540	48
	Los Angeles	1709
	Non-Resident Foreign Student	199
	Out of State Student	8
Winter 2016	Foreign Student-AB540	18
	Los Angeles	528
	Non-Resident Foreign Student	2
	Out of State Student	1
Spring 2016	Foreign Student-AB540	57
	Los Angeles	2015
	Non-Resident Foreign Student	15
	Out of State Student	1

Enrichment through diversity: The College’s online courses are open to all students and offer a “safe” place for students to ask questions and learn. Through the Title V grant, the College has been able to offer the “loaner laptop program.” This program is specifically for students enrolled in a DE course who have been identified by EOP&S as having financial need to help them get

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access to their online course. The College offers computer labs on campus where students can access their online courses, but this loaner laptop program allows students to work from any location.

A.3 Rationale for the Change

The College recognizes the advantages of providing learning opportunities to students who are not restricted by time, place, or method of delivery. Distance education makes learning convenient and accessible. It allows students to continue learning when classroom or site-based attendance is difficult for multiple reasons. It also serves students who are also taking on-campus courses and desire to supplement their schedules or are looking for more flexibility in scheduling. Moreover, the College recognizes several benefits of distance learning, including:

- Accessibility for those living away from the College, including military personnel and students in remote locations.
- Accessibility for those with restricted mobility.
- Accessibility for those with family responsibilities.
- Self-paced learning for students with complementary learning styles.
- Flexibility for students with erratic work and/or school schedules.

Distance education at LA Pierce College has been increasing due to student demand. Evidence indicates that online enrollments continue to grow at rates in excess of the face-to-face enrollments. As shown in Table 3 below shows the growth, success and retention rates in online/hybrid classes at Pierce College from academic year 2010-2011 to academic year 2015-2016. The success rate in DE classes has shown a slight increase while online enrollment has increased more than doubled.

Table 3

Success and Retention: Online/Hybrid Sections					Success and Retention: Face-to-Face Sections*				
Academic Year	Sections	Enrollments	Success Rate	Retention Rate	Academic Year	Sections	Enrollments	Success Rate	Retention Rate
2010-2011	107	3378	60.0%	79.6%	2010-2011	526	24900	66.7%	86.6%
2011-2012	89	3038	59.8%	80.9%	2011-2012	425	20120	67.8%	86.5%
2012-2013	88	3464	57.4%	79.3%	2012-2013	477	23939	65.6%	85.5%
2013-2014	122	4276	59.0%	78.0%	2013-2014	500	24041	64.8%	84.3%
2014-2015	170	5983	59.5%	79.1%	2014-2015	571	27184	66.2%	84.9%
2015-2016	212	7459	62.6%	78.8%	2015-2016	616	29192	66.1%	83.5%

*considers only same course subjects and numbers as offered via DE

The College has approved the courses below to be offered online since September 1, 2015. With the addition of these course, in particular those within the Business Department, students have greater access to the College's offerings. With the addition of the Accounting and Management classes, the Certificate of Achievement in Tax Preparation will be attainable 50 percent or more online. The remaining three certificates are nearing the 50 percent threshold. The department has plans to continue growing their online offerings and requesting additional course approvals.

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Approved as DE since September 1, 2015

ACCTG 001	Introductory Accounting I
ANML SC 422	Clinical Procedure in Animal Care II
ANML SC 481	Clinical Experience for Veterinary Technicians II
ART 101	Survey of Art History I
ART 501	Beginning Two-Dimensional Design
CINEMA 003	History of Motion Pictures
COUNSEL 1	Introduction to College
COUNSEL 008	Career Planning and Development
COUNSEL 20	Post-Secondary Education: The Scope of Career Planning
COUNSEL 40	College Success Seminar
DANCEST 805	History and Appreciation of Dance
ENGLISH 21	English Fundamentals
ECON 10	Economic History of the United States
FINANCE 8	Personal Finance and Investments
GEOG 1	Physical Geography
GEOG 2	Cultural Elements of Geography
GEOG 17	Physical Geography and Laboratory
HISTORY 1	Introduction to Western Civilization I
HISTORY 11	Political and Social History of the United States I
HISTORY 12	Political and Social History of the United States II
HLTHOCC 63	Basic Medical Terminology, Pathophysiology, and Pharmacology
HLTHOCC 64	Cultural and Legal Topics for Health Care Professionals
KIN MAJ 103	Introduction to Coaching Athletics
MATH 125	Intermediate Algebra
MATH 227	Statistics
MGMT 33	Human Capital Management
PHILOS 014	History of Modern European Philosophy
SPANISH 37	Composition and Conversation for Spanish Speakers

B.1 Description of Program(s) to be offered:

The four certificates that will be attainable 50 percent or more online have been in the College's curriculum for eight to 28 years. The Certificate of Achievement in International Business was approved in 1988, Marketing was approved in 2008, Retail Management in 2001, and Tax Preparation in 2008. These programs and the courses that are part of these programs are not new. The distance education program is also not a new program to the College.

B.2 Eligibility Requirements, Accreditation Standards and Commission policies related to Student Learning Programs and Services and Resources

The College's accreditation status was reaffirmed in June 2016 (EV.3). The College received two recommendations for compliance for which a follow-up report is being prepared for submission to the Commission by October 1, 2017. The status of the actions taken by the College to address these recommendations are discussed further in section D.4 below. Furthermore, as

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described in Section F below, the College has provided evidence that it meets all Eligibility Requirements. All Standards and Commission Policies related to student learning programs and services as well as resources are also met.

C.1 Institution's Planning and Evaluation and Stated Mission

The College's *Plan for Enrollment Management 2014-2018* contains Goal 10 to increase distance education enrollment with an associated metric to increase offerings by 5 percent annually (EV.4). Pierce College is committed to growing and supporting quality online education.

C.2 Assessment of Needs and Resources

The growth of online courses at LA Pierce College is based on student need. Distance education classes fill rapidly. As shown in Table 4 below, the College's online enrollment is high. The four-year fill rate average is 91.5 percent compared to 96.25 percent for our traditional courses.

Table 4

Sem.	Online Enrollment	Online Seat Limit	Online Fill Rate	Academic Year	On Campus Enrollment	On Campus Seat Limit	On Campus Fill Rate	Academic Year
F 2012	1590	1509	105.4%	105%	48940	46061	106.3%	103%
Sp 2013	1704	1643	103.7%		47928	47874	100.1%	
F 2013	1562	1757	88.9%	91%	49861	51024	97.7%	97%
Sp 2014	1915	2046	93.6%		50228	52467	95.7%	
F 2014	2141	2347	91.2%	90%	49963	52128	95.8%	95%
Sp 2015	2271	2565	88.5%		48016	51229	93.7%	
F 2015	2529	3179	79.6%	80%	46487	52913	87.9%	90%
Sp 2016	3029	3791	79.9%		49339	53060	93.0%	

The PierceOnline department writes an Annual Program Plan (APP). This APP is vetted through our Distance Education and Instructional Technology Committee (DEITC [EV.5]). The vetted APP is submitted to the vice president of Academic Affairs. In response to College Recommendation 4 from the external evaluation visiting team in spring 2016, the Office of Institutional Effectiveness (OIE) developed a data packet for PierceOnline to use and analyze in preparing the 2017-2018 APP (EV.6). -The College's DEITC will also be reviewing the data packet during the 2016-2017 academic year. In future years, the OIE plans to further disaggregate DE data for special subpopulations like veterans and foster youth.

C.3 Anticipated Effects of the Proposed Change on the Institution

Since the College currently offers the courses required for the degrees and has a robust distance education program, which includes professional development for faculty, there will be no negative impact on offerings to meet current student demand. Scheduling classes in the online environment will allow the College to meet growth needs with limited facilities impact.

C.4 Intended Benefits that will Result from the Change

The distance education program provides the following benefits to students at Los Angeles Pierce College:

- Increased accessibility for those living away from the college, including members of the armed services and students in remote locations
- Increased accessibility for students with family responsibilities
- Increased accessibility for students with physical disabilities or restricted mobility
- Increased flexibility for students with irregular work and/or school schedules
- Increased success for students who would not otherwise be able to attend college
- Increase in effective teaching as faculty who teach online take an online certification course that encompasses pedagogy. (This knowledge in how students learn has been translating to the traditional classrooms and increasing student opportunities for success.)
- Expanded opportunities for technology-related training for students and faculty
- Supplemental learning resources available online to students
- Online support services available to students while on and off campus
- Increased technological capabilities of students and faculty
- Increased utilization of instructional technologies such as multimedia and internet support, including utilization of these technologies within traditional classroom-based class, by instructors who are training the next generation workforce
- Enhanced opportunities for innovation and collaboration between faculty as they design their online courses

C.5 Description of the Preparation and Planning Process for the Change

The College has been planning for quality distance education since 2011. In May 2011 the College's Academic Senate adopted a Policy for Scheduling Online Classes, which specified the criteria by which classes may be offered online, and was updated in April 2015 (EV.7; EV.8). Included within the policy was required training for faculty to teach online. This was to ensure that instructors understand online pedagogy and how to set up their course materials to encourage as much student success as possible. In 2015, this policy was reviewed and revised for currency and accuracy. Also, in spring 2012, the Educational Technology Committee (now the Distance Education and Instructional Technologies Committee) developed an Instructor/Student Contact Policy for Distance Education Courses, which was ratified by the Academic Senate May 7, 2012 (EV.9).

In preparation for increasing online course offerings, LA Pierce College has provided quality training for faculty interested in teaching online. Trainings offered are Quality Matters, @one Introduction to Online Teaching, and Canvas training. The College has hired an Online Technical Assistant and Multimedia Specialist to support faculty and students in online and hybrid courses.

Faculty submit requests for courses to be approved for online delivery to the Curriculum Committee, which certifies compliance with state regulations regarding quality, academic rigor, and student-instructor interaction as well as the American Disability Act for accessibility.

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This Substantive Change Proposal has been vetted to various participatory governance bodies as well as to the Academic Senate.

D.1 Adequate and Accessible Student Support Services

The College's Title V grant is focused on augmenting the distance education program. As a result, the Student Services division has been able to create online resources for students. The College has also been chosen to participate in the Online Education Initiative (OEI) as a pilot campus for online tutoring.

District Online Student Services: Pierce College is one of the nine colleges that make up the Los Angeles Community College District (LACCD). LACCD offers district services that includes assisting students at all nine campuses (EV.10). LACCD offers students the following options:

- application for admissions;
- course enrollments and withdrawal;
- view schedule of classes;
- fee payment; and,
- view grades and transcripts.

PierceOnline Student Services: PierceOnLine offers support services for students taking an online course (EV.11). This site provides information on getting started, how to log into the learning management system, and a free student workshop to make sure that taking an online course is right for the student (EV.12). Within this site there is a resources page that links students to the library, bookstore, student organizations, and learning center, as well as tutorials for taking an online course.

- **Library and Learning Resources:** Pierce College implemented EZProxy server, a software program that authenticates student access to paid library databases within the campus LMS during the fourth year of the Title V grant. The College piloted a 24/7 Online Library Reference Service that provides an around-the-clock online reference service for students through chat, co-browsing capability, and email follow-up (EV.13). There have been over 200 chat sessions with questions regarding textbook availability, assistance with research on assignments, access to periodical databases, and works-cited references. By going to the site, a student is able to access the following services:
 - online articles and reference sources;
 - general information;
 - book catalog (Ebsco, ebooks, or Gale virtual reference library);
 - library guides and tutorials;
 - periodicals post;
 - recommended sites to help students write research papers;
 - Intelcom, an online repository of video clips (ADA compliant); and,
 - Films on Demand, a web-based video delivery system with educational videos (ADA compliant).

At Pierce College there were over 40,000 sessions of students accessing library online databases.

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- **Online Tutoring:** As part of OEI, LA Pierce College is able to embed NetTutor into every Canvas shell (EV.14). NetTutor is an online tutoring service designed to actively engage students in the learning process, require students to think critically, and develop the skills necessary for continued persistence. The tutors hired through NetTutor have the following qualifications:
 - a four-year degree from an accredited university;
 - a minimum GPA of 3.0 in any subject (or subjects) for which they will be providing tutoring;
 - teaching or tutoring experience in the American education system;
 - the combination of personality characteristics, such as empathy and patience, that underlie the ability to connect in a meaningful and supportive way with a diverse range of students; and,
 - excellent communication and writing skills.

The majority of their tutors hold advanced degrees in their subject specialties. Regardless of their knowledge and experience, however, tutors must successfully complete a month-long training that focuses, on the pedagogical and technical challenges that differentiate online tutoring from in-person tutoring. In addition to rigorous testing and tutor training, an extensive amount of time is dedicated to mastering the platform and technology systems. Any instructor who is interested in more personal attention for their assignments can fill out a “Rules of Engagement” form to have on file at NetTutor.

- **Counseling Web site:** The counseling department serves all current and prospective students (EV.15). Counselors help students clarify their goals, make an academic plan, and monitor their progress. The counseling center offers online academic advising. Online counseling at the College gives students and prospective students the opportunity to ask general questions that pertain to reaching their educational goals. Services offered are:
 - clarification of college procedures and policies;
 - certificate, degree, and transfer requirements;
 - course prerequisite information;
 - course offerings and majors available;
 - referrals to other programs and services; and,
 - transferability of Pierce College courses.

The Counseling program has decided to pilot a program called an Academic Communication System (ACS), referred to as Cranium Café (EV.16). This system connects students to their academic support teams in real time. The system integrates into the College’s websites, the Student Information System, and is embedded into all of the College’s Canvas shells.

- **Assessment Center:** The College does not offer online assessment; however, students living in other areas can go to a proctored center or another site to take the assessment. The Pierce College Assessment Center accepts mailed or faxed results.

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- **Financial Aid Web Site:** The Financial Aid Department assists students with information on how to receive money for a college education, including fees, books, supplies, living expenses, and child care (EV.17). By going to the Pierce College Financial Aid Web site, a student will also be able to access the following services and information:
 - office location, hours and contact information;
 - how to apply and eligibility requirements for aid;
 - types of aid;
 - FAQ's;
 - link for Veterans;
 - links to the FAFSA application; and,
 - online scholarships.

Students who are in jeopardy of losing their financial aid, as a result of not meeting the requirements for satisfactory academic progress, participate in a financial aid counseling session using GetSAP. Students are provided a presentation of the LACCDs satisfactory academic progress requirements to continue financial aid eligibility. The presentation includes a pre-test and post-test as well as instructions on the petition process (EV.18).

- **Online Orientation:** Los Angeles Pierce College provides students with the option of an online orientation (EV.19). Students may participate after they have applied and been issued a student identification number. Additionally, for online courses, the College offers an online orientation called Quest for Success (EV.20). This program encompasses nine modules specifically designed to meet the needs of our online learners. Modules 1-4 are designed primarily for students new to online learning, who have previously not done well in an online course, and who are interested in learning how to be a better online student. Modules 4-9 are designed primarily for experienced online learners and all learners looking for resources to enhance college success.
- **Career Center:** The Career Center educates and serves students in their career education, planning, and development processes (EV.21). Career Center services and resources provide assistance to students with the exploration of career options, the cultivation of a comprehensive employment and education plan, and the enhancement of job search techniques and strategies. The web site includes tools and resources for students to:
 - Help Choose a Major & Plan a Career;
 - Research Labor Market Trends;
 - Learn Job Search Skills and Techniques;
 - Visit California Career Café; and,
 - Find a Job or Internship.
- **Transfer Center:** The Transfer Center assists students online in determining courses needed to transfer, application information for University of California and California State University schools, transfer support, articulation agreements, and other useful tools to help students successfully transfer to a four-year institution (EV.22).

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- **Online Registration:** In the online registration system, students are able to access the Student Information System (SIS) (EV.10). Within the SIS, the student can:
 - add or update their email address;
 - view the registration appointment;
 - view placement results;
 - add/drop classes;
 - view and pay fees;
 - check class schedules;
 - check holds;
 - view personal information;
 - change PIN;
 - view grades;
 - view class subjects;
 - view unofficial transcripts;
 - check the status of Financial Aid application; and,
 - request voter information.

D.2 Sufficient and Qualified Faculty, Management and Support Staffing

Quality is emphasized in the distance education program at Los Angeles Pierce College. Faculty adapt technology to appropriate methods of teaching and learning. Maintaining effective instructor-student contact and assuring the quality and effectiveness of instruction are priorities at Pierce College. Through training and other professional development opportunities, appropriate pedagogical use of technology is emphasized. Outside speakers, as well as PierceOnline staff, conduct workshops pertaining to this issue. Additionally, the Title V grant has provided funding for many online teaching faculty to attend conferences that provide best practices information to enhance their teaching. Ten faculty have become certified as Quality Matters Reviewers.

Online courses follow the same course outlines as traditional courses. Curriculum development includes establishing and assessing desired student learning outcomes (SLOs) and using assessment results to make improvements to the curriculum and process. The College has established guidelines to ensure that students enrolled in distance education courses enjoy substantial interaction with the instructor. Student participation is monitored through activity logs in the course LMS

Distance education operates under the supervision of the Vice President of Academic Affairs, who is responsible for all academic programs and courses, including courses delivered online. The Distance Education Coordinator reports to a dean and has overall responsibility for the daily operations of the program, including enrollment management, technical support, and training coordination. Department chairs are responsible for scheduling and evaluating instructors for online classes in compliance with College's policies and with the *Agreement*.

Title V funding has enabled the College to hire specific positions staffed in the PierceOnline office. There is a full-time Online Technical Assistant, full-time Multimedia Specialist, and numerous student workers who assist with editing, tutoring and support. The full-time Distance

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Education Coordinator position is funded by the College's unrestricted general fund. The Title V grant is scheduled to end September 30, 2017. The College has begun institutionalizing the two classified positions and currently assumes two-thirds of their salaries.

The Distance Education Coordinator and PierceOnLine personnel are responsible for:

1. Creating all Distance Education and web-enhanced course shells, –
2. Preparing district files for student uploads
3. Maintaining the PierceOnLine website current and accurate
4. Training faculty in Canvas
5. Providing support to Distance Education faculty via email, telephone, Confernow and appointments both on and off campus
6. Providing support to all Distance Education students via email, telephone and Confernow.
7. Answering all Distance Education questions
8. Attending Distance Education district meetings
9. Maintaining sections of classes per semester
10. Working with District Academic Senate on DE issues
11. Participating in the Distance Education and Instructional Technology Committee
12. Offering workshops on different useful tools for teaching in Canvas

D.3 Professional Development for Faculty and Staff

PierceOnline provides workshops every month to faculty and staff. The following workshops have or are currently being offered at Pierce College in the PierceOnLine Training Room.

1. **Introduction to Canvas** - Canvas is the LMS used by PierceOnLine to augment traditional face-to-face courses and also deliver content in online courses. This one-hour workshop covers how to change the settings in the course; creating resources such as labels, web pages, and linking to files and web sites, how to create a simple assignment and how to embed videos.
2. **Teaching Effectively Online** - This one-hour workshop covers tips for making online courses successful.
3. **Brown Bag Canvas Lunches** – The first Monday of every month, faculty are invited to the PierceOnLine Training Room to share with other “Canvas users” tips they use in their courses. They also get opportunities to ask questions and problem solve.
4. **Building Effective Discussion Forums** - Discussion forums are effective online learning tools that can be used to support assignments, facilitate thought, encourage interactive learning, and help students stay engaged. During this one-hour workshop, faculty discuss how to create effective, engaging forums to support course work.
5. **Beginning Grade Book** - This one-hour workshop covers some of the basic Canvas grade book features such as creating categories and items, adding ID numbers, editing course total points, and a variety of report options.
6. **Using the Intelcom Video Repository** - One way to add appeal to online courses is to add video clips within lecture materials, PowerPoints, and other resources and activities. This one-hour workshop introduces Intelcom Video Repository, a resource for video clips that are appealing, rich in content, relatively short, copyright free, and 508 compliant.

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7. **Adding Closed Captioning to your Youtube Videos** - This one-hour workshop covers how to edit individually created YouTube videos with accurate closed-captions.
8. **Using Rubrics for Grading** – Teaches instructors how to create and use rubrics in grading student assignments in Canvas
9. **Canvas Quizzes** - The Quiz activity module allows the teacher to design and set quizzes consisting of a large variety of question types, including multiple choice, true-false, and short answer questions. Instructors are also taught how to modify their exams to give time-and-a-half for students identified through DSPS who need extra time.
10. **Using Canvas and the Web to Enhance Your Course/ Canvas Basics** - Faculty learn to take advantage of the Pierce-On-Line (Canvas) course and the web to enhance instruction with course documents, audio & video materials, learning activities, online discussions and the online grade book.

Title V funds an online certification training course through @one. The College is able to host the course on its own Canvas instance and for the past three years have had the same instructor providing guidance to our faculty.

Pierce College has developed a support infrastructure to assist students with their technical needs related to the online learning management system, Canvas. This support is provided by the PierceOnLine personnel. Students can click on an icon titled Student Help Desk.



The icon is located within every Canvas shell on every page. When the student click's the icon, they link to an FAQ interactive Google doc.

The following apps are installed and in Canvas and available for all faculty to use within their shells:

1. Cranium Café
2. Dropbox
3. Droptought
4. Films on Demand
5. Flatworld
6. Khan Academy
7. Macmillan Higher Education
8. McGraw-Hill Campus
9. NetTutor
10. Pearson
11. ReadSpeaker
12. SoftChalk Cloud
13. TedEd

14. Vimeo
15. Voicethread
16. Wileyplus
17. WirisMath
18. Youtube

D.4 Appropriate Equipment and Facilities

LA Pierce College is committed to providing state-of-the-art technology to its students and faculty. Computer laboratory equipment is typically upgraded every three to four years in what is called a “Tech Refresh” cycle to keep up with ever-changing technology. Basic technology is provided for all faculty and classified personnel and many of the departments also maintain open access computer labs. Students have access to technology in computer labs and electronic classrooms on campus. Student labs are operated and managed by individual academic departments as well as by the Library. Students may use computer labs to log into their DE courses while on campus.

Through the Title V grant, the College purchased 50 laptops to loan out to students who qualify for need and who are taking an online or hybrid course. These computers are loaned out through our Library and identified through our EOP&S program. Additionally, the PierceOnLine office has ten laptops to loan out to faculty who are working on online courses. These laptops are equipped with specific programs that encourage creation of interactive and engaging online learning experiences. An example of this is Soft Chalk, which is an e-learning authoring tool that allows instructors to create, customize, and personalize content by matching up material with rich media (video, audio, images), interactive exercise, quizzes, and text. This content encourages student engagement as they complete interactive lessons, and learning activities as well as self-assessments. Installed on the loaner computers for the MACs is iWorks and Microsoft Office, and for the PCs is Microsoft Office and Adobe Enterprise suite. The laptops are turning four years old and in this last year of the grant, new laptops will be purchased for this program.

Currently, the College has a Faculty/Staff Resource Center which houses fifteen (15) computers (a combination of MACs and PCs). Services available are: fax machine, scanners, 35mm slide scanner, printer, Multimedia cart, DVD player, TV, video capability, conference-calling, and a conference area. The hours of operation are Monday through Thursday 8 a.m. -10 p.m., Friday 8 a.m. -4 p.m., and Saturdays by request. Additionally, PierceOnLine operates within the same area and has laptops available for faculty to use. During open office hours, PierceOnLine staff meet with faculty to design interactive and engaging courses. The Multimedia Specialist sets up dates to video tape lectures and is also responsible for editing and making sure they are ADA compliant before they get posted in the instructors Canvas shell.

Title V funded a pilot project to make teaching with technology an easier option for instructors in traditional classrooms. Utelogy is the software solution currently being installed in seven buildings to allow faculty the opportunity to better use the technology within their traditional classes. The College has plans to convert all classrooms to this unified system. The College has

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over 700 courses that are web-enhanced. As a result, many faculty use the LMS in their traditional classes.

The College received two recommendations for compliance and began working immediately to resolve these deficiencies. The College will fully address these recommendations in a Follow-Up Report to be submitted in October 2017.

***Recommendation 7:** In order to meet the Standard, the team recommends the College allocate appropriate fiscal resources and adopt a lifecycle plan for the ongoing refresh and replacement of technology to ensure that its technological infrastructure quality and capacity are adequate to support its mission, operations, programs, and services. (III.C.2)*

***Recommendation 8:** In order to meet the Standard, the team recommends that the College achieve an adequate level of professional support for students and staff to address service gaps in the information technology department and to fully support technology needs directly related to local instructional and student support services, as well as institutional operations. (III.C.1, III.C.4)*

In response to Recommendation 7, the College allocates \$200,000 per year for ongoing “tech refresh” and additional funds as approved through the resource allocation processes (EV.23). This allocation provides for 170 computers to be replaced annually. The Technology Committee, in collaboration with the Information Technology (IT) Manager, is developing a “Tech Refresh Plan” for information technology related equipment, which will include desktop computers for staff, instructional computer labs, networking equipment including wireless, and data center equipment. The College expects this plan to be completed by December 2016 with local approval completed by March 2017.

In response to Recommendation 8, the College has approved a total of seven new positions, which represents a 78 percent increase in staffing excluding the IT Manager and Office Assistant (from 9 to 16 employees). Five of those positions have been filled. The remaining two positions are in the process of being hired. These new positions also double the number of employees working during the College’s evening hours. An additional position was recommended to the president in September 2016 and approved in October 2016, which brings the number of personnel in the IT department to 17 representing an 89 percent increase (EV.24).

D.5 Sustainable Fiscal Resources and Analysis of Fiscal Impact on the Institution’s Budget

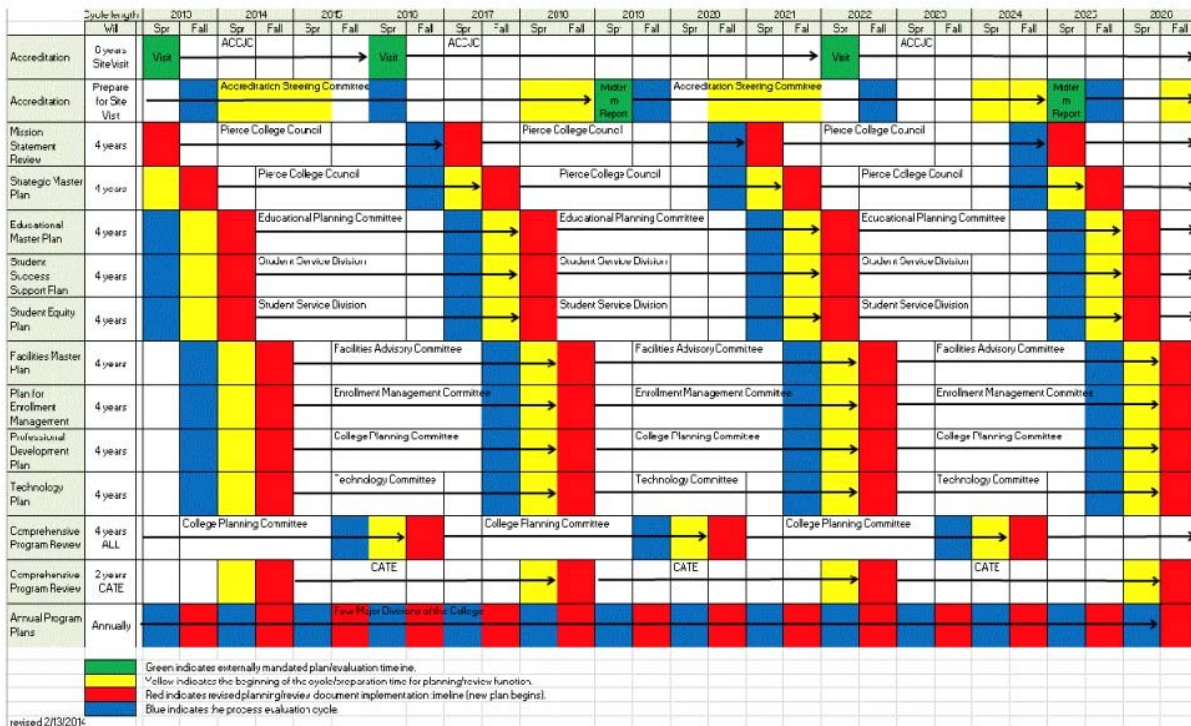
The Title V grant has been integral in the creation of PierceOnLine and one of the goals for the grant was to create a sustainable program. The Distance Education Coordinator is funded through the College’s general operating funds. Canvas (the LMS) is funded by general operating funds as well. In preparation for the grant ending in September 2017, the two classified staff positions are partially funded through the College’s general operating fund. In the 2015-2016 academic year, the College covered one-third of their salaries. This year, 2016-2017, the College assumes two-thirds of their salary. The College is planned to fully assume their salaries in 2017-2018.

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Additionally, LA Pierce College has implemented procedures to ensure proper funding of resources and training essential for the delivery of quality DE. These include the Annual Program Plan (APP). At Pierce College, planning is the basis for decision-making and resource allocation. On an annual basis, instructional programs, student services programs, and administrative units submit a plan that includes an assessment of past goals, short-term and long-term future goals, activity updates, student learning outcomes and service area outcomes, and resource requests (staffing, equipment, software, and facilities). Each program utilizes relevant data (including enrollments, class size, success rates, degrees and certificates, and full-time/part-time ratios for instructional programs and other specific metrics for the student services and administrative units) in completing and justifying its plan. Program goals are linked to the College's strategic goals and learning outcomes are linked to the college mission and institutional learning outcomes. Annual program plans are used to set priorities and allocate resources.

The information provided in the annual plans serve as the foundation for periodic program reviews, which are completed at two-year (for career and technical programs) or four-year intervals (for all other programs and areas). The focus of program review is to identify long-term trends and directions for the program based on internal and external scans and analyses. The program review data is compiled to create the strategic master plan, which is linked to mission review and the updating of other college-wide master plans. The College's *2013-2026 Integrated Planning Calendar*, shown below, provides the cycle of review for all planning activities on campus.

2013–2026 Pierce College Integrated Planning Calendar



D.6 Comparative Analysis of Budget, Enrollment and Resources; ID New or Reallocated Funds

PierceOnline will continue to be funded through general operating funds. Additionally, the College has a process for planning through the Technology Committee, that reports to the Pierce College Council (the primary participatory governance body) and Distance Education and Instructional Technologies Committee (DEITC) that reports to the Academic Senate. These committees create plans and recommendations in line with the College's *Strategic Master Plan 2013-2017* (EV.25). If resources are needed to implement plans, requests for resources are sent to the Budget Committee for recommendation. Recommendations go to the College's participatory governance Council and/or Academic Senate, which in turn make a recommendation to the college president.

The College's APP process is an annual planning effort by each unit. As part of the APP process, all programs identify staffing, financial, equipment, and other resources necessary for achieving program goals and student learning outcomes as well as plans for the development of new programs. The APP is integrated with the College's planning and budget process. Departments can make requests for additional resources in their APP to support the development of online education. The justification for requests are aligned with the College's *Strategic Master Plan*. No additional resources are needed to support the new degrees proposed or the distance education components.

D.7 Plan for Monitoring Achievement

The following methods are used to evaluate the success of programs and Distance Education at Pierce College:

- **Evaluating the Level of Student Learning.** Evaluating student learning depends on defining specific demonstrable learning outcomes and then assessing students by reference to the outcomes. Student learning outcomes (SLOs) are established and assessed for all courses, including those offered via distance education. The College establishes and assesses Student Learning Outcomes, regardless of delivery method, on a four-year cycle and all courses have the same SLOs whether they are online or in-person.

Distance Education faculty must ensure that course materials and methods are developed and utilized to enable the assessment of all approved course-level SLOs. Pierce College has recently purchased eLumen and faculty are trained on using this software. The eLumen software has provided the College the opportunity to disaggregate outcomes data.

All programs have identified program learning outcomes (PLOs) which are also assessed on a four-year cycle. PLO data are also disaggregated through the eLumen system (EV.26).

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- **Evaluating Distance Education Faculty.** As with all faculty at the College, distance education faculty are routinely evaluated. This evaluation process includes both a student evaluation of the faculty member and a department chair or peer review of the faculty member's course materials. The same evaluation criteria used for on-campus faculty evaluations are used for distance education faculty. Chairs contact the DE coordinator to upload student evaluations when instructors are scheduled to be evaluated. The survey instrument utilized for evaluation of distance education faculty is specified in the Collective Bargaining Agreement and is titled *Student Evaluation of Online Instructor* (EV.27). This semester, the College is piloting an evaluation program called CourseEvalHQ, which is an external application that integrates tightly with Canvas and provides an easy-to-use and powerful course evaluation functionality (EV.28). It offers efficient creation and distribution of student evaluations campus-wide, within a division, or a single course.

All faculty participate in SLO data collection in their courses and include the approved SLOs in the class syllabus.

D.8 Evaluation and Assessment of Student Success, Retention and Completion

LA Pierce College is dedicated to a process of data-driven decision making. While many students are succeeding, the success rate is not yet at a comparable level to face-to-face rates. The College is working to improve the success rates in online courses. As part of these efforts for improvement, PierceOnLine staff and campus faculty have undergone Quality Matters training. This training is a faculty-centered, peer review process that is designed to certify the quality of online and blended courses. There are three primary components in the Quality Matters Program: The QM Rubric, the Peer Review Process, and QM Professional Development.

In the past four years, we have had three online faculty retreats where we had Quality Matters training. Workshops covered over the retreats and online are:

- Applying the QM Rubric
- Designing your Online Course
- Improving your Online Course
- Design that Welcomes your Students
- Connecting Learning Objectives and Assessments
- Using Instructional Materials and Technology to Promote Learner Engagement
- Addressing Accessibility and Usability

There was a correlation between faculty who underwent Quality Matters training and increased success of their students in their online courses specifically in the math area. Between fall 2013 and fall 2014 there was an average 5% increase in student success rates which could be the result of faculty participating in Quality Matters training.

The College has developed guidelines on instructor qualifications to teach online (EV.2). These guidelines ensure that faculty who are teaching online not only learn about the tools of the LMS, but also about online pedagogy so that they can design their courses with strategies that encourage success in online courses. The College also has adopted guidelines on effective

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instructor/student contact and this is emphasized within our workshops and committee meetings (EV.9).

E.1 & E.2 Internal and External Approvals and Legal Requirements

Los Angeles Pierce College and the Los Angeles Community College District (LACCD) ensure adherence to state regulations and to Accrediting Commission for Community and Junior Colleges eligibility requirements, standards, and policies. The College describes itself identically to all its accrediting agencies, communicates changes in status, and discloses required information to all accrediting bodies. All disclosures by the college are complete, accurate, and honest.

Approval Processes and Compliance with Policies and Regulations

Curriculum and Instruction. Title 5, Section 55206 of the California Code of Regulations requires that each proposed or existing course, if delivered by distance education, shall be separately reviewed and approved according to a District's certified course approval process. The distance education course should be reviewed through the six-year cyclical review process of program review pursuant to Title 5, Section 55201. The review and approval of distance education courses also follows the curriculum approval procedures outlined in the LACCD *Administrative Regulation E-65 - Approval of Credit Courses: Standards and Procedures*, adheres to LACCD *Administrative Regulation E-89 - Approval of Distance Education Courses*, and follows agreed-upon curricular development, quality standards, and approval processes as developed by the College's Academic Senate in consultation with the administration as is stipulated in Article 40 of the *Agreement Between the Los Angeles Community College District and the Los Angeles Faculty Guild* (EV.29; EV.30; EV.31).

Article 40 of the *Agreement* also stipulates that colleges offering Distance/Distributed Learning (D/DL) courses shall “ensure that faculty who are preparing to teach DL courses at the college for the first time demonstrate proficiency in DL instructional delivery methods. Proficiency in DL shall be determined by a method formulated by the college DL Committee. Faculty may use training hours as part of their Professional Development (flex) obligation.” Any instructors who will be teaching distance education courses are approved as distance education instructors by the College's Distance and Distributed Learning Committee, which at LA Pierce College is our Distance Education and Instructional Technology Committee.

Documentation of Contact Hours in Distance Education Courses. The Los Angeles Community College District and the College maintain strict guidelines on the number of contact hours that must take place in order for students to receive course credit. The number of contact hours for traditional courses, meeting face-to-face with an instructor, is defined by the number of hours spent in classroom and/or labs. In spring 2014, the College adopted a policy on Regular and Effective Contact Hours in online courses, which was updated in 2014 (EV.9).

Contact hours in asynchronous learning, such as what takes place in online courses, is more difficult to monitor. For this reason, “contact hours” in asynchronous learning environments are

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defined differently. When planning and developing a distance education course, instructors are trained to estimate the time a typical student will take accessing and working with primary learning materials. This should be equivalent to the number of contact hours normally expected in traditional formats, and should be documented in course planning materials.

The LA Pierce College Distance Education Course Approval Addendum contains a section in which the type and number of instructor-student contacts per semester are specified, including (if applicable): group meetings, individual meetings, orientation, review sessions, supplemental seminars, study sessions, and field trips (EV.32).

Policies Concerning Ownership of Materials, Faculty Compensation, Class Sizes, and the Utilization of Revenue Derived from the Creation and Production of Software or other Media Product. Pierce College follows the guidelines outlined in Article 41 of the AFT Agreement with regard to ownership of materials and utilization of revenues derived from the creation and production of intellectual property (EV.33).

The College also follows the guidelines outlined in Article 40 of the AFT Agreement with regard to class size, assignments, and load pertaining to distance/distributed learning courses (EV.31).

E.3 Governing Board

The LACCD Board of Trustees approved this Substantive Change Report at its **month day, year** (EV.34).

F.1 Evidence that each Eligibility Requirement will still be fulfilled specifically related to the change

ER 1. Authority: Los Angeles Pierce College is a two-year community college operating under the authority of the State of California, the Board of Governors of the California Community Colleges, and the Board of Trustees of the Los Angeles Community College District (LACCD). The LACCD Board of Trustees recognizes LAPC as one of the nine colleges operating in the District (EV.35). The Accrediting Commission of Community and Junior Colleges and the Western Association of Schools and Colleges have continuously accredited the College since it received initial accreditation in 1952 (EV.36). Los Angeles Pierce recently reaffirmed accreditation for eighteen month with a Follow-Up Report (EV.3).

ER 2. Operational Status: Los Angeles Pierce College (LAPC) has operated continuously since it was established in 1947. Student enrollment declined from 23,317 students in fall 2008 to 21,099 in fall 2012 as a result of state wide workload reductions during the economic downturn that started in late 2008. With the economic recovery beginning in 2013, enrollment started to increase again with 21,642 enrolled in fall 2013, 22,239 students enrolled in fall 2014 (EV.37). The College awarded 1,821 degrees and certificates during the 2013-2014 academic year; students earned 1,905 degrees and certificates during the 2014-2015 academic year. Institutional data show a dramatic increase in the number of certificates awarded between 2010 and 2014. In 2009-2010, seventy-five certificates of achievement were awarded; students earned 650 certificates of achievement in 2013-2014, and 639 certificates in 2014-2015. Certificate of

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achievement awards grew by over 850 percent during this five-year period. Degrees awarded over the same period also increased with 801 degrees awarded in 2009-2010, 1,171 degrees earned in 2013-2014, and 1,266 total degrees awarded in 2014-2015 (EV.38).

ER 3. Degrees: Los Angeles Pierce College currently offers courses in over 77 disciplines. At this time the College offers 121 degrees (Associate of Arts, Associate of Science, and Associate Degrees for Transfer) and Certificates of Achievement (EV.39). The College has 1,135 active courses. Sixty-seven percent of those courses are in at least one program that leads to a degree or certificate. In fall 2012, there were 46,238 enrollments; 92 percent of those enrollments were in courses leading to a degree or certificate. In fall 2013, there were 51,132 enrollments; 93 percent were in courses leading to a degree or certificate. Of the 52,134 enrollments in the fall 2014, 93 percent were enrollments in courses leading to a degree or certificate (EV.40).

ER 4. Chief Executive Officer: The governing board of the LACCD announced the appointment of the chief executive officer of Los Angeles Pierce College at its regular meeting on May 26, 2010 (EV.41). The president assumed office on August 1, 2010 (EV.42). The governing board approved the chief executive officer's contract through June 30, 2017 at its regular meeting on July 23, 2014 (EV.43). The College is aware of its responsibility to immediately notify the Accrediting Commission when there is a change in the chief executive officer.

Authority to operate the College and administer board policies is given to the chief executive officer in Board Rule 9802, which states the following: "The president of the college or his/her authorized representative shall enforce the Board Rules and Administrative Regulations pertaining to campus conduct and may develop guidelines, apply sanctions, or take appropriate action consistent with such rules and regulations" (EV.44).

Neither the college president nor the district chancellor serve as the chair of the governing board. The board chair is elected each year in July during the annual organizational meeting in accordance with Board Rule 2200 (EV.45). The current governing board chair was elected on July 13, 2016 (EV.46).

ER 5. Financial Accountability: Annual external financial audits by a certified public accountant are conducted of the LACCD. Los Angeles Pierce College (LAPC) is not audited as a separate entity (EV.47). The governing board reviews these reports in a regularly scheduled meeting during public session, which includes discussion of management responses to any exceptions (EV.48). The District files audit reports with the Los Angeles County Department of Education and any other public agencies, as required.

An independent firm conducts audits of the LACCD financial aid programs on an annual basis. The most recent audit of the LAPC Program was during the 2014-2015 academic year for the prior year. There were no findings in 2014-2015 as a result of the audit. The LACCD produces a report called the Basic Financial Statements and Supplemental Information Audit Reports at the end of each audit period (EV.49). Pierce College did not have a site visit during the 2014-2015 audit cycle.

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ER 6. Mission: The mission at Los Angeles Pierce College is:

Pierce College is a student-centered learning institution that offers opportunities for access and success in a diverse college community. The college dedicates its resources to assist students in identifying and achieving their educational, career, and personal goals. Our comprehensive curriculum and support services enable students to earn associate degrees and certificates, prepare for transfer, gain career and technical proficiency, and develop basic skills. We serve our community by providing opportunities for lifelong learning, economic and workforce development, and a variety of enrichment activities.

The mission was last revised and adopted by the LACCD Board of Trustees on April 11, 2012 (EV.50). The College's mission statement is included in the Pierce College *General Catalog* and is posted on the College's Web site (EV.51; EV.52). In addition, the mission is posted in selected meeting areas of the college. The College, as part of its planning cycle, has begun the process of evaluating, reviewing, and, if needed, revising the mission statement.

ER 7. Governing Board: The Board of Trustees (Board) is composed of seven members who are elected at large by the qualified voters of the city of Los Angeles, and one student member who is elected annually by the students of the District. The term of office for the student member, whose vote on agenda items is advisory, is from June 1 through May 31 each year. The voters elect the board members for 4-year terms in staggered elections held on the first Tuesday in March of each odd numbered year. Three board members are chosen at one election and four members at the other. The board elects its president and vice president for one-year terms at the annual organizational meeting, which is usually held in July.

The eight-member governing board of the LACCD is an independent policy making body that ensures that the District's educational mission and the missions of the nine constituent colleges are implemented. The board also ensures the quality, integrity, and financial stability of the colleges and the District office. The board adheres to its conflict of interest policy and board members have no personal financial interests of any kind in the District or its colleges.

ER 8. Administrative Capacity: The College employs 16 administrators. The administrators were selected through an open and competitive process based on educational background and experience. All academic administrator hiring processes follow the LACCD Human Resources Guide R-110 (EV.53).

ER 9. Educational Programs: Los Angeles Pierce College considers student demand and need, UC and CSU requirements, and advisory committee recommendations in determining degree and certificate programs. All degree programs are two academic years in length and require a minimum of 18 units of general education. Student learning outcomes (SLOs), regardless of mode of delivery, for all programs are described in the catalog. Program review, curriculum review, and faculty evaluation ensure that programs are high quality and consistent with the College's mission.

ER 10. Academic Credit: The Curriculum Committee, a standing committee of the Los Angeles Pierce College Academic Senate, holds primary responsibility for ensuring the College follows

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generally accepted practices for determining academic credit requirements (EV.54). Each unit of credit represents one hour per week of lecture; a longer number of hours is required for each unit of credit awarded for laboratory or other exercises not requiring additional outside preparation (EV.55). The awarding of academic credits is consistent with other institutions of higher education. Each course outline of record and the college catalog specifies hours required and units awarded for each course offered by the College.

ER 11. Student Learning and Achievement: The College catalog contains descriptions of program learning outcomes. Institutional student learning outcomes were established by the College in 2007, reviewed and revised as General Education Learning Outcomes (GELOs) in 2011, and again reviews and revised back to Institutional Learning Outcomes (ILOs) in 2015 (EV.56). The ILOs as well as Program Learning Outcomes (PLOs) are included in the *College Catalog* (EV.51). A cycle of student learning outcomes assessment and review is continuing at the course and program levels. All courses, regardless of mode of delivery, follow the same course outline of record and assess the same approved SLOs.

ER 12. General Education: Los Angeles Pierce College's Curriculum Committee approves all courses as eligible for general education status. The Curriculum Committee confirms that all associates degree programs require a minimum of 18 units of general education. The general education program includes courses in a variety of disciplines including natural sciences, social and behavioral sciences, arts and humanities, and health and physical education (EV.57). Communication and computational proficiency are developed through required courses in English and mathematics.

ER 13. Academic Freedom: The College adheres to the LACCD Board Rule 15002 on Academic Freedom (EV.58). This policy recognizes the essential function for collegial, academic discourse. The policy is published included in the college catalog (EV.59). The Pierce College Academic Senate Faculty Ethics Statement delineates the primary responsibility of faculty members to support one another and their students in seeking and stating the truth as they understand it (EV.60). The statement emphasizes respect for both students and colleagues in pursuit of academic inquiry and scholarly standards. It acknowledges that faculty members have the rights and obligations of all citizens, but that they avoid creating the impression that they speak for the college when they speak or act as private citizens. Article 4 of the Agreement 2014-2017 between the Los Angeles Community College District and the Los Angeles College Faculty Guild ensures the rights of faculty to freely pursue knowledge and "to guarantee the freedom of learning to the students" (EV.61).

ER 14. Faculty: In 2015, the college employed 238 full-time faculty and over 600 part-time faculty. The selection of college faculty is guided by the District's Human Resource Guide R-120 (EV.62). The Academic Senate prioritizes faculty resources needs through the Faculty Position Priority Committee (FPPC [EV.63]), which makes recommendations to the college president. Specific duties and responsibilities for fulltime faculty are included in Article 13 and Appendix Q of the AFT Agreement (EV.64).

ER 15. Student Services: Los Angeles Pierce College provides a wide range of student services that support student learning and development both online and in-person. These services include

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assistance in the admissions application process, assessment for placement in English and math, orientations for new and returning students, counseling services, assistance for students with academic and physical disabilities, financial assistance through state and federal grant loan programs and scholarships, health services, child care, tutorial services, and academic workshops. Additional services from other resources, including specially funded programs such as Title V, provide support in the area of math and counseling, assist in meeting the academic needs of our students. As described previously in section D.1, these services are available in the online setting.

ER 16. Admissions: Los Angeles Pierce College is an open-admissions institution serving all students who wish to pursue an education. The college admits California residents with a high school diploma, residents who are 18 years of age or older who are determined to be capable of benefiting from the instruction offered, K-12 students under special circumstances, as well as international and non-resident students. Students can apply and register online for their courses.

ER 17. Information and Learning Support Services: The College has a 75,000 square foot library and Center for Academic Success (CAS) in the Library Learning Crossroads building. There are networked computers available in both the library and CAS areas for student use. In addition to these resources, there are computer laboratory classrooms equipped with computers that support specific instructional programs, along with a variety of online resources, library database, PierceOnline, and the Online Writing Lab (OWL). Both PierceOnline and OWL are operated through Canvas, the current learning management system (LMS).

ER 18. Financial Resources: Each year the college prepares a financial plan which projects operational needs for the next fiscal year. Preliminary budget allocations provide the basis for the expenditure plan. The College's initial budget allocation for the 2015-2016 fiscal year was \$66,519,737. However, the revenues for the college, including the prior year's ending balance and allocation adjustments made during the year, was \$80,936,733. The College ended the 2015-2016 fiscal year with a surplus of \$10,876,638 (EV.65). The College is well positioned for the 2016-2017 fiscal year. The College and the District currently rely on enrollment growth to generate new revenues to cover cost increases and new initiatives.

ER 19. Institutional Planning and Evaluation: The College developed a Strategic Master Plan (SMP) in 2013 (EV.25). Goal A1 is to increase student completion of degrees, certificates, college transfer requirements, and licensure requirements. The associated metrics include increasing completions for career and technical education programs, increasing the number of degrees awarded, increasing the number of student who transfer, and approving 25 Associate Degrees for Transfer.

The College developed an Educational Master Plan (EMP), which was approved in fall 2014 (EV.66). Goal 10 has two objectives specifically related to distance education:

- Develop plans to improve course effectiveness by fully integrating innovative tools and delivery methods; and,
- Increasing online offerings.

Unit Assessments have been completed for instructional programs and the assessment of student services programs is continuous. General education student learning outcomes (GELOs) and

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course-level SLOs have been assessed. Institutional planning processes integrate assessments at all levels with resource allocation requests. The Budget Committee prioritizes annual requests in order to support program improvements.

ER 20. Integrity in Communication with the Public: The College publishes a *General Catalog* and posts it on its web page bi-annually (EV.51). An addendum to the *General Catalog* is published mid-cycle to inform the public of changes. The *General Catalog* includes:

General Information

1. Official name, address, phone number and web site of the college (p. 1)
2. Educational Mission (p. 7)
3. Representation of accreditation with the ACCJC (p. 1 and p. 6) and with programmatic accreditors (the AVMA (p. 6) and BRN (p. 6))
4. Course, (pp. 146-240) Program and Degree offerings (pp. 70-145)
5. Student Learning Outcomes for Programs and Degrees (pp. 70-145)
6. Academic Calendar (front inside cover) and Program Length (p. 6)
7. Academic Freedom Statement (p. 9)
8. Available Student Financial Aid (pp. 40-48)
9. Available Learning Resources (pp. 51-55)
10. Names and Degrees of Administrators and Faculty (pp. 241-257)
11. Names of Governing Board Members (p. 2)

Requirements

12. Admissions (pp. 11-13)
13. Student Fees and Other Financial Obligations (pp. 17-19)
14. Degrees, Certificates, Graduation and Transfer (p. 48-49, pp. 64-68, and pp. 70-71)

Major Policies Affecting Students

15. Academic Regulations, including Academic Honesty (pp. 32-39)
16. Nondiscrimination (p. 2 and p. 9)
17. Acceptance and Transfer of Credits (pp. 23-24)
18. Transcripts (p. 22)
19. Grievance and Complaint Procedures (pp. 37-39)
20. Sexual harassment (pp. 9-10)
21. Refund of Fees (p. 17)

ER 21. Integrity in Relations with the Accrediting Commission: Los Angeles Pierce College adheres to eligibility requirements and accreditation standards, maintains its integrity in describing itself to all accrediting agencies, and will communicate changes in its accredited status. The College agrees to disclose information as required by the Commission. Furthermore, the college will comply with Commission requests, directives, decisions, and policies, and will make complete, accurate, and honest disclosure. For example, this submission as well as the prior requests in 2013 and 2015 are evidence of the College's commitment to integrity with the Commission.

G.1-3 Evidence that Each Accreditation Standard will still be fulfilled specifically related to the change and that all relevant Commission Policies are addressed

ACCJC Eligibility Requirements. The development of the distance education program has not impacted the College's adherence to the 21 eligibility requirements for accreditation. The College's accreditation was reaffirmed in June 2016 after implementation of robust distance education offerings (EV.3). All of the requirements were carefully reviewed to ensure that the College is meeting the specific needs of online students. Of particular importance are the following:

- All of the college's educational programs and delivery of those programs, including through distance education, are congruent with the College's mission statement and the Strategic Master Plan.
- Online classes have the same student learning outcomes as traditional classes. Institutional student learning outcomes are in place and mapping of course-level outcomes and program-level outcomes is in progress.
- Proposed online classes are reviewed and approved by the Curriculum Committee and Academic Senate.
- Faculty are appropriately trained to teach in an online environment and the effectiveness of their performance is evaluated by their students and their department chairs. Staff development opportunities, including required training in the use of the course delivery tool (Moodle) and a required pedagogy class, exist to enhance faculty's continued growth in the delivery of online classes.
- Online students are able to access student services online in the same manner as on-campus students. Instructions and assistance for students enrolled in online classes are easily found and accessed via the College Web site.
- Online students have access to digital resources offered by the Library.

ACCJC Standards. The Commission Standards of Accreditation, including the college mission and institutional effectiveness, student learning programs and services, resources, and leadership and governance, are being met and will continue to be fulfilled. An overview of the standards and a summary of how the College and its online educational program will continue to fulfill the standards follows:

- **Standard I – Institutional Mission and Effectiveness.** Pierce College has a Board-approved mission statement, which identifies the broad-based educational purposes it seeks to achieve. The College has developed and implemented integrated systems of research, evaluation, and planning to assess institutional effectiveness. The Distance Education and Instructional Technology Committee reports to the Academic Senate and makes recommendations regarding instructional technology and online education. The College has an integrated planning process aligned with the mission statement to evaluate the effective of both the activities implemented to meet planning goals and the planning process itself.
- **Standard II - Student Learning Programs and Services.** Department plans for curriculum modifications including online courses are included in their Annual Program Plans. The Curriculum Committee considers and approves online courses. Distance education (DE) courses have an addendum that is attached to the course outline of record that specifically describes how material will be delivered in a DE course. The College

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represents itself clearly, accurately, and consistently to its students, its constituencies, and the public through its catalogs, schedule of classes, and other publications, as well as its Web site. As discussed in section D.1, student support services are delivered online via the College Web page and the District Web page. In addition to their own technology resources, online students have access to technology in computer labs in academic departments, the Library, and the Center for Academic Success. Many online Library resources are available.

- **Standard III – Resources.** Resources are sufficient to support the online program. Before faculty can teach online, they must complete training in the use of the adopted LMS, Canvas, as well as complete a pedagogy course. Online students and department chairs evaluate online instructors. All instructional programs including the distance education program are funded through the College's operating budget.
- **Standard IV – Leadership and Governance.** Pierce College operates within the required governing board policies and regulation of the Los Angeles Community College District. Both the District and the College are committed to the support of distance education through their mission statements and the provision of online services for students. The Distance Education and Instructional Technology Committee reports to the Academic Senate, which consider all recommendations regarding distance education.

Internal and External Approval Processes of the Proposed Change. This report was prepared under the leadership of the Distance Education Coordinator, Wendy Bass (bassw@piercecollege.edu), the Faculty Accreditation Coordinator, Margarita Pillado (pilladma@piercecollege.edu), and the Vice President of Academic Affairs, Sheri Berger (bergersl@piercecollege.edu). The report was circulated for review in October 2016 to the Accreditation Steering Committee, the Academic Senate and the Pierce College Council. The Academic Senate approved the document on November 7, 2016. Pierce College Council approved the document on October 27, 2016. The report was presented to the Institutional Effectives and Student Success Committee of the Board on November 16, 2016. The Los Angeles Community College Board of Trustees approved the report on month day, year.

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Evidence Listing

- EV.1 Academic Senate Motion to Adopt Canvas
- EV.2 Academic Senate Motion for Re-certification of Faculty in Canvas
- EV.3 Action Letter Dates July 8, 2016
- EV.4 *Plan for Enrollment Management 2014-2018*
- EV.5 PierceOnline APP for 2016-2017
- EV.6 PierceOnline Data Packet for 2017-2018 APP
- EV.7 DE Scheduling Guidelines 2011
- EV.8 DE Guidelines for Scheduling Online Classes 2015
- EV.9 Instructor/Student Contact Policy for DE Classes
- EV.10 SIS Screen Shot
- EV.11 PierceOnline Student Support Services
- EV.12 PierceOnline Student Resources
- EV.13 Library Web page
- EV.14 NetTutor
- EV.15 Counseling Web site
- EV.16 Cranium Café
- EV.17 Financial Aid Web page
- EV.18 Financial Aid Online Workshop
- EV.19 Online Orientation
- EV.20 Quest for Success
- EV.21 Career Center
- EV.22 Transfer Center
- EV.23 IT Budget 2016-2017
- EV.24 IT Organizational Chart as of 10-9-2016
- EV.25 *Strategic Master Plan 2013-2017*
- EV.26 Data Packets for 2017-2018 APP
- EV.27 Student Evaluation of Online Instructor
- EV.28 CourseEvalHQ
- EV.29 Administrative Regulation E-65
- EV.30 Administrative Regulation E-89
- EV.31 Article 40 of the *Agreement*
- EV.32 DE Addendum
- EV.33 Article 41 of the *Agreement*
- EV.34 LACCD Board Minutes month day, year
- EV.35 LACCD Web site
- EV.36 Action Letter Dated March 20, 1956
- EV.37 Headcount Fall 2008, Fall 2012-2014
- EV.38 Awards Data
- EV.39 CIV Program Listing
- EV.40 Enrollment Data
- EV.41 LACCD Board Minutes May 26, 2010
- EV.42 LACCD Board Minutes June 16, 2010
- EV.43 LACCD Board Minutes July 23, 2014
- EV.44 LACCD Board Rule 9802

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- EV.45 LACCD Board Rule 2200
- EV.46 LACCD Board Minutes July 13, 2016
- EV.47 Certified Annual Financial Audit 2015
- EV.48 Budget and Finance Committee Minutes December 9, 2015
- EV.49 Basic Financial Statement and Supplemental Information Audit Reports 2014-2015
- EV.50 LACCD Board Minutes April 11, 2012
- EV.51 Pierce College *General Catalog 2016-2017*
- EV.52 Pierce College Mission Statement
- EV.53 LACCD HR Guide R-110
- EV.54 Curriculum Committee Charter
- EV.55 Administrative Regulation E-113
- EV.56 Academic Senate Minutes October 26, 2015
- EV.57 Catalog pages 66-68
- EV.58 LACCD Board Rule 15002
- EV.59 Catalog page 9
- EV.60 Pierce College Faculty Code of Ethics
- EV.61 Article 4 of the Agreement
- EV.62 LACCD HR Guide R-120
- EV.63 Faculty Position Prioritization Committee Rubric
- EV.64 Article 13 Duties and Appendix Q of the *Agreement*
- EV.65 2015-2016 End of Year Balance Sheet
- EV.66 *Educational Master Plan 2014-2018*