Substantive Change Proposal

Los Angeles Mission College
Distance Education Programs

URL located: http://lamission.edu/de/subx/proposal.pdf

SUBSTANTIVE CHANGE PROPOSAL:
DISTANCE EDUCATION PROGRAMS

Los Angeles Mission College
11356 Eldridge Avenue
Sylmar, California 91342
Submitted by:
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Alma Johnson-Hawkins, VP of Academic Affairs

Responsible Report Preparers:
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Distance Education Committee,
Educational Planning Committee,
Academic Senate

Approvals
Approved by Educational Planning Committee - November 21, 2011
Approved by Academic Senate - December 1, 2011
Approved by College Council - December 15, 2011
Approved by Institutional Effectiveness Committee of LACCD – January 25, 2012
Approved by the LACCD Board of Trustees – February 14, 2012
Substantive Change Proposal to the Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

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Los Angeles Mission College Substantive Change Proposal
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Institutional Summary 2010-2011

Institution: Los Angeles Mission College (L.A. Community College District)

President: Dr. Monte E. Perez

1. Year Founded: 1975

2. Calendar Plan: Semester

3. Degrees and Certificates Offered:
   Associate in Arts: 51
   Associate in Science: 3
   Certificate of Achievement: 27

4. Enrollment:

   2010-2011 Fiscal Year
   Enrollment - 53,482
   FTES - 6999.13
   Total sections - 1,545

5. 2010-2011 Academic Year Faculty:

   Full-time - 84
   Part-time - 418
   Total - 502

6. Finances: 2010-2011

   A. Operating Expenditures: 2010-2011- $26,687,152
   B. Percent of operating expenditures from tuition and fees: 100%
   C. Operating deficit(s) for past three years: $0
   D. Current accumulated deficit: $0
   E. Operating Expenditures: $26,687,152

7. Governing Board – LACCD Board of Trustees

   A. Size: 7 members (elected) and a Student Trustee.

   B. Meetings - The Board generally meets twice a month on Wednesday. However, special meetings of the Board are sometimes called to handle business that cannot be completed in a regular meeting.
8. Asynchronous Internet-Based Offerings: Fall 2011
27 online classes and 6 hybrid (total 33)

2009-2010 Fiscal Year

DE Enrollment = 3791 (7.4 % of total enrollment)
DE Sections = 123 (7.2 % of total sections)
DE FTES: 488.29 (6.7 % of total FTES)

2010-2011 Fiscal Year

DE Enrollment = 3714 (6.9 % of total enrollment)
DE Sections = 102 (6.6 % of total sections)
DE FTES = 378.55 (5.4 % of total FTES)

9. Library

A. Number of Volumes: 58,104 books
B. Number of Periodical Subscriptions: 92 periodical titles
C. EBooks - 13,841

Institutional Organizational Structure


Institutional Overview

Los Angeles Mission College was founded in 1975 as the ninth college in the Los Angeles Community College District. It is located in Sylmar, California in the northeast San Fernando Valley, and first opened its doors to the public in February of 1975 in the city of San Fernando with 1228 students. It currently serves the neighboring communities of San Fernando, Pacoima, Mission Hills, North Hills, Panorama City and Granada Hills, along with Canyon Country, Santa Clarita, Lancaster and Palmdale...

The graduating class of 1975 consisted of a single student, who had transferred to the college that semester. Within two years, over 3,000 students were taking classes in fifty different disciplines, including Administration of Justice, Business, Chemistry, Chicano Studies, English, Family and Consumer Studies, Geography, Journalism, Microbiology, Real Estate, and Zoology.

From 1975 to 1991 Mission College was located in "store fronts" along San Fernando Avenue. One of the major obstacles the college community faced was the lack of a permanent campus. Students attended classes in high schools, churches, office buildings, shopping centers, and other locations scattered throughout the cities of San Fernando and Sylmar.
In the summer of 1991 the college moved to its permanent campus, built on 22 acres of land in the city of Sylmar. As the college quickly grew to serve over 8,000 students every year, it soon became apparent that the original site was not large enough to accommodate the growing demand for educational services in the community. Many programs including Art, Physical Education, noncredit offerings, and specially funded programs had to be based at satellite locations due to the lack of space or facilities on the main campus. Students unable to park in one of the 400 spaces in the student lot soon overflowed into the surrounding neighborhood.

The first major addition to the campus occurred in 1997 with the opening of the Library/Learning Resources Center, a state-of-the-art facility consisting of a library, computer commons, classrooms, labs, multimedia center, conference rooms, lounge, and offices. On May 16, 2002, the college formally dedicated another major addition to the campus – the Guadalupe S. Ramirez Collaborative Studies Building. Named after the late community leader who helped found Los Angeles Mission College, this two-story building contains ten classrooms, faculty offices and a conference room.

In 2001, 2003 and 2008, voters supported bond measures designed to help the nine Los Angeles Community College District campuses improve their aging facilities and expansion of new building construction. Completed projects include a new parking structure with a power-producing solar panel array on the fourth level, and a Health, Fitness and Athletics Complex which opened its doors in fall 2009, featuring state-of-the-art equipment and energy-saving building construction.

Current projects include the Culinary Arts Institute and Student Store building which incorporates current green technologies in food service management and production providing our students with industry-specific instructional technologies, resources and certifications. The Media Arts building will provide the campus with performance accommodations with a 99-seat theater offering our students experience in current technological advancements in sound and performance delivery. Well into construction is our 98,700 square foot East Campus Complex which will support our math and applied sciences programs allowing expansion of our programs to include extended course and program offerings such as environmental science technology. In addition, in early 2012 we will be breaking ground on a new student services building that will focus on offering all critical services so that they are integrated and easily accessible to our students. All of our bond projects are committed to the growing needs of our community.


COLLEGE MISSION STATEMENT

The mission of Los Angeles Mission College is the success of our students. To facilitate their success, Los Angeles Mission College provides accessible, affordable, high-quality learning
opportunities in a culturally and intellectually supportive environment by:

• Encouraging students to become critical thinkers and lifelong learners

• Ensuring that students successfully transfer to four-year institutions, find meaningful employment, improve their basic skills, and enrich their lives through continuing community education

• Providing services and programs that improve the life of its immediate community

Vision

Los Angeles Mission College is committed to maintaining high academic standards, promoting student success, and creating opportunities for life-long learning. The college will inspire students to become informed, active citizens who recognize and appreciate the common humanity of all people through diverse curricula, and through cultural, academic, and artistic events. The college will practice an honest, collegial, and inclusive decision-making process that respects the diversity and interdependence of the college, student body, and community LAMC is privileged to serve.

Our President, Dr. Monte E. Perez, provided a vision for our college in his “State of the College” submitted to the College Council in its Summer 2011 retreat in which he stated:

“The purpose of the President’s State of the College Address is to provide the college and external community an overview of the past year’s accomplishments, where the college is at in the current year, and outline goals and initiatives for the coming academic year. It is a way for the college community to have a dialogue about priorities and resources. It is also a way to evaluate the college alongside the strategic goals contained in our strategic plan.”

Values

Los Angeles Mission College values:

1. The pursuit of excellence in all our endeavors.

2. Intellectual curiosity and the desire to learn.

3. A global vision that understands and appreciates the common goals and purposes of all people.

4. An appreciation of diversity that nourishes mutual respect and solidarity.

5. Integrity and collegiality in all our interactions

6. Service to the campus and the local community

Los Angeles Mission College Substantive Change Proposal
Theme

*Our Mission is Your Success*

In pursuit of this mission, we endeavor to

• Promote equal opportunity for participation

• Maintain appropriate standards for academic achievement

• Provide an educational environment which meets the needs of students with varied learning skills

• Provide support services which contribute to instructional effectiveness and student success

• Affirm the importance of multicultural, international and intercultural collegiate experiences that foster individual and group understanding

• Manage effectively educational and financial resources

See page 9 current College catalog at: 

Los Angeles Mission College offers:

• An Associate in Arts

• Certificates – Career Technical Education

• Preparation for transfer to another college, university or post secondary institution

• Basic skills

• English as a Second Language (ESL)

• Developmental Communication

• Student support services to promote student success;

Proposal Participants
The following Mission College campus community members participated in the research, discussion and preparation of this proposal.

Dr. Monte E. Perez, President, Alma Johnson-Hawkins, Vice President of Academic Affairs, Hanh Tran, Dean of Institutional Research and Information Technology Administrator, Joe Ramirez, Vice President of Student Services, David Jordan, DE Chair and DE Coordinator, along with review, comments, and recommendations from the Distance Learning Committee, Educational Planning Committee, Academic Senate, and Budget & Planning Counseling, Admissions, the Learning-Resource Center, Tutoring, and other units and departments of the college.

This proposal was presented to a variety of shared governance committees and campus constituency groups, including the Distance Education Committee, the Educational Planning Committee, the Academic Senate and College Council.

The final version of the Substantive Change Proposal was approved by College Council on December 15, 2011, by the Institutional Effectiveness of the LACCD on January 25, 2012, and by the LACCD Board of Trustees on February 14, 2012.

A. Description of Proposed Change and Justification

Analysis of Current Status of Online Classes at Mission

Growth of Enrollment in Online Classes in the District

<table>
<thead>
<tr>
<th>Year</th>
<th>Mission</th>
<th>Pierce</th>
<th>West</th>
<th>LACCD</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-01</td>
<td>472</td>
<td>2</td>
<td>109</td>
<td>2,699</td>
</tr>
<tr>
<td>2005-06</td>
<td>2055</td>
<td>707</td>
<td>7,284</td>
<td>23,930</td>
</tr>
<tr>
<td>2008-09</td>
<td>5,470</td>
<td>2,212</td>
<td>19,214</td>
<td>55,508</td>
</tr>
<tr>
<td>2010-11</td>
<td>3,636</td>
<td>4,308</td>
<td>18,042</td>
<td>61,037</td>
</tr>
</tbody>
</table>

Analysis/Conclusion: LAMC enrollment increased to 5470, almost 10% of enrollments in 2008-2009, but then fell to about 7% of enrollments to 3,636 in 2010-2011

Online as a Percentage (%) of Enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>Mission</th>
<th>Pierce</th>
<th>West</th>
<th>LACCD</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-01</td>
<td>1.2</td>
<td>0</td>
<td>0.2</td>
<td>0.4</td>
</tr>
<tr>
<td>2005-06</td>
<td>5.2</td>
<td>0.7</td>
<td>14.6</td>
<td>3.5</td>
</tr>
<tr>
<td>2008-09</td>
<td>9.9</td>
<td>1.7</td>
<td>27.3</td>
<td>6.5</td>
</tr>
<tr>
<td>2010-11</td>
<td>6.8</td>
<td>3.7</td>
<td>28.4</td>
<td>7.6</td>
</tr>
</tbody>
</table>

Analysis/Conclusion: Online enrollments as % of enrollment fell by a30% between 2008-2009 and 2010-2011 at LAMC (and throughout the District and seaside Colleges) due, in large part, to college/district-wide budget cuts and reduction in number of on campus and online classes offered.
# Los Angeles Mission College Substantive Change Proposal

## Student Success – Online vs. On Campus – 2008 – 2011 – District Wide Colleges

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>College</th>
<th>Online % Successful</th>
<th>On Campus % Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>City</td>
<td>61.6%</td>
<td>65.2%</td>
</tr>
<tr>
<td></td>
<td>East</td>
<td>53.2%</td>
<td>66.6%</td>
</tr>
<tr>
<td></td>
<td>Harbor</td>
<td>61.0%</td>
<td>67.7%</td>
</tr>
<tr>
<td></td>
<td>Mission</td>
<td>65.6%</td>
<td>64.4%</td>
</tr>
<tr>
<td></td>
<td>Pierce</td>
<td>65.4%</td>
<td>70.0%</td>
</tr>
<tr>
<td></td>
<td>Southwest</td>
<td>43.8%</td>
<td>58.7%</td>
</tr>
<tr>
<td></td>
<td>Trade-Tech</td>
<td>47.4%</td>
<td>64.9%</td>
</tr>
<tr>
<td></td>
<td>Valley</td>
<td>58.5%</td>
<td>68.1%</td>
</tr>
<tr>
<td></td>
<td>West</td>
<td>56.3%</td>
<td>64.0%</td>
</tr>
<tr>
<td></td>
<td>District</td>
<td>56.1%</td>
<td>66.3%</td>
</tr>
<tr>
<td>2009-10</td>
<td>City</td>
<td>58.5%</td>
<td>65.6%</td>
</tr>
<tr>
<td></td>
<td>East</td>
<td>53.1%</td>
<td>71.7%</td>
</tr>
<tr>
<td></td>
<td>Harbor</td>
<td>63.6%</td>
<td>67.0%</td>
</tr>
<tr>
<td></td>
<td>Mission</td>
<td>65.7%</td>
<td>67.2%</td>
</tr>
<tr>
<td></td>
<td>Pierce</td>
<td>63.8%</td>
<td>71.6%</td>
</tr>
<tr>
<td></td>
<td>Southwest</td>
<td>44.3%</td>
<td>57.0%</td>
</tr>
<tr>
<td>Year</td>
<td>Trade-Tech</td>
<td>2010-11</td>
<td>Valley</td>
</tr>
<tr>
<td>----------</td>
<td>------------</td>
<td>---------</td>
<td>--------</td>
</tr>
<tr>
<td></td>
<td>50.8%</td>
<td>City</td>
<td>60.9%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>62.1%</td>
<td>East</td>
<td>55.4%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>56.7%</td>
<td>Harbor</td>
<td>59.2%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010-11</td>
<td>Mission</td>
<td>68.0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pierce</td>
<td>63.3%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Southwest</td>
<td>51.1%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Trade-Tech</td>
<td>51.6%</td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
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<td>Valley</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>West</td>
<td>58.3%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>District</td>
<td>58.2%</td>
<td></td>
</tr>
</tbody>
</table>

**Analysis/Conclusion:** Mission during the period 2008-2011 had favorable comparison of online vs. on campus (08-09 – 65.6% vs. 64.4%), (09-10 – 65.7% vs. 67.2%), and (10-11 – 68.0% vs. 67.9%), and in fact online student success exceeded on campus student success in the 08-09, and the 10-11 time periods. Overall, Mission’s student success rates exceeded all of its LACCD sister colleges from 2008 through 2011.
## Los Angeles Mission College (LAMC)

### Success & Retention Rate Comparison Report

**Face to Face vs. Online**

Updated 10-15-11

<table>
<thead>
<tr>
<th>Term</th>
<th>LAMC On Campus (Face to Face) Courses</th>
<th>LAMC DE Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% Success</td>
<td>% Retention</td>
</tr>
<tr>
<td>Fall 08</td>
<td>67%</td>
<td>86%</td>
</tr>
<tr>
<td>Spring 09</td>
<td>69%</td>
<td>87%</td>
</tr>
<tr>
<td>Fall 09</td>
<td>72%</td>
<td>90%</td>
</tr>
<tr>
<td>Spring 10</td>
<td>70%</td>
<td>90%</td>
</tr>
<tr>
<td>Fall 10</td>
<td>70%</td>
<td>89%</td>
</tr>
<tr>
<td>Spring 11</td>
<td>68%</td>
<td>89%</td>
</tr>
</tbody>
</table>

### Analysis/Conclusions:

**Student Success** of LAMC DE Courses between Fall 2008 and Spring 2011 compares favorably to on campus (face to face) classes for the same period. Success Fall rates (08-65% vs. 67%), (09-63%-69%), (10-71% vs. 72%), Spring 2011 (72% v. 68%). In Fall 2010 and Spring 2011 in DE Courses student success actually exceeded on campus (face-to-face).

**Student Retention** of LAMC DE Courses - Fall Rates (08-87% vs. 86%), (09-86% vs. 72%), (10-89% vs. 70%), and Spring 2011 (72% vs. 68%). Between Fall 2008 and Spring 2011 LAMC DE Course retention actually substantially exceeded on campus (face-to-face).
List of Current DE Programs, Degrees or Certificates

<table>
<thead>
<tr>
<th>Major Requirement</th>
<th>Area</th>
<th>Course</th>
<th>Units</th>
<th>Plan</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>Nutrition</td>
<td></td>
<td>3</td>
<td>A&amp;B</td>
<td>No</td>
</tr>
<tr>
<td>Social Science</td>
<td>American Institutions</td>
<td>Chicano 7,8</td>
<td>3</td>
<td>A&amp;B</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Social &amp; Behavioral Sciences</td>
<td>AJ1*, Bus1, Chicano 2.7, Ch Dev 1*, History 11*, 12*, 86* Law1, Pol Sci1<em>2</em>, Soc1, 2, 3, 4, 7, 24, 28</td>
<td>3</td>
<td>A&amp;B</td>
<td>No</td>
</tr>
<tr>
<td>Humanities</td>
<td>Chicano 37, History 86*, Philos 1, 33</td>
<td></td>
<td></td>
<td>A&amp;B</td>
<td>No</td>
</tr>
<tr>
<td>Language &amp;</td>
<td>English Composition</td>
<td>English 101</td>
<td>3</td>
<td>A&amp;B</td>
<td>No</td>
</tr>
<tr>
<td>Rationality</td>
<td>Communication &amp; Analytical Thinking</td>
<td>Co Sci 401, Philos 6</td>
<td>3</td>
<td>A&amp;B</td>
<td>No</td>
</tr>
<tr>
<td>Health &amp; PE</td>
<td>Health 11</td>
<td></td>
<td>3</td>
<td>A&amp;B</td>
<td>No</td>
</tr>
<tr>
<td>Certificates</td>
<td>Paralegal</td>
<td>Law 1, 2, 10, 1, 12, 13, 16, 17, 18, 19, 20, 34 all 12 law classes required for the paralegal certificate * ACCJC Sub. Change Approval for Paralegal Program Online Certificate - June 2009</td>
<td>36</td>
<td>complete certificate online</td>
<td>No</td>
</tr>
</tbody>
</table>

Justification for Substantive Change

The Substantive Change herein was triggered by 6 online subjects/disciplines (note that a Substantive Change Proposal for Law/Paralegal was approved by ACCJC on June 2, 2009 [6] (see the 50% rule @ Substantive Change Manual – June 2011 -

“3.7.3 Addition of courses that constitute 50% or more of a program offered through a mode of distance or electronic delivery, or correspondence education.”
The Substantive Change was triggered by the following 6 online classes

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units Online</th>
<th>% Online</th>
<th>GE Online Units</th>
<th>AA Online Units (60)</th>
<th>% of AA Units Online (60)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicano Studies</td>
<td>15 of 23</td>
<td>65%</td>
<td>15</td>
<td>30</td>
<td>50%</td>
</tr>
<tr>
<td>History</td>
<td>9 of 18</td>
<td>50%</td>
<td>15</td>
<td>24</td>
<td>40%</td>
</tr>
<tr>
<td>Law</td>
<td>36 of 36</td>
<td>100%</td>
<td>15</td>
<td>51</td>
<td>85%</td>
</tr>
<tr>
<td>Philosophy</td>
<td>9 of 18</td>
<td>50%</td>
<td>15</td>
<td>24</td>
<td>40%</td>
</tr>
<tr>
<td>Psychology</td>
<td>9 of 21</td>
<td>43%</td>
<td>15</td>
<td>24</td>
<td>40%</td>
</tr>
<tr>
<td>Sociology</td>
<td>12 of 22</td>
<td>55%</td>
<td>15</td>
<td>27</td>
<td>45%</td>
</tr>
</tbody>
</table>

This Substantive Change Proposal requests approval of Associate Degrees and/or Certificates in the following subjects through the distance education mode which includes both fully online classes and hybrid classes (part online and part on campus).

**Degrees and/or Certificates in the following subjects:**

BUSINESS  
CHICANO STUDIES  
COMPUTER SCIENCE INFORMATION TECHNOLOGY  
ENGLISH  
FAMILY & CONSUMER STUDIES  
FINANCE  
FOOD SERVICE MANAGEMENT  
HEALTH SCIENCE
In Fall 2010, the Distance Education Committee conducted a survey of Department Chairs in which two questions were surveyed. The first question was:

“What is the impact of online education in your discipline or department”

The second question was as follows:

“Which classes (if any) would your discipline/department support if an AA Degree is offered online at Mission”

Department Chairs in Chemistry, Science, Math, PE and Speech responded if an AA Degree were offered online at Mission their departments would support ONLY ON CAMPUS or HYBRID (part on campus/part online) and NOT entirely online classes to assure the quality of their classes and to provide “hands on”, “on campus” instruction, practice, demonstrations, exercises, labs, and, the like. [7]

The survey revealed an important dedication of these departments to require a campus component for online classes in their disciplines and departments as the basis of any online/hybrid AA Degree. Since all AA degrees at Mission require Math and Science components, our Substantive Change Proposal does not request permission to offer entirely ONLINE AA degrees.

Our growth in distance learning over the past decade at Mission and throughout our LACCD was another factor which prompted the Substantive Change proposal at Mission and at the other LACCD sister colleges. See below.
## Growth of Online Instruction

<table>
<thead>
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<th>Pierce</th>
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<td>0.40%</td>
<td>0.10%</td>
<td>0.30%</td>
<td>0.60%</td>
<td>1.20%</td>
<td>1.80%</td>
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<tr>
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<td>3.40%</td>
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<td>1.70%</td>
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<td>1.30%</td>
<td>1.70%</td>
<td>4.30%</td>
<td>14.60%</td>
<td>27.00%</td>
<td>28.40%</td>
</tr>
</tbody>
</table>

### Relationship to Institutional Mission

The mission of Los Angeles Mission College states:

The mission of Los Angeles Mission College is the success of our students. To facilitate their success, Los Angeles Mission College provides accessible, affordable, high quality learning opportunities in a culturally and intellectually supportive environment by:

- Encouraging students to become critical thinkers and lifelong learners;
- Ensuring that students successfully transfer to four-year institutions, find meaningful employment, improve their basic skills, and enrich their lives through continuing community education;
• Providing services and programs that improve the life of its immediate community

see page 9 current College catalog at

Our online classes were developed at Mission to respond to the expressed needs of our students as follows:

• Convenience - students may take online courses when they could not otherwise take the class because of time or work conflicts. A course is as close as a computer with an Internet connection.

• Availability - distance-learning opportunities have exploded over the past few years, with many accredited and reputable programs.

• Cost - the College can maximize its resources of classroom space by carefully selecting which of its programs or classes to offer online.

• Flexibility - with access to a course management system 24/7/365, our students can complete their assignments and readings.

• Self-Directed - our students set their pace and schedule, so they control their learning environment.

• Time Spent in Classroom - our students save time spent in "traffic" and "finding a parking space" - so there is very little wasted time.

• Accessibility - With an online course, our students work on their coursework just about anywhere they have computer access.

• Good for Some Learners - distance-education courses are often better for people who learn through visual cues and experiential exercises and those that require more time, are language-challenged, or introverted.

• No Interrupting Job/Career -- because distance learning courses are located in cyberspace and controlled by our students' pace, there is no need to quit their current jobs - or even take a leave of absence -- to go back to school.

Also online classes respond to the following needs of the college:

* online classes support the College's mission to offer growth and success to the students

* traffic in greater L.A. is the worst in the nation and long commutes add to the necessity of online learning for those students unable to make the drive or attend classes
increased enrollment and limited classroom facilities also support online classes

our online classes use the productive participation of students in 21st century technologies to help students adapt to change in the workplace

provides students experiential learning opportunities for career entry and advancement

allows persons with acute or chronic disability and are confined to a place of residence an opportunity to complete our courses, certificates and degrees

our online classes deliver quality instructional and student support services and continues to promote the welfare of students beyond the walls of the institution

Many of our students are working in addition to pursuing an education. For such students, taking an online course that fits into their personal commute/work schedule would be an attractive option. The use of personal computers, email, and the internet has become commonplace, not only within business and industry, but also in private homes.

Thus, in attempting to enhance student access to education and responding to student needs for more flexibility in scheduling, the College began exploring the addition of online delivery as a part of its instructional programming.

As a means to increase access to education, Mission College has offered distance education courses for over 10 years. In addition, it has built and maintained comprehensive instructional and student support services available for distance education students. Faculty and staff continuously employ processes to monitor, evaluate, and improve the quality of distance education instruction and services.

**Rationale for Change**

In November 2009 the DE Committee reviewed all of the online classes offered at Mission and determined that certain certificates or degrees were available or nearly available online giving rise to the consideration of the need to file a Substantive Change Proposal with the Commission.

The following certificates or degrees were available or nearly available online:

Chicano Studies (5 of 7 required courses, 15 of 23 units available online)

History (6 required courses, 9 of 18 units)

Law (Legal Assisting/Paralegal) (Available completely online).

Philosophy, 9 required courses (9 units of 18 units)

Political Science (6 required courses, 9 of 18 units)

Psychology (7 required courses, 9 of 21 units)
Sociology (7 required courses, 12 of 22 units)
NEW TM Sociology - (6 required, 12 of 18 units)

DE Review of Nov. 3, 2009 of Certificates or degrees available or nearly available online. [9]

Since the establishment of the DE Committee in 2007-2008, over 45 online classes had been reviewed and approved.

The DE Committee thereafter made a presentation of its review of online classes to the Educational Planning Committee in its December 2009 meeting, whereupon, after further discussion and consideration, moved that the necessity of a Substantive Change be discussed at different college levels, including College Council, and Academic Senate, and upon due consideration, a process should be established and implemented to carry forward a Substantive Change Proposal Task Force for our current and future online classes.

The college in its Mid-Term Accreditation report of Feb/March 2010 [10] stated the following with respect to Distance Education, and the “Substantive Change Proposal”

“Based upon student demand, increasing faculty interest and the increasing number of classes approved for delivery in a distance education format, the Distance Education Committee informed the Educational Planning Committee that the college should begin the process of preparing a Substantive Change Proposal to plan for future growth in online classes, certificates and possible degrees.”.

Following the Mid-Term Accreditation Report, the DE Committee in its March 15, 2010 meeting along with the VP of Academic Affairs discussed and approved the suspension of any new online classes, pending the submission and approval of a “Substantive Change”. This was consistent with the need to develop the planning processes and actions related to the submission of a Substantive Change Proposal to the ACCJC.


(added 3-15-10) Suspension of DF/Curriculum Evaluation of new Online Classes

DE along with the VPAA recommend that the DE/Curriculum Evaluation of new Online Classes be suspended pending the submission, implementation, and approval of a Substantive Change Proposal by the LACCD Board of Trustees and Accreditation Commission. This recommendation was reviewed and approved by the Educational Planning Committee in its
March 15, 2010 meeting. It is anticipated that the DE/Curriculum Evaluation and Review of new Online Classes will not resume until Fall 2011.

The DE Committee then made a Recommendation to establish a **Substantive Change Proposal Task Force** to the Educational Planning Committee (EPC), which was subsequently approved and adopted by the EPC on 4-05-10, the Academic Senate on 5-6-10, and the College Council on 5-20-10 [12]

**The DE Committee recommends the following action be taken:**

1. A Substantive Change Task Force (hereafter “SCTF”) be created in March by Shared Governance/College Council.

2. The SCTF should consist of college wide representation (Academic Senate, Academic Affairs, Student Services, Title V, Institutional Research, Educational Planning, Distance Education, Technology, Budget and Planning, Library, LRC, Basic Skills, Financial Aid, DSPS, EOPS, etc.)

3. The charge of the SGTF is to prepare a Substantive Change Proposal

**B. Description of Educational Programs to be offered**

The programs proposed to be offered via distance education are already offered with traditional on-campus delivery of instruction. Major, general education and graduation requirements are identical for both distance education and on-campus programs.

The requirements for the Associate in Art Degree are as follows:

**General Education Requirements**

**Associate Degree – Plan A**

General Education Requirement: Minimum of 30 semester units
Major Requirement: Minimum of 18 units in a single or related field.

Courses available online:

<table>
<thead>
<tr>
<th>A. Natural Sciences</th>
<th>3 Units Minimum</th>
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<tbody>
<tr>
<td>F&amp;CS 21</td>
<td>(3)</td>
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</table>

<table>
<thead>
<tr>
<th>B. Social &amp; Behavioral Sciences</th>
<th>9 Units Minimum</th>
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</thead>
<tbody>
<tr>
<td>American Institutions</td>
<td>(3 unit minimum)</td>
</tr>
<tr>
<td>Chicano 7, 8, Pol Sci 1</td>
<td>(9)</td>
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<table>
<thead>
<tr>
<th>Social &amp; Behavioral Sciences</th>
<th>(3 unit minimum)</th>
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<tr>
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<tr>
<td>Law 1, Pol Sci 2, 7, Psych 1, Soc 1, 2, 3, 4, 7, 24, 28 (57)</td>
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</table>

<table>
<thead>
<tr>
<th>C. Humanities</th>
<th>3 Units Minimum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicano 37, History 86, Philos 1, 33</td>
<td>(12)</td>
</tr>
</tbody>
</table>
D. Language & Rationality 12 Units Minimum
- English Composition (3 unit minimum)
  English 101, 127 (approved not yet offered) (6)
- Communication & Analytical Thinking (6 unit minimum)
  Co Sci 401, Philos 6 (6)
- Minimum of 3 additional units from D1 or D2 above

E. Health & Physical Education 3 Units Minimum
Health 11 (3)

Associate Degree – Plan B
General Education Requirement: Minimum of 18 semester units
Major Requirement: Minimum of 36 units in a single or related field.
Courses available online:

A. Natural Sciences 3 Units Minimum
F&CS 21 (3)

B. Social & Behavioral Sciences 3 Units Minimum
Chicano 7, 8, History 11, 12, Pol Sci 1 (15)

C. Humanities 3 Units Minimum
Chicano 37, History 86, Philos 1, 33 (12)

D. Language & Rationality 6 Units Minimum

E. English Composition (3 unit minimum)
English 28, 101 (approved not yet offered) (6)

F. Communication & Analytical Thinking (3 unit minimum)
Co Sci 401, English 127, Philos 6 (9)

G. Health & Physical Education 3 Units Minimum
Health 11 (3)

Liberal Arts AA Degree Requirements

1. CSU GE or IGETCE General Education Requirement
2. Minimum 18 units in ONE (A-E) area Concentration
3. One Health and one PE activity course
4. One course in American History and Institutions
5. Minimum of 60 total transferable units
   Courses available online:

A. Arts and Humanities Concentration
   Chicano 37, Philosophy 1, 33

B. Communication & Literature Concentration
   English 101 (approved not yet offered), Philosophy 6

C. Natural Sciences Concentration
   FCS 21, Psych 1, Soc 1

D. Social & Behavioral Sciences Concentration
AJ 1, Ch Dev 1, Chicano 2, 7, History 11, 12, Pol Sci 1, Psych 1, Soc 1, 2, 4, 11

E. Business Concentration
Law 1, CSIT 401

The student who plans to transfer to a four-year college or university should also consult with a counselor for the specific requirements of those institutions. The student who intends to transfer to a four-year school must meet additional requirements for general education.

The Change in Mode of Delivery does not involve creation of a new educational program. Each program reflected in this proposal is part of an existing program offered at Mission.

Some of the Mission College general education, general education, CSU GE, and IGETC requirements can be completed with courses that have been approved for distance education delivery such as History, Political Science, Business Law, Business, Psychology, Sociology, etc.

C. Planning Process

Planning for the Substantive Change

Spring 2009

1. On June 1, 2009, the DE Program presented its Program Review to the Educational Planning Committee (EPC) [13]

2. On June 22, 2009, the EPC responded with a Commendation and Recommendations [14]

The EPC response – appears below

Commendations:
• Thorough, well organized report, thoughtfully presented
• Visionary approach to opportunities
• Important resources available for faculty
• Thoughtful analysis of challenges
• Important list of needed resources identified

Recommendations:
• DE should meet with VP Student Services to discuss challenges and resources needed, such as: counseling, health services, advisement, etc.
• Further explore interdisciplinary courses and programs
• Explore the idea of requiring a course in online pedagogy before certification rather than at recertification
• Carefully consider the number and choice of platforms to be available at LAMC
• Approval process needs review and clarity for all three components:
instructor certification, course approval, and shell approval
• Carefully consider which issues should be centralized at the District or
  kept local to LAMC

3. One of the recommendations was to meet with the VP of Student Services to discuss
  challenges and resources needed, such as counseling, health services, advisement, etc. along with
  the review of the choice of course platforms available at LAMC.

Fall 2009

4. In September 2009, College Council approved a Course Management Task Force to determine
  which course management systems would best serve the college. [15]

The task force met and evaluated a number of course systems and recommended in December
2010 to EPC, Academic Senate, and College Council that the college should use Moodle and
Course Compass/ECollege, to transition those classes using Etudes. [16]

The recommendations of the CMS Task Force were as follows:

a. The College will support two course management systems – Moodle (some hosting
costs in the future) and Course Compass (no cost to the college).

b. Etudes course management system will be discontinued as of 6-30-09 and no longer
  funded or supported by the college.

c. The College will provide training in Moodle to the 8 or more Etudes faculty in January
  2010, and will further provide assistance to Etudes faculty during the Spring
  2010 semester with the conversion of online courses from Etudes to Moodle.

d. Starting Summer/Fall 2010, faculty who want to teach online will use either Moodle or
  Course Compass.

e. **Student Identity Authentication** Accreditation now requires that all DE classes take
steps to ensure the students who login to online classes are the same students registered
for the class. This new accreditation requirement (as of 2010) is met when a Course
Management System uploads students directly from the student rosters maintained by
the college in its Student Information System (SIS).

Both Moodle and Course Compass (E-College) do not currently authenticate students in their
systems. Both systems are required to authenticate students by Fall 2010 or they will be
removed from the approved list of Course Management Systems which will be supported by the
College and which can be used to teach online classes

College Council reviewed and approved the recommendations of the CMS Task Force, and
thereafter existing Etudes classes were converted to Moodle.

During Spring and Fall 2010 semesters, the district IT, and LAMC, along with tech support from our Moodle hosting service and E College collaborated in integrating a seamless upload of students through automatic synchronization with the LACCD Student Information System to bring both our Moodle and ECollege CMS platforms in compliance with Student identity Authentication required by the Commission and the current guidelines on distance education.

Our CMS platforms communicate with the LACCD Student Database, and at the beginning of each semester, course shells are created for each web-enhanced, hybrid and online class, and our students registered for those classes are uploaded into the respective CMS system for the particular class.

5. In the November 2009, the DE Committee reviewed the current list of approved DE Online Classes. There were 45 approved DE classes, and also discussed the then current status of online classes and whether the online class offerings constituted a Substantive Change. The DE Committee decided to make a presentation to the EPC in its December 2009 meeting.

6. In the December 2009 meeting of the EPC, members of the DE Committee made a presentation outlining the current certificates or degrees that are available currently or nearly available online, which included the following:

   chicano Studies (5 of 7 required courses, 15 of 23 units available online)

Law (Legal Assisting/Paralegal) (all 36 units completely available online - a Substantive Change Proposal was made and approved for this program in Spring 2009)

Philosophy (4 of 6 required courses, 12 of 18 units)

Political Science (6 of 9 required courses, 15 of 21 units), and Sociology (5 of 7 required courses, 15 of 22 units).

7. The EPC decided that the issue of a Substantive Change Proposal should be discussed at different college levels, including College Council, and Academic Senate, and upon due consideration, a process should be established and implemented to carry forward a Substantive Change Proposal for our current and future online classes.

Spring 2010

8. In February 2010, LAMC submitted its Mid-Term Accreditation to the commission which included an update on the status of the Substantive Change Proposal as follows:
February 2010 - Mid-Term Accreditation Update

Distance Education: Since the Accreditation Site Visit in March 2007, additional faculty have received training in online pedagogy and use of course management systems. The curriculum committee has approved several additional courses for delivery in the distance education modality.

In November 2009, the Distance Education Committee reviewed the number of courses approved for distance education. In December, the Distance Education Committee presented a report to the Educational Planning Committee on the growth of distance education at the college. Based upon student demand, increasing faculty interest and the increasing number of classes approved for delivery in a distance education format, the Distance Education Committee informed the Educational Planning Committee that the college should begin the process of preparing a Substantive Change Proposal to plan for future growth in online classes, certificates and possible degrees.

9. DE Committee recommended to EPC on 3/18/24 to establish a Substantive Change Task Force [12]

EPC adopted the recommendation on 4-5-10, approved by Academic Senate on 5-6-10 and final approval by College Council on 5-20-10.

Fall 2010

10. In its first meeting of the Fall Semester, the DE Committee, for purposes of establishing the scope and extent of Mission's Substantive Change Proposal and the implications of online/hybrid classes on each one of our college departments and new online classes, developed two survey questions for Department Chairs to assist our planning for future online classes and programs. Those two questions were as follows:

1. What are the implications of online/hybrid instruction for your discipline? (Please explain advantages/disadvantages/limitations)

2. If the college offered online or hybrid degrees would your discipline offer a class or component of that degree? (Please support your response)

During November and December 2010, Department Chairs were each consulted, and provided their responses to the above two survey questions. [7]

Department Chair Feedback to Survey (November - December 2010)

Child Development

In June 2009 Child Development District –Wide identified courses that could be offered online or hybrid. Students are requesting online classes. Some students participate more actively online
than in the classroom setting. Online classes meet the needs of working students and those challenged by transportation. Online classes offer opportunities for enhanced content through the many varied online resources. It increases classroom space on campus Face to Face relationship building is eliminated which is critical to Child Development. Students online will not receive the exposure to and preparation for the interpersonal communication skills necessary for quality teaching. There are concerns about monitoring students' involvement, cheating opportunities. Campuses that are promoting online offerings may not listen to departmental recommendations. Faculty may not be prepared for, nor interested in this delivery system. There are concerns that many students will be "left out" if courses go online exclusively.

**English**

The English Chair expressed interest in offering one face to face and one online. Otherwise to offer more online classes at the expense of offering fewer on campus classes reduces the amount of classes for on campus. English would offer upper level classes online. Many schools do not offer these classes and English could establish a niche market. There needs to be a campus policy about the balance between online and on campus classes. Campus classes should not be put in jeopardy or be replaced by online or hybrid classes. The EPC and the Tech Master Plan could plan for increase enrollment and the number of new online classes.

There are a lot of misconceptions of online classes. More education is needed. One in four classes in California is taken online. The success rate in online classes does go down. But use of more interactive resources like social media could increase the success rate by 10%. If we do more online classes we need to do it smart with a lot of training. If accessibility is part of our mission statement, then we need to respect our mission statement and embrace more online/hybrid classes. The college has to take lead and set standards, coordination, planning.

No one is entitled to teach online if they are not properly trained. It is a real responsibility to teach online and requires extensive training and college support services to make it high quality.

There needs to be a certain spirit of integrity in the department which should set standards with training. Online should have a weekly video cam greeting. Multiple uses of discussion boards should be switched out for voice threads, avatars, and control panel, more active with visual and audio portions. The teachers’ online presence needs to be more visual and more than just text to make the class more interactive and to help to build a community. Also there needs to be a creative element in each online class. Labs for science need to be done on campus and not online.

**English as a Second Language**

Caution should be taken that we not undercut our mission to provide educational opportunities to all members of our target area. If we want to offer an online English degree are we willing to sacrifices the classes we need to meet the demands of our face-to-face on campus students
The decision to support an entirely online degree is under the purview of the EPC who needs to review the matter. Also the future planning ramifications should be included within the current Ed Master Plan. ESL language instruction needs to be face-to-face. That being said---WLAC is developing a totally online ESL Program to be offered to Chinese students beginning Spring 2011.

**Family & Consumer Studies**

Family and Consumer Studies sees online and hybrid as future for our students in those classes that are not labs. Lecture classes are done well online such as Sanitation (FCS 50) and Nutrition (FCS 21). Classes that require labs like Interior Design 103 cannot be done online.

**Health and PE**

All of PE classes should be done on campus, and not online. For Health, currently they are offered online. Health and PE is interested in developing some hybrid classes – either Health 11 or Health 8. Some colleges (Trade) offer PE online, but the Health and PE District Discipline Committee frowns about such a practice, and recommends that PE be done in person.

**Math & Computer Science**

Remedial courses would not do as well as say Statistics online. Math might want to limit our focus at elementary transferable courses such as Math 227.

Remedial students would best be served with brief, short term, preparatory online class with very narrow focus. Examples would be: placement exam and preparation or refresher courses for students who may meet a prerequisite but have not taken a math class in some time. Offering online classes would have to be a hybrid rather than fully online. One of the Math faculty recently taught an ITV Math class and she was satisfied that the structure, in particular in-class exams, insured student accountability. Any online classes must be part of the math course offerings and developed and articulated by the Math department.

Math is currently developing a hybrid Math 227 class along the lines of the ITV class, and it is probably a year and a half to two years away from being offered. It seems online courses and/or degrees are inevitable, but it will be a few years, so perhaps we should start planning.

Below are advantages and disadvantages of online classes:

**Advantages**

a) Increased access of courses to students
b) Increased enrollment
c) Increased hiring as new faculty may be needed
Disadvantages:
  a) Control of who takes the exams if the course is entirely online
  b) Need for additional support services; e.g. online tutors
  c) Need of additional funding for training of faculty and tutors
  d) Need to (re)write new PNCRs (Proposed New Course Outlines of Record)

Limitations:
  a) Online/hybrid courses should be limited to lower courses
  b) There should be a limit on the number of courses that can be taken online
  c) Lack of training of faculty and tutors in online offerings
  d) Lack of funds to do the job right

Math would be interested to start by offering a trial course as a hybrid if college is willing to fund the increased expenses (hiring and training of faculty and tutors). Hybrid classes will increase the number of students because students living farther from Sylmar and who work full time will have opportunity to take classes at our college. More and more school are offering online classes nowadays and we don’t want to fail behind.

PACE

PACE hybrid courses have been very successful. Business 5 and Education 203 are the only hybrid classes currently offered in PACE and PACE would like to expand its hybrid offerings because of the convenience they offer for working adult students. PACE finds online classes to be an integral part of their department

Social Sciences

Lack of classroom availability means that Mission will have to provide other ways to serve the students at LAMC and distance education meets their needs.

Distance education either completely online or through hybrid means the student is offered more flexibility as to when they attend class and how.

The budget cuts have impacted all the disciplines directly by adding to the number of students we serve per sections. Therefore technology has made it possible to support more students not just with communication. But as ways to posting handouts, on campus resources such as student services information, a place to post grades that are private, areas where discussions forums can take place that time does not permit in the classroom. As well as a place for students to take exams or complete assignments online so that more lecture can occur in the classroom.

Students today are already utilizing the technology in their everyday lives; therefore delivering education in a non-traditional format will be attractive to students who are already trying to maintain balance between their educational goals and their private and professional lives.

Sciences
Both department chairs believed that labs must be done on campus. However, such new programs as Environmental Science may well be both on campus/online or the hybrid format.

The Physical Science Chair said that possibly an entirely online AA degree (non Science) might be developed and could incorporate Geography online as the science requirement. Geography may or may not have a lab requirement, and if so, then the department chair that at least the lab component must be either on campus or hybrid (at least part of it on campus).

**Suggested Classes – Hybrid & Online**

**Hybrid**

CD 10 (hybrid-CPR/First Aid Practice component). Some ESL classes could be put in hybrid format. The upper level ESL writing classes could probably put a lot of the discreet grammar instruction online, English 21 and 28, English 102,103, Health 8 and 11, and Speech

**Online**

FCS - Marriage and Family, FCS 50,21, Gerontology, CD 11, CD 60, CD 62, CD 38 - 2 online art classes, English 203, 205, 206, 210

11. In September 2010, the Technology Committee commenced evaluation and assessment of Goal #3 of the Tech Master Plan (**Goal 3: To enhance student success and readiness by providing Anytime, Anywhere and Always-on technology**) to assist with enhancing the use of technology in providing online access to student services to both our on campus and online students. [17]

12. Also, in an effort to improve student services and enhance student success, the Library and IT department added a new functionality to students by allowing remote access to the rich content of the Library Databases. Thus a student may now login through their web browser, and the world wide web (internet) and access all of the library databases by entering their student ID and month day of birth. This was a terrific new resource for students and will definitely enhance student success for all of our students, both on campus and online. [18]

13. In December 2010, The Science Student Success Center and LRC Library Tutoring made a presentation to the Technology committee on how Facebook groups can be successfully used to tutor our on campus/online students. The Technology Committee thereafter recommended that this resource be extended to all departments and disciplines who wish to tutor their students through Facebook groups.

14. Also in December 2010, The Technology Committee and Counseling reviewed the use of live chat for online advising, and use by other college units. Counseling, in general, agrees to employ this new technology. The real issue is the “staffing” of the live chat service. The
Technology Committee recommended that the college assist with the necessary resources and funding to staff live chat for online advising and other college services to increase student access for both on campus and online students.

15. The Technology Committee in December 2010 reviewed and summarized a list of improvements to increase student access and success, see summary below

Goal 3: Evaluating Student Success

<table>
<thead>
<tr>
<th>Improvements</th>
<th>New Technologies</th>
<th>Existing Tech</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-line Advising</td>
<td>YouTube</td>
<td>Library Database</td>
</tr>
<tr>
<td>Title V</td>
<td>Screencasts</td>
<td>Faculty Portal –syllabi need to be posted</td>
</tr>
<tr>
<td>Verizon Grant</td>
<td>Videocasts</td>
<td>ECD: SLO’s</td>
</tr>
<tr>
<td>TPP</td>
<td>FTLA</td>
<td>Student Success</td>
</tr>
<tr>
<td>Tutorials</td>
<td></td>
<td>Conferences: e-portfolios</td>
</tr>
<tr>
<td>Screencasts studio</td>
<td></td>
<td>Instructors system:</td>
</tr>
<tr>
<td>Bond $ for Tech Center</td>
<td></td>
<td>Grades/Exclusion</td>
</tr>
</tbody>
</table>

16. At the end of Fall 2010 semester, College Council approved a updated and new five year Technology Master Plan which included in Goal #3 the goal of enhancing student success and readiness by providing Anytime, Anywhere and Always-on Technology. [19]

Objectives:

3.1 Develop a transition plan for faculty from ETUDES to Moodle site

<table>
<thead>
<tr>
<th>Action Items</th>
<th>Responsibility</th>
<th>Time line</th>
<th>Evidences/Outcomes</th>
<th>Fund(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Establish a Course Management</td>
<td>Distance Learning Coordinator and Educational</td>
<td>Fall 2009</td>
<td>College Council recommended and approved.</td>
<td>None</td>
</tr>
</tbody>
</table>
System Task
Force with the charge of reviewing the current status of LAMC course management systems and of making a recommendation to College Council regarding the number and choice of course management systems to be available at LAMC.

3.1.2 Transfer classes from ETUDES database to Moodle database.

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Time line</th>
<th>Evidences/Outcomes</th>
<th>Fund(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance Learning Coordinator</td>
<td>In progress</td>
<td></td>
<td>Student Worker (obtained through CalWorks at no cost to the college.)</td>
</tr>
</tbody>
</table>

3.2 Digital content will be integrated into all instruction, as appropriate and should be available before, during and after school to support teaching and learning.

3.2 Digital content will be integrated into all instruction, as appropriate, and should be available before, during and after school to support teaching and learning. **Action Items**

3.2.1 Provide more opportunities and training for faculty to develop new course

IT department and all academic departments

On-going task

None
materials utilizing technology e.g. online syllabus, exams, power point presentation ...

3.2.2 Create incentives for those who are incorporating new technology into the curriculum.

3.3 Create an official channel of Mission College on YouTube.

<table>
<thead>
<tr>
<th>Action Items</th>
<th>Responsibility</th>
<th>Time line</th>
<th>Evidences/Outcomes</th>
<th>Fund(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3.1 Submit application to YouTube to request for an official college channel.</td>
<td>IT department</td>
<td>Spring 2010</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>3.3.2 Design and maintain college YouTube channel</td>
<td>IT department</td>
<td>On-going tasks</td>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>

3.4 Continually expand wireless wherever possible

<table>
<thead>
<tr>
<th>Action Items</th>
<th>Responsibility</th>
<th>Time line</th>
<th>Evidences/Outcomes</th>
<th>Fund(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.4.1 Expand wireless access point in all new buildings</td>
<td>IT Department, contractors</td>
<td>On-going tasks</td>
<td>Bond A/AA Measure J</td>
<td></td>
</tr>
<tr>
<td>3.4.2 Apply the latest wireless standard 802.11n technology to all wireless access point in the new buildings. The 802.11n</td>
<td>IT Department</td>
<td>On-going tasks</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
significantly improves the speed and range of wireless coverage.

**Spring 2011**

17. In Spring 2011, the DE Committee reviewed all of online faculty to determine whether each online faculty had obtained a second certificate in “online pedagogy” as suggested in the June 2009 comments of EPC to DE Program review, and the date each online course shell had last been evaluated.

DE Committee then decided as part of the Substantive Change Proposal to require all online faculty complete the “online pedagogy certificate” before the Fall 2011 semester to maintain their respective certification to teach online, and to evaluate the course shells of all online classes which had not been evaluated in the last five (5) years (since 2006).

The purpose, then, was to ensure quality of teaching and course content as part of the Substantive Change planning process.

A close examination of the list revealed that a total of 15 faculty had not yet obtained the 2nd certificate in online pedagogy, and that DE needed to do a shell review of a total of 30 online classes which had not been evaluated in the last five (5) years. [20]

The DE Committee then drafted and forwarded a letter to each online faculty who were required to obtain a 2nd certificate, and/or have their online course evaluated by the DE Committee. [21]. Below is a copy of the letter which was sent to the online faculty impacted

**Letter to Online Faculty:**

Dear Distance Education Faculty Member,

To ensure that our Substantive Change Proposal is approved, the DE has developed a number of policies and guidelines as a result of numerous meetings, utilizing various resources including diverse online faculty input, student evaluations of instructors, enrollment patterns, success rates, retention rates, faculty evaluation conclusions, input from Distance Education Committee, EPC, Accreditation reports, impact on LAMC budget, curriculum and transfer issues, shell evaluation and preparation processes, student complaints and numerous pedagogy of distance education instruction.

The college and your department chair stand prepared to assist you in meeting these new policies by providing training and support. But keep in mind that an online faculty member is responsible to keep up with professional development changes, as they impact his/her content delivery. It is expected that all online and hybrid classes meet these basic standards before the start of the fall semester. In order to meet the requirements of the Substantive Change,

Below are the standards that must be met:
1. **Teaching Certification Process** - An instructor must obtain a certificate of training in the Course Management System they are using to deliver their online class. A current list of certificated online instructors is on the DE website at www.lamission.edu/de

2. **Online Pedagogy** - In June 2009, the EPC evaluated the program review of Distance Education, and recommended that DE require a 2nd certificate in online pedagogy.

   To facilitate and ensure the approval of the Substantive Change Proposal, the DE Committee, in conjunction with the VP of Academic Affairs, have determined that all current online faculty must obtain a 2nd certificate in online pedagogy and file it with the DE Committee no later than **August 15, 2011** to maintain their certification to teach online.

   To help faculty accomplish this new requirement, the DE Committee approved online training with @One ([http://onefortraining.org](http://onefortraining.org)) and the class “Introduction to Online Teaching and Learning”

3. **Online Course Shell approval** - Pursuant to the charge of Article 40 of the AFT contract on Distance Education, the DE Committee has reviewed and approved online course shells since February of 2007. DE has formulated a method of review by adopting a standardized rubric adopted from “Quality Matters: Peer Review of Online Courses” and which includes six different criteria including an evaluation of syllabus, assessment and measurement, learning support resources, web design, ADA compliance, and overall course evaluation.

   If your online class was not reviewed and approved within the last 4 years, the DE Committee must review and approve your class prior **to the end of the spring semester** for you to continue to teach your class.

   If you fall into this category, then at least 50% of your fall class, including assignments, quizzes and discussions must be uploaded to a shell and access must be provided to the DE Committee for evaluation, no later than **April 15, 2011**, for approval prior to summer recess.

   If you have any questions regarding the above, please direct them to either the VP of Academic Affairs or the DE Coordinator.

   Sincerely,

   VP of Academic Affairs  
   and DE Coordinator

**Resources:**

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*Los Angeles Mission College Substantive Change Proposal*

2. DE Policies

3. Evaluation Rubric for Online classes

In March, the DE Committee met to set up the shell review process for the review of the 30 classes. The Committee divided itself into 3 review teams and each team was assigned the review of 10 classes. The entire DE committee was charged with reviewing, in general, all of the 30 classes, but each team was to, more specifically apply the DE Course Shell Review rubric [22] in their analysis of their assigned online/hybrid classes.

During March and April the DE Committee reviewed the above mentioned 30 hybrid/online classes, and recommended "approval" for 24 of the classes, and "needs improvement" for 6 classes before the Fall 2011 semester, including two Chicano Studies, two law classes, one Nutrition, and one Child Development class, with specific notes and findings to assist those faculty in the improvement of their hybrid/online classes. [23]

18. By June 30, 2011, all of the online faculty who were required to complete the 2nd certificate in Online Pedagogy with @One had completed and filed a copy of their @One Certificates in "Introduction to Online Teaching and Learning" ("IOTL") with the DE Committee. Now all of the online faculty at Mission are in compliance with DE Online Certification requiring a certificate in online pedagogy.

19. In the Spring 2011 semester (5/19/11), the DE Committee reviewed and clarified the definition of hybrid and online classes at Mission - Glossary [24] as follows:

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Definition</th>
<th>Considered Distance Education Course</th>
<th>Requires Additional Approval Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Web enhanced</td>
<td>Classes that meet in the classroom setting during ALL class hours but make use of the internet for supplemental communication,</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>
out-of-class assignments, and learning resources.

<table>
<thead>
<tr>
<th>Hybrid</th>
<th>Classes under 51% of traditional classroom instruction are replaced with online instruction.</th>
<th>Yes</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online</td>
<td>Classes in which over 51% of traditional classroom instruction is replaced with instruction online via the internet. Some online classes require on campus sessions for orientation or testing.</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Pursuant to Title V - Glossary (Distance Education terms)
hybrid class see
http://www.ccccurriculum.info/curriculum/regulationsguidelines/Regulations_DistanceEd.htm#55205

**FIFTY-ONE (51%) RULE**: A course/section or session is defined as DE if technology is used 51 percent or more of the time required to deliver instruction during the course term and where the student and instructor are separated by distance.

In April 2009, the Education Planning Committee ratified the following “Mission Load Policy” to address full time faculty teaching “all” of their full time contract load “online”

**Mission Load Limit Policy** (added 4-16-09)

_A full-time faculty member shall teach at least 40% of their regular assignment on campus. All of an adjunct assignment can be taught online. Any deviation from the 40% on campus assignment needs to be approved by the department chair, the dean, and the Vice-President of Academic Affairs. Hybrid classes (which are at least 51% on campus and the remainder on the internet) are considered “on campus” classes for purpose of computing the faculty load limit under this policy._ endorsed by EPC on 4-16-09
In light of the 51% rule, the DE Committee on May 8, 2011 amended the Mission “Load Policy” as follows:

**A Hybrid class is one in which under 51% of traditional classroom instructions is replaced with online instruction. See updated policy at [http://lamc-ddl.pbworks.com/w/page/46030652/Glossary-Definitions-Hybrid](http://lamc-ddl.pbworks.com/w/page/46030652/Glossary-Definitions-Hybrid)**

This permits the scheduling of two “on campus” hybrid classes in a standard 3 hour traditional class, thereby meeting the 40% load policy and allowing full time faculty to teach 40% of their full time load (i.e. 2 out of 5 of the full time contract load) "on campus" as hybrid classes.

**Summer 2011**

20. In preparation for the Fall 2011 semester, on July 5, 2011, a [DRAFT] Application for Approval of new Hybrid/Online Class. [25] was borrowed, excerpted and developed, using a “Best Practices” model from [Glendale Community College](http://lamc-ddl.pbworks.com/w/page/46030652/Glossary-Definitions-Hybrid). This form would act as an addendum to our current Course Outline of Record and a second form, the DE Course Approval Routing Form [26].

The new forms and process would require faculty to provide a rationale for their class, information on “Best Practices” to be utilized, “Frequent Contact”, and a new and updated review process which involved participation by Curriculum, EPC, and the Strategic Enrollment Management Committee to ensure that each new online and hybrid class was well-grounded in the goals and objectives of the Educational Master Plan, and overall educational goals of the college.

In addition a [DE Faculty Guide](http://lamc-ddl.pbworks.com/w/page/46030652/Glossary-Definitions-Hybrid) was drafted [27] and set forth clearer definitions, guidelines, and standards for our online faculty and their classes. The Guide included the following:

I. Definition of Distance Education

II. Rationale for Proposing Distance Education Course

III. Separate Course Approval for Distance Education Courses

IV. Required Instructional Time

V. Course Content Creation and Delivery
VI. Accessibility

VII. Instructor/Student Contact

VIII. Evaluation

IX. Technical Support for Faculty and Students

X. Faculty Selection

XI. Minimum Faculty Qualifications for Teaching Distance Learning Course (Hybrid or Online Course)

XII. Number of Students in Distance Learning Course (Hybrid or Online Course)

XIII. Intellectual Property/Copyright

XIV. References

The above DE Faculty Guide was excerpted and borrowed from the GCC DE Faculty Guide at http://www.glendale.edu/index.aspx?page=2219 and the addition of “accessibility guidelines” was excerpted and borrowed from the LA Harbor DL Manual - [28]

21. In preparation for Fall 2011, a DRAFT of sample statements for online classes was prepared – see “Sample Statements for your Online Class“ which was borrowed and excerpted from Mt. San Antonio CC (“Mt.Sac”) http://ctl.mesacc.edu/wiki/images/c/c0/Samples.pdf

These statements were included in the law classes for Fall 2011. [29] (sample statements “Where to Start” from Bus. Law I – Law Class for Fall 2011 semester.)

22. In preparation for Fall 2011, DRAFT “Best Practice” guidelines to assist our hybrid/online faculty in developing and improving the content, quizzes, assignments, forums of their online classes was prepared. [30]

23. In preparation for Fall 2011, DRAFT guidelines for “Frequent Contact" [31] were prepared to ensure that Mission’s online and hybrid classes are “high quality, robust” educational experiences for our online students.

See the update and progress report below:

**Update and Progress Report on DE Program Review**

**EPC Response to DE Program Review of June 2009**

**Recommendations:**

1. DE should meet with VP Student Services to discuss challenges and resources needed, such as: counseling, health services, advisement, etc.
2. Further explore interdisciplinary courses and programs
3. Explore the idea of requiring a course in online pedagogy before certification rather than at recertification
4. Carefully consider the number and choice of platforms to be available at LAMC
5. Approval process needs review and clarity for all three components: instructor certification, course approval, and shell approval
6. Carefully consider which issues should be centralized at the District or kept local to LAMC

**July 15, 2011 Update and Progress on EPC Response to DE Program Review of June 2009:**

#1 - Counseling, health services, advisement

To enhance the review, assessment, and implementation of more student services for our hybrid/online students including, counseling, the DE Committee added Diana Bonilla from Counseling to the DE Committee as a voting member.

Counseling currently does online counseling for online students through an electronic form. Counseling is considering the implementation of a "chat client" for online students to provide more "synchronous "access to counseling.

DE and Student Services need to develop increased contact and campus college services with online students. Below are some methods DE, Counseling and Student Services should consider in enhancing our online classes as part of the Substantive Change. (per recent Calif. Community College Chancellor's Survey of April 3, 2011 ([click here](#)))

<table>
<thead>
<tr>
<th>Methods of Student Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting face-to-face on campus</td>
</tr>
<tr>
<td>Telephone meetings (either one on one or group conference calls)</td>
</tr>
<tr>
<td>E-mailing</td>
</tr>
<tr>
<td>------------------</td>
</tr>
<tr>
<td>Text messaging</td>
</tr>
<tr>
<td>Blogging</td>
</tr>
<tr>
<td>Online Discussion Board</td>
</tr>
<tr>
<td>Class Chat Room</td>
</tr>
<tr>
<td>Video Conferencing with students (either point to point or multi point)</td>
</tr>
<tr>
<td>Class Facebook Page</td>
</tr>
<tr>
<td>Class Twitter Feed</td>
</tr>
<tr>
<td>Other Social Networking Sites</td>
</tr>
<tr>
<td>Mailing materials to students (Public/Private Postal Services)</td>
</tr>
<tr>
<td>Faxing materials to/from students</td>
</tr>
<tr>
<td>CCC Call Confer (Telephone conferencing only)</td>
</tr>
<tr>
<td>CCC Meet and Confer (Telephone/computer conferencing)</td>
</tr>
<tr>
<td>CCC Teach and Confer (Telephone/computer conferencing for teaching)</td>
</tr>
<tr>
<td>CCC Confer Office Hours (Telephone/computer conferencing for meeting with students)</td>
</tr>
<tr>
<td>CCC Confer Moodle Room (Open source LMS)</td>
</tr>
</tbody>
</table>

The DE Committee, Counseling, Student Services, and the remainder of the College units, departments, and programs should consider implementing and/or increasing the following student services and make available to our online students, and our current on campus students:
To increase available student services, LAMC needs to survey the below services and whether the service or program is offered only on campus, offered on campus and also through other communication technologies, the information is provided via a static webpage posting, students can request or submit information to program or service via an interactive web page, students can obtain information via the telephone through prerecorded message, students can request or submit information to program or service using the telephone, or whether the student service is not offered.

**Student Services to be surveyed and increase access provided, where possible:**

- Course/Program Catalog
- Admissions
- Schedule of Classes
- Registration
- Assessment and Testing (Diagnostic, Placement & Academic)
- Academic Advising and Counseling
- Orientation
- Financial Aid
- Student Accounts
- Student to Student Communication
- Faculty to Student Communication
- College to Student Communication
- Bookstore Services
- Library Services
- Remediation Services
- Retention Services
- Tutoring (Individual & Group)
- Disabled Student Services
- Counseling (Personal)
- Career Counseling & Placement Services)
- Ethical & Legal Services
- Financial Planning (Budgeting, Banking, Loan & Credit Card Management)
- Health Services
- Student Activities (Recreation, Leadership, Academics, Religion & Spirituality)
- Student Population on Segments Services (International, Minority, Veteran Alumni)
- Transcript Ordering/Payment
- E-portfolios
#2 - Interdisciplinary Programs

During the suspension of review by DE for online course approval, and the drafting of the Substantive Change, there has been no development of Interdisciplinary Programs.

It is recommended that DE and EPC work with the Strategic Enrollment Management Committee to determine, by environmental scan, student and community surveys, and the like, the needs for new interdisciplinary courses and programs.

Some things to consider in developing more online classes and programs (per recent Calif. Community College Chancellor's Survey of April 3, 2011 (click here) are the following:

- Faculty's own initiative (seminar, course, etc.)
- College-funded education
- Flex Calendar session on how to develop DE courses
- DE course development manual (Locally developed or purchased)
- Release time to learn skills for development of distance education courses
- Online self-paced tutorials
- Training provided by the @ONE Project
- Faculty Mentors
- Stipends or grants to faculty
- Instructional Designers working with faculty
- Training provided by college staff
- Instructional designers working independently

#3 - Explore the idea of requiring a course in online pedagogy before certification rather than at recertification

The DE Committee adopted the recommendation from EPC recommending requiring a course in online pedagogy before certification rather than at re-certification and DE now requires that all faculty teaching a hybrid or online class receive a certificate in "Online Pedagogy". The DE Committee further approved training for such online pedagogy with @One (an approved CCC provider), and as of this summer 2011, all faculty who are teaching online or hybrid classes have received a certificate in both "Intro to Moodle" or "Intro to ECollege" (the two approved Course Management Platforms for the delivery of hybrid/online classes) and "Intro to Online Teaching and Learning" ("IOTL") with @One (http://onefortraining.org). Hard copies of said certificates are on file with Paul McKenna, who is the DE designated person to maintain the list.
of certificated faculty teaching either online or hybrid classes. See updated list of Certificated Online Faculty as of Fall 2011

#4 - Carefully consider the number and choice of platforms to be available at LAMC

The DE Committee carefully reviewed the existing Course Management Systems, and determined that the College should employ two Course Management Systems - Moodle and E College. At this point, the College pays approximately $7,300 per academic calendar year for hosting of the Moodle Course Management System (Fall and Spring) for a total delivery of 29 online classes for Fall 2011 semester and 57 on campus (web enhanced classes) for a total 86 classes (40 students per class) or more than 3440 online/hybrid and on campus students. This then would constitute delivering materials, etc. to almost 7000 students for the entire academic calendar year for a cost of about $1.00 plus change for each student.

Previously Mission used the Etudes Course Management System, at double the cost. ECollege does not cost the college anything, as the costs are underwritten by the publisher of the textbooks used by our online and hybrid students. Mission College has effectively leveraged the course management technology in the delivery of its online and hybrid classes. The other colleges in the LACCD spend many more thousands of dollars for their course management systems (for example WLAC spends in excess of $100,000 on Etudes, and Valley in excess of $75,000).

#5 - Approval process needs review and clarity for all three components: instructor certification, course approval, and shell approval

As part of the Substantive Change process, the DE Committee decided to review all online classes during the recent 2011 semester that had been taught in the last 5 (five) years and which had not been reviewed as part of the DE Shell Review process. 30 online classes were reviewed, by the DE Committee, as a whole, with the approval of 24 classes, and 6 classes received a "Needs Improvement". The faculty teaching those classes were notified and received the findings of the DE Review, and those shells will be updated by the respective faculty, and reviewed for approval prior to the Fall 2011 semester.

The DE Shell review process needs to be improved. One suggestion is to take the Shell Review Rubric, and to "annotate" (see good example of annotated rubric from Lake Superior College Online Peer Review Rubric - (rubric annotations-pdf version), (rubric annotations-word version) so faculty have more specific guidelines, norms, standards, and "best practices" with which to assist in improving their online courses. See proposed/sample of "Best Practices" for review and adoption as part of our Substantive Change.

Best Practices
Overview-Summary  Content  Assignments  Forums  Quizzes  Syllabus  Frequent Contact

It is recommended in developing new online classes and programs, that both DE, Curriculum, and EPC develop an updated DE Education Approval (see sample/proposed), a new DE Faculty Guidebook (see sample/proposed guidebook) and a supplemental and enhanced DE
Online/Hybrid approval form, similar to Glendale Community which includes review, and approval by DE, Curriculum, and the Department Chair.

This new process will require that new hybrid/online classes, and the faculty offering such new classes/programs address the following in the new/updated DE Course Approval form:

Each proposed or existing course, if delivered by distance education, shall be separately reviewed and approved by the curriculum committee prior to being offered. [Education Code 55213]

The new form fulfills three objectives:

1) It justifies the need for the course to be taught in online or hybrid format;

2) it assures that the educational objectives of the course can indeed be achieved via distance delivery; and

3) it makes clear how students will be able to communicate with the instructor. It is the instructor’s responsibility to read the Distance Education Guidebook for more information about policies and guidance for filling out this form.

The online faculty should address the following questions regarding the proposed new online class:

1. Describe the rationale for offering THIS SPECIFIC COURSE as either a hybrid or online course as opposed to using only traditional classroom-based approaches. See Distance Education Guidebook for more information.

2 (a) Based on the official course outline on file, how much TOTAL instructional time is required for this course (Fall, Winter, Spring, Summer)? (Example: A 3 unit lecture class requires 48 hours)

2 (b) How much of this instructional time will be delivered online? (Example: A 3 unit lecture class taught as a 50% hybrid would be 24 hours online)

2 (c) How will you adapt the traditional instructional materials in THIS SPECIFIC COURSE to be delivered online? What methods of presentation (e.g., discussion boards, PowerPoint, audio, video, podcasts, webinars, etc.) will be used to fulfill the online instructional time? For hybrid courses please indicate which methods will be delivered online vs. in the classroom.

3 (a) Based on the official course outline on file, how much TOTAL Homework time is required for this course (Example: A 3 hour lecture class requires 96 hours of homework)

3 (b) What types of assignments (e.g., documents reviewed on Blackboard/WebCT, internet research, reading assignments, projects, etc.) will be used to fulfill this time?
**Evaluation:**


5 (a) Method(s) of Regular Weekly Contact (please check all that apply and include synchronous and/or asynchronous communication).
   - Email
   - Discussion Board
   - Telephone
   - Other

5 (b) Method(s) of Intervention for Students Not Meeting Course Expectations: (please check all that apply)
   - Email
   - Discussion Board
   - Telephone
   - Early Alert (recommended)
   - Other

If an online course complete the following:

5 (c) Method(s) of Contact Prior to Census Day in addition to the required face-to-face orientation (please check all that apply).
   - Email
   - Discussion Board
   - Telephone
   - Other

6 (a) List any course delivery system/applications you plan to use (e.g. Blackboard/WebCT, faculty Web pages, etc).

6 (b) How do you plan on using the capabilities of each delivery system/application listed in 6a (e.g., blog, email, RSS, chat, uploading, documents, quizzes)?

Also the DE Committee should develop "Best Practices" with respect to the content, assignments, quizzes, forums and "frequent contact" - see proposed Best Practices

The issue of frequent contact cannot be emphasized enough.

Below are methods that DE should support and encourage faculty to implement in their hybrid/online classes to ensure "high quality" hybrid/online classes.

**Frequent Contact” Best Practices for Online/Distance Education Courses**
(excerpted from Foothill Community College)
In accordance with Title 5, discussions in the Faculty Academic Senate and the College Curriculum Committee, a survey of faculty, online discussions, and a review of the pertinent literature, the Foothill College Academic Senate has formulated the following best practices and guidelines for “Regular, Timely and Effective Student/Faculty Contact” in online/distance education courses:

**Best Practices**

1. **Communication:**
   These communication guidelines are as follows:

   “Provides students with a written explanation of the evaluation process, expectations and requirements, assignments, course content, relevant dates, and other information.” and is the same requirement for all teachers. Communication must include but is not limited to:

   - Relevant Dates, Course Schedule, and Deadlines.
   - Faculty Expectations and Requirements for minimum student participation (quantity and quality) for all sections of the course.
   - Evaluation Process including the timeframe for faculty feedback on student works such as discussion posts and assessments (quizzes, exams, assignments, projects, surveys) so that the student can gauge their progress. Faculty must provide substantive feedback within a reasonable time as outlined in the course syllabus.
   - Faculty/Student Communication Process including the timeframe for faculty response to student communications. A response time of 24-48 hours, Monday through Friday is desirable but may vary based on course requirements and extenuating circumstances. It must be clear whether or not the instructor will be available after hours or on weekends and holidays.
   - Methods of regular, timely, and effective student/faculty contact that will be employed in the course (as described below)
   - A Contingency Plan for when the instructor is unavoidably unavailable for a specific period. Faculty must provide the students with a plan for instances when they may not be available due to personal or technical emergencies. Announcing (in advance if possible) any absence of greater than two working days and providing clear options for students to continue their progress in the class until the instructor returns is essential.

2. **Effective Student/Faculty Contact:** it has been clearly shown that lack of regular, timely, and effective contact between students and instructors is a major factor in student attrition and poor performance in online courses. Depending on class design and Instructor preference, the faculty shall employ one or more of the following methods of regular, timely,
and effective student/faculty contact in all online, hybrid, and web-enhanced courses: (it is recognized that instructors of web-enhanced and Hybrid courses have more in-person contact with their students and would as such rely less on these methods.)

These effective contact guidelines are as follows:

“Maintains student-faculty relationship conducive to learning,” as well as the following student evaluation criteria:

Motivates student interest and intellectual effort,
Encourages students to ask questions and participate in class discussions,
Encourages individual thinking and differences of opinion, and
Uses full class time effectively.”

List of Senate Recommended Methods of Regular, Timely, & Effective Student/Faculty Contact (in no particular order)

- Private Messages within the Course Management System
- Personal e-mail outside of the Course Management System
- Telephone Contact
- Weekly Announcements in the Course Management System
- Chat Room within the Course Management System
- Timely feedback and return of student work (tasks, tests, surveys, and discussions) in Course Management System by methods clarified in the syllabus.
- Discussion Forums with appropriate facilitation and/or substantive instructor participation
- E-Portfolios/Blogs/Wiki for sharing student works in progress; provide feedback from fellow students and faculty in a collaborative manner, and to demonstrate mastery, comprehension, application, and synthesis of a given set of concepts.
- Group or individual meetings
- Orientation and review sessions
- Supplemental seminar or study sessions
- Field trips
- Library workshops

If, for whatever reason, a faculty member is unable to comply with the regular, timely, and effective contact guidelines set forth above, and in the course syllabus, students should be informed via e-mail or high priority announcement as to when they can expect regular, timely, and effective contact to resume.


[ii] Roblyer, M.D. & Leticia Ekhami (2000, Spring), How Interactive are YOUR Distance Courses? A Rubric for Assessing Interaction in Distance Learning, Online Journal of Distance
#6 - Carefully consider which issues should be centralized at the District or kept local to LAMC

The DE Coordinator is part of the District Technology Planning and Policy Committee (“LACCD TPPC”) which is considering a number of issues to centralize for use by all colleges in delivery of online and hybrid classes. One such improvement is a automated wait list” which will allow online students to be placed on a "wait list" once classes reach their full limits of 40 students. Other such centralized services are being considered at the District level and will be implemented at Mission, as and when they are "rolled out" by the District to each college. Another such enhancement is a District Wide Student email system. Two sister colleges are currently piloting this service. District Wide student email would be a great addition to online students by increasing the use and ease of communication.

On a final note, a district wide email will increase student retention with our online classes and programs.

Methods to Increase Student Retention in Hybrid/Online Classes

See the below methods that DE should consider in improving retention of our online and hybrid students:

1. Predictive analytics using data collected from the Learning Management System (LMS).
2. Early alert notification to student and/or faculty via e-mail
3. Peer advisors contacting students when pre determined parameters of participation are not reached.
4. Faculty contacting students when pre determined parameters of participation are not reached.
5. Counselors contacting students when pre determined parameters of participation are not reached.
6. Instructional redesign of the curriculum to assure more learner centered engagement of students.

Fall 2011

25. On August 15, 2011, the DE Committee met. The DE Coordinator presented the “draft” of the Substantive Change, and each member of the committee was assigned the task of obtaining additional information required to complete the Substantive Change Proposal.

26. On September 3, 2011, the DE Coordinator gave the following Status Update on the Substantive Change Proposal to the Academic Senate:

A. Version 26.5 (“initial rough draft”) of the Substantive Change Proposal was completed
over the summer by the DE Coordinator, and was presented to the DE Committee on August 15th.

B. There are 15-20 sections of the proposal that need additional information [33] and the DE Committee requested collaboration and cooperation with the various units, departments, and individuals who will provide the required information to complete the “draft” proposal.

C. DE will present an update on its Program Review to the EPC [34] in September, and the EPC will provide “feedback, suggestions, and comments” on the update which will be integrated into the overall proposal.

D. In early Fall 2011 semester the VP of Academic Affairs, who is a Co-Chair of the DE committee and the DE Coordinator/Co-Chair will present a update on Mission College’s progress on its Substantive Change Proposal to the Institutional Research Committee at the LA Community College District in downtown LA.

It is anticipated that the Substantive Change Proposal will be completed in the Fall, and will then be submitted to the Educational Planning Committee (EPC), the Academic Senate, the College Council, and finally to the LACCD Board of Trustees for review and approval.

E. The DE Committee reviewed and approved 30 online classes in the Spring 2011 semester. These 30 online classes had not been reviewed within the last four (4) years (2007), and needed to be reviewed and approved as part of the Substantive Change. Now all online classes have been reviewed, approved, updated and are current.

F. All online faculty [35] as of Fall 2011 at Mission completed training with @One in “Intro to Online Teaching and Learning” (IOTL) in online pedagogy as recommended by the EPC in its review of the DE Program Review (June 2009.)

After completing the IOTL course faculty are able to do the following:

• Develop online activities and apply tools and strategies to fulfill Chickering and Gamson’s “Seven Principles of Effective Teaching,” and other sound online learning theories of best practices.

• Demonstrate and incorporate California Community College distance education policies and procedures and Title 5 requirements.

• Develop class policies including, but not limited to, those for grading, providing timely feedback, and student conduct issues

• Build an online course design map based on learning outcomes.

• Design learning activities that support a variety of learning styles and promote interaction.
• Create an instructional module for an online course or program that is the basis for the development of a complete online course.

• Apply principles of copyright and "fair use" to online content.

• Search for and integrate Creative Commons licensed content into the faculty’s online course.

G. Nearly 4000 students (both online and on campus) in the Fall 2011 semester are using materials, and resources provided by Moodle Course Management system.

Here is a breakdown of the usage of our Moodle system.

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Online Classes</th>
<th>Campus Classes</th>
<th>TOTAL STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>Spring</td>
<td>27</td>
<td>27</td>
<td>2160</td>
</tr>
<tr>
<td>2010</td>
<td>Fall</td>
<td>34</td>
<td>35</td>
<td>2760</td>
</tr>
<tr>
<td>2011</td>
<td>Spring</td>
<td>41</td>
<td>40</td>
<td>3240</td>
</tr>
<tr>
<td>2011</td>
<td>Fall</td>
<td>28</td>
<td>68</td>
<td>3840</td>
</tr>
</tbody>
</table>

27. On September 14, 2011, the DE Committee met for its first Fall 2011 meeting, and reviewed, considered the Lake Superior CC annotated rubric [36]. The Lake Superior CC rubric was developed using the same format at we use (“Quality Matters”) and which provides annotated comments (“What’s the idea”) to assist faculty with the improvement of their course shells.

The Committee agreed to remove the column for “points”, and that this form could be used as a form of “Tech Review” similar to the one that Curriculum does in evaluation of course outlines of records. The online faculty would receive a copy of the rubric evaluation from the DE Committee, update and improve their class accordingly, and then DE would review the shell one final time before it is taught online. It was suggested that Department Chairs receive training in the rubric so they can assist their faculty who are preparing their online course shells for DE Review. It is recommended that the Department Chair also “sign off” on the rubric evaluation.

Once the DE Shell Review group provides their “findings”, then it was recommended that the DE Committee as a whole reviews and approves the “findings”. There was a discussion on what percentage of the online class had to be completed before the DE Tech Review (from 50 – 90%) and that issue was “tabled” for further consideration.

28. Distance Education Course Approval Form – “DRAFT” – On September 14, 2011 the DE Committee reviewed, and considered the “DRAFT” Distance Education Course Approval Form. [25]. The form is an addendum to the Course Outline of Record. The DE Committee tabled further discussion on the form to look at the Mt. Sac Distance Learning Amendment form. [37]
This also included a further review of the Routing Form [26]

29 Edustream.org - The DE coordinator reported that Mission now has access to edustream.org streaming media, and accounts will be set up for both on campus and online faculty to assist with adding video resources to our classes.

31. Assistive Access to Learning – The following steps are being proposed to implement Assistive Access to Learning (“AAL”) at Mission:

a. the front page of lamission.edu has an “adaptive/assistive” technology logo for easy access to the materials, tutorials, etc.

b. a separate web-page be developed to house the materials/tutorials for AAL

c. tutorial/materials, best practices be developed for the AAL website

d. training be developed for faculty and staff. The English Department Chair completed, over the summer 2011, the Assistive Technology Certificate with @One. The Staff Development Committee has been contacted and agreed to set up a training workshop, which she will lead, to assist faculty and staff with assistive access to learning.

32. On September 19, 2011, the DE Coordinator presented a two page summary [38] to the EPC, summarizing the above DE Program Review update. EPC was requested to review the program update and provide its analysis, comments, and suggestions to be included in this report.

33. On September 28, 2011, the DE Committee reviewed, discussed and approved, with revisions, the DRAFT of a revised Distance Learning Addendum Form (“DLAF”) [39], which was developed and excerpted from the DL Amendment Form for new classes from Mt. San Antonio Community College. In addition, the DE Committee reviewed, discussed, and approved, with revisions, the DRAFT of a new “Distance Learning Course Approval Procedures” [40]

The procedure outlines the steps for faculty to take to obtain approval of new online classes as follows:

Los Angeles Mission College

DISTANCE LEARNING COURSE APPROVAL PROCEDURE – approved Fall 2011

Step 1: Obtain DL Addendum Form – (available at Curriculum and DE websites)
Step 2: Complete CMS Certification (Moodle or ECollege/Mylabsplus) and Online Pedagogy Certificate (from @One – http://onefortraining.org) provide certification to Department Chair

Step 3: Complete DL Addendum Form (consult with members of DE Committee for assistance)

Step 4: Obtain Department Chair approval

Step 5: Obtain Dean Approval

Step 6: Obtain Curriculum Approval

Step 7: Department Chair and Dean verify if course shell is ready to publish and “go live”

Step 8: Academic Affairs is notified

The Curriculum Chair, who is a member of our DE Committee, will present the above two new forms and procedures to the Curriculum Committee for review and approval. Ultimately, the DLAF Addendum Form will become an addendum to the Course Outline of Record and will become part of the ECD (Electronic Curriculum Portal) used by faculty to update a course outlines of record and to obtain approval for new online or hybrid classes.

It is recommended that the Department Chair evaluate their respective online faculty every three (3) years.

34. On October 6, 2011, the DE Chair updated the Academic Senate on the progress of the Substantive Change Proposal, and requested the Academic Senate place on the agenda for the November 2011 meeting, a short PowerPoint slide presentation by DE on the final “draft” document of the Substantive Change Proposal.

35. On October 17, 2011, the DE Chair made a PowerPoint presentation [41]to the Educational Planning Committee (EPC) on the new forms and procedures for online course approval, along with a DRAFT copy of the Substantive Change Proposal (http://lamission.edu/de/subx/draft.pdf) and requested the EPC review the proposal and provide comments, suggestions, and recommendations and place the proposal on the December EPC calendar for approval.

36. On November 2, 2011, the DE Chair made a PowerPoint presentation [42] to the Academic Senate on the Substantive Change Proposal and the new, updated, modified and revised Distance Learning Addendum Form and the Distance Learning Approval along with a DRAFT copy of the
Substantive Change Proposal and requested the Academic Senate review the proposal and provide comments, suggestions, and recommendations and place the proposal on the December EPC calendar for approval.

37. On November 17, 2011 the DE Chair presented the same PowerPoint slide presentation to the College Council on the Substantive Change proposal, and provided a final draft document to the College Council for their review and comments, and requested that it be placed on the December College Council calendar for final approval.

38. The new AFT Contact (2011-2014) was negotiated between the AFT and the LACCD, and was thereafter ratified and approved by the AFT union memberships and approved by the LACCD Board of Trustees.

39. Under the new contract, Article 40 on Distance Learning had several important changes. One such change was the clarification of role of the Distance Learning Committee (DLC). The DLC acts as a “resource” on Distance Learning (DL) issues on campus. DL will no longer “review and approve” course shells.

Department Chairs are responsible for faculty evaluations.

Under Step 7, infra, of the new Distance Learning Addendum Form (DLAF), the Department Chair and respective department Dean will review the faculty developer course shell to ensure it is “high quality and robust”.

To assist the chair and dean in their “shell review”, the Distance Learning Committee or one of its members may provide, upon request, a review and findings, using the updated and revised Annotated Shell Review Rubric. [43]

40. On November 21, 2011, the Educational Planning Committee approved the final draft of the Substantive Change Proposal.

41. On December 1, 2011, the Academic Senate approved the final draft of the Substantive Change Proposal.

42. On December 15, the College Council approved the final draft of the Substantive Change Proposal.

43. On January 25, 2012, the Dean of Academic Affairs and the DE Chair presented the final draft of the Substantive Change to the LACCD Institutional Effectiveness Committee who
recommended approval to the Board of Trustees.

44. On February 14, 2012, the Board of Trustees of the LACCD approved the Los Angeles Mission College Substantive Change Proposal for Distance Education Programs herein.

D. Evidence of Institutional Support to Demonstrate the Continuance of Quality Standards
<table>
<thead>
<tr>
<th>Elements</th>
<th>Implemented</th>
<th>Developing</th>
<th>Add</th>
<th>How sustainable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Management</td>
<td>X</td>
<td></td>
<td></td>
<td>Moodle sustained $7000 per year - included in program review/budget process</td>
</tr>
<tr>
<td>Help Desk</td>
<td>X</td>
<td></td>
<td></td>
<td>Maintained by trained DL Faculty sustained by .2 release</td>
</tr>
<tr>
<td>Distance Learning Coordinator</td>
<td>X</td>
<td></td>
<td></td>
<td>DL Faculty sustained by .2 release</td>
</tr>
<tr>
<td>Instructional Design</td>
<td>X</td>
<td></td>
<td></td>
<td>All online faculty trained by @One.org with DL design</td>
</tr>
<tr>
<td>Student Preparation &amp; Readiness</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Add more extensive tutorials/videos/content and non-credit course</td>
</tr>
<tr>
<td>Tech Support</td>
<td>X</td>
<td></td>
<td></td>
<td>IT uploads shells each semester - part of IT staff daily assignment/work</td>
</tr>
<tr>
<td>College portal - lamission.edu/online</td>
<td>X</td>
<td></td>
<td></td>
<td>Provides online users guide, faculty information, syllabi, FAQ, Help Desk</td>
</tr>
<tr>
<td>Assessment &amp; Program Review</td>
<td>X</td>
<td></td>
<td></td>
<td>End of semester student surveys, 3 year Program Review cycle. ! first program review implemented June 2009 and updated July 2012.</td>
</tr>
<tr>
<td>Curriculum</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>DL Addendum to Course Outline of Record added. new DL restructure requires Curriculum Comm. to develop process for DL course approval and review of DL Course shells</td>
</tr>
<tr>
<td>Student Support</td>
<td>X</td>
<td>X</td>
<td></td>
<td>Moodle/ECollege auto authenticate with student information system - additional student services to be made virtual</td>
</tr>
<tr>
<td>Faculty Support</td>
<td>X</td>
<td>X</td>
<td></td>
<td>Moodle user group active - add more workshops, mentoring, and a faculty development center</td>
</tr>
<tr>
<td>Budget and Costs</td>
<td>X</td>
<td>X</td>
<td></td>
<td>Moodle supported by college program review and budget process. Also District Moodle consortium in progress to leverage scale of economies ECollege costs paid by shared costs between publisher and students</td>
</tr>
<tr>
<td>Alignment with Educational Master Plan</td>
<td>X</td>
<td></td>
<td></td>
<td>DL and college technology included in plan, and updated regularly</td>
</tr>
<tr>
<td>Alignment with Strategic Master Plan</td>
<td>X</td>
<td></td>
<td></td>
<td>DL and college technology included in plan, and updated regularly</td>
</tr>
</tbody>
</table>
**Sustainability**

The Sloan Consortium has adopted the five pillars (see Mayadas, A.F. Quality Framework for online education. In Panitz. B. Learning on demand, ASEE Prism, April 1998) and quality education - page 106 - Elements of Quality Online Education - Edited by John Bourne and Janet C. Moore.

**References:**
1. http://sloanconsortium.org/5pillars

These five pillars can assist in ensuring sustainability of online education. They are:

1. Learning effectiveness
2. Access
3. Student Satisfaction
4. Faculty Satisfaction
5. Cost

Below are the resources which Mission has or plans to employ to support and sustain its Distance Learning Program and courses

1. **Learning Effectiveness**
   
a. To ensure sustainability in this pillar, Mission has and will continue to support the following:
   
b. Clear goals and expectations for learners,
   
c. Multiple representations of course content,
   
d. Frequent opportunities for active learning,
   
e. Frequent and constructive feedback,
   
f. Flexibility and choice in satisfying course objectives, and Instructor guidance and support

Reference: Learning Effectiveness online -

Janick & Liegle [40] have synthesized the work of a range of instructional design experts in these areas [22, 41, 42, 43, 44, and 45] to develop a list of ten concepts that support the effective design of web-based instruction. These are:

- Instructors acting as facilitators
• Use of a variety of presentation styles
• Multiple exercises
• Hands-on problems
• Learner control of pacing
• Frequent testing
• Clear feedback
• Consistent layout
• Clear navigation
• Available help screens

Mission has and will support the above through vigilant program review of both on campus and online classes. Curriculum and DE will work with online faculty in the review and assessment of online classes. Staff Development will assist with continuous training of online faculty. Other resources Mission uses is the DE Coordinator, faculty training materials at lamission.edu/online and under faculty resources at our Moodle website - moodle.lamission.edu

2. Access

Mission provides a 24/7/365 availability of its two online portals, Moodle and ECollege. Also students will work to develop the following to ensure sustainable access to our online classes:

Mission will work to improve access through developing and implementing the following:

a. Work with our Course Management Systems to improve interfaces to support learning.

b. Continue to develop consistent interfaces for all courses in our DL program.

c. Provide orientations to program interfaces that help students develop useful mental models of them.

d. Continue (within our current resources) 24/7 support for students and faculty.

e. Make human tutors available (within our current resources)

3. Student Satisfaction

LAMC will work to develop more student support for their online students which address three fundamental elements:

a. Technical proficiency among all students who enroll in online course offerings,

b. Familiarity with the online environment

c. Clear expectations regarding student performance.

Reference: Best Practices Monograph on Online Student Support
LAMC provides many of the Best Practices above, but will also develop and provide a breadth and depth of student support to include student support of the following:

- ADA Support
- Admissions
- Advising
- Career Planning
- Communication Center
- Counseling
- First Generation
- First Year College Orientation
- Health & Wellness
- Library
- Online Orientation
- Student Center
- Student News
- Student Readiness
- Technical Support
- Testing
- Website Planning

Our LAMC website - lamission.edu/online provides online users guide, faculty information, syllabi, FAQ, Help Desk

4. Faculty Satisfaction

LAMC will continue to support its DL Faculty.
A faculty Moodle user group is currently implemented and active. LAMC will add more workshops, mentoring, and faculty development center (within current resources) to support DL faculty.

Reference: Faculty Support - http://www.educause.edu/Resources/MultidimensionalFacultySupport/159524

Mission Sustainability includes the following (see above chart on Elements of Sustainability)

1. CMS
2. Help Desk
3. DE Coordinator

http://www.onlinestudentsupport.org/Monograph/online_orient.php
4. Instructional Design  
5. Student Preparation & Readiness 
6. Tech Support 
7. College Portal 
8. Assessment and Program Review 
9. Curriculum Process 
10. Student Support 
11. Faculty Support 
12. Budget/Costs 
13. Alignment with Educational Master Plan 
14. Alignment with Strategic Master Plan 

see books reference -

Elements of Quality Online Education: Engaging Communities - Page 106

**Student authentication**

LAMC, along with the other LACCD sister colleges which employ Moodle have extensively implemented a synchronized “student authentication” process. The implementation and integration of this system commenced in Spring of 2010. IT staff from the District, IT personnel from the hosted Moodle site (Remote Learner.Net), DE faculty, DE Coordinators, and administrators developed, implemented, tested, and integrated a student authentication system for Moodle. Every night the student information system is updated with enrollments (including both newly added students, dropped students, excluded students), and Moodle synchronizes with the district student information system every evening.

Also ECollege portal in use primarily by our Social Science online classes has similarly worked with the IT at LACCD District, and have also developed, implemented, tested, and integrated auto synchronization and authentication with the LACCD student information system which all students use in adding their online and on campus classes.
**Student Readiness**

LAMC has developed an extensive set of tools and information for our online students at lamission.edu/online to assist online students in first “self assessing” if they are ready to take an online class, and then to provide a substantial “Study Guide” to orient students to online classes at Mission.

The online student guide includes the following:
1. Course Management Software Information
2. Registering for Online Classes
3. Technical Skills and Knowledge
4. Reasonable Expectations
5. Tips to be a Successful Online Student
6. Frequently Asked Questions (FAQ)
7. Research Online using Library Databases
8. Academic Honesty and Student Conduct
9. Computer Use Policies
10. Accessibility to your Moodle/ECollege website
11. Policy on requesting an Incomplete in your class
12. Contact Information
13. Faculty Directory
14. How to add an online class that is closed (with permission)
15. Where do I start?
16. How to take an online class
17. “Check in” and communication policies
18. How to set up your computer
19. Online student responsibilities

**D1. Evidence of Sufficient and Qualified Faculty, Management, and Support Staffing**

**Faculty**

The same standards and process in hiring and evaluation are used for all faculty whether they teach distance education courses or on campus courses. Those who teach distance education courses are subject to the minimum standards for hiring that are specified by California state regulation and additional discipline specific minimum standards as designated by the Academic
Senate for California Community Colleges.

In order to teach courses delivered via Moodle or ECollege course management system, faculty are required to successfully complete training which consists of two separate and distinct certificates, approved for delivery through @One, A Calif. Community College approved provider – see [44] “Intro to Teaching with Moodle” or an equivalent class for ECollege, provided through ECollege, and a second class in online pedagogy entitled “Intro to Online Teaching and Learning “ (“IOTL”) – see [44]

In addition, Mission provides both online faculty and online students a dedicated online portal – “Online@Mission” [45] located at [45] and a Student and Faculty Help Desk [46] at [46]

Counseling – Currently Counseling provides an online electronic form [47] to assist online students in obtaining online counseling.

Additional services – Mission provides Edustream video streaming technology, CCC Confer web conferencing, appropriate software for creating interactivity (Camtasia for example), and adaptive learning technological accommodations through our Disabled Students Programs and Services (DSPS) office [48] - [48]

Management

Management support for distance education is provided by a Help Desk for both Moodle and ECollege/Mylabsplus, along with materials, resources, and videos at the college online portal at [49] - [49]

Support Staffing

Our online students can also receive assistance, if they live close to campus, by going to the Learning Resource Center, and LRC staff will help them login to either of Mission’s Course Management Systems.

Also DL faculty provides individual support to each of their online students.

Computer Access Center

The Disabled Student Services provides support in the use of adaptive computer technology, and also has a trained Alternative Media Specialist who can provide our Distance Learning faculty with assistance in these matters.

D2. Evidence of Appropriate Equipment and Facilities, including Adequate Control over any Off-campus Site
The College is planning ways to be more efficient in the delivery of services. The LACCD just approved a contract for a complete District Wide student services portal which will enhance teaching and learning at Mission, and through the LACCD.

Below is some of its functionality:

**Teachers** can truly understand each student's learning needs

**Open Source License (OSL) enables Teachers to:**
- Prepare, manage and deliver learning within and across schools
- Share resources and curriculum within and across schools
- Effectively collaborate across the teaching community
- Directly link learning standards with student learning activities
- Assess, monitor and manage learning pathways for every student
- Communicate with and provide real time feedback on each student's progress
- Analysis each student and their learning needs
- Make assessments of learning and assessments for learning

**Students** can take control of their own learning

**Open Source License (OSL) enables Students to:**
- View their learning plans and specific tasks online
- Keep an electronic journal and participate in online discussions
- Complete and submit work to their teachers
- Access digital learning objects and other digital resources
- Review and track their learning, encouraging deeper understanding
- Communicate with teachers online and receive ongoing feedback
- Manage and share their learning
- Communicate and collaborate in ways already so familiar to them in their daily lives
The Student Information System Portal through Oracle/Peoplesoft will provide the following functionality:

**Academic Advisement**

Academic Advisement gives students and faculty timely access to academic records and reports. With less time spent on administrative tasks and information-gathering, advisers have more time to interact with students in meaningful ways.

This includes:

- Customize course and non-course degree requirements.
- Establish and track degree requirements for each student.
- Customize academic programs for individual students.
- Create degree audit reports to summarize progress.
- Compare student academic records to program requirements.

**Campus Community**

Campus Community provides a common source of campus data, coordinating all forms of communication to help you manage your administrative services. It captures all prospect, applicant, student, alumni, and organizational data, then secures it, tracks it, and delivers what you need upon request.

This includes:

- Establish rules or events to trigger automatic assignment of sets of communication-oriented records throughout Student Administration.
- Track all incoming and outgoing communication.
- Create event templates identify staffing needs, track attendance, and review results.
- Create degree audit reports to summarize progress.
- Define committees, identify members, and maintain history.
- Define reciprocal relationships and manage joint communications.
- Maintain multiple names and addresses with effective dates, email addresses, and URLs.
- Manage other demographic data - residency, medical and emergency contacts, and extracurricular activities.
- Enable constituents to maintain their own data via the web.

**Financial Aid**
Financial Aid automates federal and institutional financial aid processing to ensure more efficient operations. Department of Education regulations are built into the software, so your institution remains in compliance.
This includes:

- Tailor financial aid management to your business rules and practices.
- Track applications, control Institutional Student Information Record (ISIR) loads, and maintain an ISIR audit trail.
- Design a cost-of-attendance assessment, create student budgets, and calculate needs analysis.
- Automatically generate aid awards and packages.
- Ensure that an award complies with eligibility, then disburse it to the student's account.
- Process and track federal, state, university, and alternative loans.

**Recruiting and Admissions**

Recruiting and Admissions helps you plan, manage, and track recruitment and admissions activities. This recruiting software solution provides comprehensive and flexible data collection, processing, and control to enhance your institution's academic service and meet your goals.

This includes:

- Plan and coordinate independent recruitment programs targeted to specific student populations.
- Match recruiters to prospective students based on region or special interest and monitor your progress toward enrollment targets.
- Load transcripts, tests, and applications from external agencies and central application services.
- Capture and analyze student recruiting information from multiple sources, including test loads.
- Tailor your admissions system according to your institution's varied requirements and evaluation practices.
- Enable students to apply, track application status, accept or decline admission, and pay deposit fees - all online.
- Set and monitor enrollment targets, track progress toward recruiting efforts, and analyze admissions decisions and patterns.

**Student Financials**

Student Financials is an essential tool for managing student and external organization accounts. You can manage and calculate all student financial information, including tuition, fees, receivables, billing, payment plans, and refunds.

This includes:

- Open new accounts easily.
- Monitor and update student and third-party accounts.
Calculate tuition and fees on an individual or group level.
Check account balances and post transactions.
Generate unique bills for students and third-party sponsors - by department, cycle, and "account past-due" messages.
Automate receivables management.
Tailor payment plans.
Monitor delinquent accounts.

Student Records
Student Records helps you manage all aspects of enrollment, including catalog and class schedule maintenance, transfer credits, requisite restrictions, class start and end dates, wait lists, academic programs, transcripts, and analysis.

This includes:

- Expedite enrollment by processing all permission, deadline, and other course requirements online.
- Administer enrollment by creating and assigning enrollment appointments to customized student populations.
- Build dynamic academic calendars for self-paced classes to calculate significant dates, such as drop and withdrawal deadlines.
- Evaluate course credit transfers and make adjustments to present the best-case scenario.
- Calculate academic statistics and report results.
- Customize transcript production and process multiple requests.
- Establish customized grading guidelines.
- Improve record maintenance and organization.
- Maintain course catalog, enrollment, and grading information in a single database.

Campus Self-Service
Campus Self Service significantly extends the user functionality of the Student Administration and Contributor Relations modules, allowing your users to engage in self-service activities, thus reducing or eliminating the need for administrative resources. Campus Self Service allows you to pull content, transactions, and other applications into a pre-integrated, personalized interface configured to meet your institution's requirements without the need for costly customization. From Campus Self Service's personalized Student Center page, students can:

- Access a secure 360-degree view of their relationship with your institution on a single web page.
- Apply for admission as well as federal financial aid.
- View class and exam schedules, check enrollment appointments, and enroll or change enrollment in classes.
Request transcripts, view course and grade history, and evaluate transfer credit.
Generate what-if degree progress scenarios.
Manage their student accounts for charges, payments, financial aid, and admission deposit activity.
Make online credit card and eCheck payments.
View financial aid details, including the cost of attendance, expected family contribution, accepted and net loan amounts, and loan fees.

From Campus Self Service's Faculty Center page, faculty can:

- See a complete calendar of their classes.
- View a list of students who are enrolled or wait-listed for a class, plus those who dropped.
- Send email to one student, a select group, or all students in a class - with just one click.
- Access class information, such as start and end date, days and times, and location.
- Enter midterm and final grades for each student.
- Write notes to be displayed on a student's transcript.

**Oracle PeopleSoft Enterprise Portal**

The Oracle PeopleSoft Enterprise Portal is a functional application with a strong community focus, offering unique Web 2.0 features such as in-context collaborative workspaces. These enable communities to work more efficiently and effectively on their projects and business processes. Portal features are architected to allow decentralized administration to ensure that portal content stays current and relevant. It is built on PeopleTools infrastructure, and is tightly integrated with PeopleSoft applications. It is thus easy to configure and deploy. The Enterprise Portal supports portal interoperability standards such as WSRP and JSR 168, and can consume content from virtually any compliant source.

The portal marketplace is a leader, introducing features supporting collaboration, communities and context-rich composite user interfaces. It delivered collaboration functionalities such as Discussion Forums and Online document management in 2003 even before Web 2.0. It delivers workspaces and community calendars among other features. With the formal acceptance of Web 2.0 technologies in the enterprise, the marketplace has confirmed the strategy promoted by Enterprise Portal since 2003.

**Course Management System**

Moodle and ECollege are the two college approved course management systems. After a thorough course management system evaluation in the Fall of 2009, the college decided to retire the Etudes Course Management system, and exclusively use Moodle and ECollege. [16] CMS Task Force Report and Recommendations to Academic Senate
Labs

Distance education students have access to the Learning Resource Center and the Library and other labs on campus - see http://lamission.edu/library and the Learning Resource Center and their tutors – see http://www.lamission.edu/learningcenter/

These locations are open to all registered Mission College students to use for both class and personal work and provides access to videotapes, audio tapes, CDROM’s, slides, and computer software related to classes given at Mission.

Library

The library provides access to 58,104 books, 92 periodical titles, and 13,841 Ebooks. Upon registering for classes, both on campus and online students are assigned an Student ID number (88-xxx-xxxx) that can be used to access Library resources via the Internet, which are available 24/7.

The following is a list of the electronic databases available to our students:

<table>
<thead>
<tr>
<th>Magazines, Journals, and Newspapers</th>
<th>Reference Resources</th>
<th>Books</th>
</tr>
</thead>
<tbody>
<tr>
<td>EBSCOhost Databases (off campus? Click Here)</td>
<td>Gale Virtual Reference Library (off campus? Click Here)</td>
<td>Mission College Library Catalog (off campus? Click Here)</td>
</tr>
<tr>
<td>Magazines and journals [more]</td>
<td>Complete text of over 150 reference books that cover a wide range of subjects.</td>
<td>includes books located at college libraries in LACCD</td>
</tr>
<tr>
<td>National Newspapers (ProQuest) (off campus? Click Here)</td>
<td>Funk and Wagnalls New World Encyclopedia (off campus? Click Here) [more]</td>
<td>eBooks by EBSCOhost (formerly NetLibrary) (off campus? Click Here)</td>
</tr>
<tr>
<td>L. A. Times and other national newspapers [more]</td>
<td></td>
<td>Over 5,000 electronic books (eBooks) [more]</td>
</tr>
<tr>
<td>Ethnic News Watch (off campus? Click Here)</td>
<td>CQ Researcher (off campus? Click Here)</td>
<td>Gale Virtual Reference Library (off campus? Click Here)</td>
</tr>
<tr>
<td>Newspapers, magazines, and journals of minority presses [more]</td>
<td>Current controversies and topics in the news [more]</td>
<td>Complete text of over 150 reference books that cover a wide range of subjects.</td>
</tr>
<tr>
<td>Sirs Knowledge Source (off campus? Click Here)</td>
<td>Opposing Viewpoints (off campus? Click Here)</td>
<td>Los Angeles Public Library Catalog</td>
</tr>
<tr>
<td>Information on government and social issues [more]</td>
<td>Articles with arguments for and against controversial topics [more]</td>
<td></td>
</tr>
<tr>
<td>CQ Researcher (off campus? Click Here)</td>
<td>Twayne's Author Series (off campus? Click Here)</td>
<td>County of Los Angeles Public Library</td>
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</tbody>
</table>
Current controversies and topics in the news [more] | Critical introductions to the lives and works of authors

<table>
<thead>
<tr>
<th>Directory of Open Access Journals</th>
<th>Gale Literature Resource Center (off campus? Click Here) <strong>Trial ends December 2010</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Scientific and scholarly journals available on the web [more]</td>
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<tr>
<th>FindArticles</th>
<th>CountryWatch</th>
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<tbody>
<tr>
<td>Magazine and journal articles from 1998 through the present on the web [more]</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Periodical Holdings</th>
<th>Los Angeles Public Library Databases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete list of magazines, newspapers and journals in the Mission College Library.</td>
<td></td>
</tr>
</tbody>
</table>

**Library Catalog provides access to all cataloged books and materials in the library.**

**Visit the library to access other useful resources.**

The Library also provides the following support to both our on campus and online faculty:

**Library Health Workshops and Tutorials**

The library offers a one-hour workshop for Health classes. Please remind your students to pre-register for the workshop at the reference desk. The workshop schedule and links to the online tutorial is posted at [http://www.lamission.edu/library/workshops.aspx](http://www.lamission.edu/library/workshops.aspx)

**Library Tours and Assignment Specific Library Instruction**

You may schedule a tour or an assignment specific orientation by contacting the reference desk at 818-364-7600 ext.7105. We require 7 days notice along with a copy of the assignment; instructors are encouraged to attend.

**Reserve Items**

It is very helpful to students to have class materials, especially textbooks, available in the Library, to read or to make copies of. If you have a spare copy, please fill out [this form](http://www.lamission.edu/library/workshops.aspx) and bring it and the material to the Library so we can make the material available to students. Material can remain yours, or can be donated to the Library.

**Reference Services**

A reference librarian is available to help find information and provide instruction in the use of the library either to groups or individuals. You may want to check with the reference librarian to see if the library has resources to support your assignment. 818-364-7600 ext. 7105
Study Aids

We have prepared several study aids which are available to students free. They cover such topics as how to make an outline, citing sources using MLA and APA format, avoiding plagiarism, career information, communicating with legislators, etc.

Databases--available 24/7

Find books, articles in periodicals and newspapers and reference information online at http://www.lamission.edu/library/resources.aspx

Books

The collection includes more than 80,000 titles, 5,000 electronic books (NetLibrary) and 150 electronic reference books (Gale Virtual Reference Library).

Inter-Library Loan

If a book you need is not available at this library, you can request it from a library within the LACC District. Make your request with the reference librarian, and expect the item(s) to arrive no sooner than 1 week from day of request.

Recommend books and other materials for purchase

We have very little money for books, periodicals and media this year but we have some and we welcome your suggestions for purchase.

Study Rooms

Several study rooms are available for student use. Groups have priority over individuals, and rooms are available on a first-come, first served basis—no reservations.

Video Conference Room

The Video Conference Room (capacity 14) can be scheduled for a video conference or for discipline and campus meetings by placing a request for the room at least 5 days in advance through the Event Management System. You are required to have an account to use the system. Information is available on the website for creating an account and using the Event Management system. http://calendar.lamission.edu/

NOTE: Room use is limited to library hours. Video conferences have priority over other uses.

Computers

Computers located in the Library (top floor) provide access to word processing, the internet, newspaper and magazine databases and other online resources.
Computer Lab

To schedule LRC 234 or LRC 205 to instruct faculty or students in the use of computer resources, place a request for the room at least 5 days in advance through the Event Management System. You are required to have an account to use the system. Information is available on the website for creating an account and using the Event Management system. [http://calendar.lamission.edu/](http://calendar.lamission.edu/)

What you can do to help your students and library

- If you use reading lists in your classes, please send us a copy so that we can make as much of the material available as possible.

Reference Desk

818-364-7600 ext. 7105

Also the library provides excellent web resources for both on campus and online students to assist them in writing papers for their classes. See below

Selecting a Topic

- [The Best Information on the Net (BIOTN): Hot Paper Topics](#) [from St. Ambrose University Library]
- [Sirs Knowledge Source](#)
- [Opposing Viewpoints](#)

Research and Writing Help

- [Frequently Asked Research Questions](#)
- [Avoiding Plagiarism](#) (.pdf)
- [10 Basic Steps to Writing a Research Paper](#) (.pdf)
- [Writing a Thesis Statement](#)
- [How to make an Outline](#) (.pdf)
- [A Research Guide for Students](#)
- [A+ Research & Writing for High School and College Students](#)
- [Purdue University Online Writing Lab (OWL)](#)

Citation and Style Guides

- [MLA Print Citation Examples](#) (.pdf)
- [MLA Online Citation Examples](#) (.pdf)
- [MLA Format Guide](#) (.pdf)
- [Sample Research Paper -- MLA Style](#)
- [APA Print Citation Examples](#) (.pdf)
Distance Education Committee

Article 40 of the AFT Agreement (2008-2011) between faculty and the LACCD provides guidelines on distance education, and states in paragraph 6 the following:

6. D/DL Committee. AD/DL committee or its equivalent will serve the function of communicating and advising the College on its decision making regarding distributive and distance learning issues. It should report to the college’s Education Planning Committee or its equivalent and should include D/DL faculty, information technology staff and administrators involved in D/DL course development and delivery. The college curriculum committee and the D/DL Committee or equivalent should address D/DL efficacy as it relates to the total instructional program [49]

The college then established a D/DL (“Distributive/Distance Learning”) Committee in the Spring of 2006. Its membership consisted of DE faculty, the VP of Academic Affairs, the Chair of the Curriculum Committee, and faculty who had taught online, or were currently teaching online.

The DEC meet regularly from April 2006 to present, and maintained agendas and minutes for each meeting (Spring 2006 – Fall 2009 [50] and from Spring 2010 to present at the College DE page - http://lamission.edu/de/agendas1.aspx [51]

In September of 2007, the role of a the DE Coordinator was formalized, and duties and responsibilities were defined and described [52]. The DE Coordinator is also the Chair of the DE Committee (DEC).

Below are the duties and responsibilities of the DE Coordinator:

1. Assist to train online faculty in the course management system. Coordinate the training, and ensure that there is training support for each course management system used by the online classes at the college.

2. Coordinate the use of the course management system (Moodle and ECollege/MylabsPlus including the ordering of course shells each semester and the upload of student rosters. This coordination is accomplished through good communication with the District wide IT, the District
Distance Education Committee (DDE) and Mission’s online faculty, and department chairs.

3. Coordinate Moodle each semester. Help to set up shells for faculty, and collaborate and assist in training faculty who will teach using Moodle.

4. Attend the District Wide Distance Education Committee meetings - once or twice a month as may be necessary.

5. Chair the Distance Education Committee - meet at least twice monthly - see our agenda and minutes for the past meetings of the DE at http://lamc-ddl.pbwiki.com/Minutes and also at http://lamission.edu/de

6. Set up a goal of reasonable expansion of online courses in conjunction with Ed Planning and Academic Affairs.

7. Monitor the number of online course offerings with respect to ensure compliance, if required for "substantive change" for our next accreditation visit.

8. Organize and implement a student orientation to online classes at Mission.

9. Establish policy and monitor the certification process of faculty to teach online.

10. Maintain a list of faculty who have taught each semester for purposes of Departments establishing seniority for online teaching under the current AFT teacher's contract.

11. Upload syllabus, and content for both faculty and students to use for their online classes on the lamission.edu webpage for online classes - see http://lamission.edu/online

12. Coordinate with the course schedule committee and campus personnel to ensure accurate listing of online classes, including faculty email and the portals they use each semester as it appears in the schedule of classes each semester and winter and summer sessions.

13. Maintain the help desk for students and faculty who have questions about online teaching and online instruction.

14. Coordinate with Department Chairs and Academic Affairs which classes are good to put online and which ones are not.

15. Work with the DE Committee and Department Chairs in the evaluation of online instructors.

16. Help to set up guidelines and rubrics to assist in the evaluation of online faculty.

17. Work with faculty, IT and the District to establish email accounts for each student through
google.com and provide communication to students about their online classes.

18. Communicate with prospective online students and faculty at the beginning and the end of each semester about the online classes.

19. Train online faculty to use the online filing of grades with Admissions to streamline the grading process.

20. Work with Student Services, EOPS, DSPS, and Counseling, and the Library to provide similar services for online students.

22. Work with Curriculum Committee to ensure high quality curriculum review and course offerings for our online classes.

23. Work with Dept. Chairs, Curriculum Committee and Academic Affairs in updating course outlines for online classes, and scheduling of online classes, along with certification of faculty to teach online.

24. Work with online faculty to ensure high quality contact between the online instructor and the online student in online classes.

25. The Scope of the Distance Education Coordinator will include the following: Work contacts include administrators, staff, faculty, students, vendors and a wide variety of people and organizations interested in and/or working with distance education at Mission College.

26. Develop such policies as Percentage Load for online full time faculty

The DE Coordinator receives compensation of 12 hourly units per month under a special assignment, and reports to both the VP of Academic Affairs, to the Educational Planning Committee (EPC), Academic Senate, and College Council, as needed.

Some of the reports/recommendations made were:

1. **Load Policy** - The DE Coordinator presented a recommendation on Faculty Online Load Policy on 4-16-09 to the EPC which approved the recommendation.

   A full-time faculty member shall teach at least 40% of their regular assignment on campus. All of an adjunct assignment can be taught online. Any deviation from the 40% on campus assignment needs to be approved by the department chair, the dean, and the Vice-President of Academic Affairs. Hybrid classes (which are at least 51% on campus and the remainder on the internet) are considered “on campus” classes for purpose of computing the faculty load limit under this policy. Endorsed by EPC on 4-16-09.

2. **CMS Task Force Recommendations** – 12-03-09 - [16] CMS Task Force Report and Recommendations to Academic Senate


5. Update on DE Program Review to EPC on 9-19-19 [38]

However, taking into account the new contract clarification on the role of the Distance Learning Committee as a “campus resource”, the above duties of the DE Coordinator will need to be updated, revised, and modified accordingly.

**Advertising, Recruiting, Admissions and Registration**

Mission College publicizes clear and accurate information about its courses, programs, and services in a variety of media, including the college catalog, course schedule, the college website and the faculty web portal located/linked to the College Directory (http://www.lamission.edudirectories) fully online course each quarter.

Los Angeles Mission College promotes information about its courses, academic programs, and services through a variety of media including schedule of classes, college catalog, welcome brochure and student handbook. The college website publicizes information online at www.lamission.edu website, students can view the schedule of classes online (SOCO), college catalog, academic calendar, academic disciplines, student services, athletics, transfer information and special programs. Also, students can complete online admissions application, add and drop classes, check grades, view courses, placement test results, financial aid status, pay tuition fees, schedule, registration date and time and register for classes by accessing the Student Information Systems from the Mission website.

In addition, Los Angeles Mission College website provides online access to the following information and services: transfer information and guides; information about General Education for Transfer to California State Universities and UC/CSU; information about CSU GE/Breadth and the Intersegmental General Education Transfer Curriculum (IGETC) pattern. Detailed information about lower division major course preparation for UCs and CSUs may be obtained via the Internet using Assist.org (http://www.Assist.org).

**Articulation Agreements**

Articulation works with course curriculum to certify rigor for transferable courses, maintain general education information and establish, manage and update articulation agreements with Colleges and Universities.
As one of the core functions, Articulation works with the ASSIST database (www.ASSIST.org) to ensure that all information is current and accurate. This involves monitoring the course equivalency/comparability available on ASSIST, and working with Colleges and Universities to clarify, resolve and strengthen transfer agreements. Articulation is also responsible for disseminating curricular changes statewide and the online submission of new or updated curriculum via the Online Services for Curriculum and Articulation Review (OSCAR) system for review for General Education and/or major preparation.

Online access of the general education advising forms (IGETC, CSU GE, and Associate Degree Plans) and frequently asked questions are available online via the Counseling Department webpage. Articulation collaborates with the Transfer Center to provide links to helpful information and guides for transfer to the University of California (UC) system, the California State University (CSU) system and Private Colleges and Universities. The Articulation Office is working to create a webpage specifically designed to provide access to agreements for private and out-of-state colleges and universities as well as links to helpful information and resources for counselors, students, faculty and staff, to facilitate the transfer process.

**Financial Aid**

Students can check their financial aid application status and awards through the LACCD student portal (https://www.laccd.edu/student_information/sis_logon.asp). Students can also make updates to their Educational Goal and Authorization of Charges statuses through the portal. Students can complete a majority of the student loan application process through the U.S. Department of Education’s Direct Loan website (https://studentloans.gov), where they can complete their online Master Promissory Note (MPN) and the online portion of the Entrance Counseling and Exit Counseling requirements. Most correspondence from the Financial Aid Office is sent by email to students (95%+). Students can obtain most forms, including the Verification Worksheet, BOG fee waiver application, Reinstatement Extension petitions, and the FAFSA on the Web workshop through the Financial Aid Office website (www.lamission.edu/financialaid). Students can make corrections to their FAFSA (Free Application for Federal Student Aid) through the FAFSA on the Web website (www.fafsa.gov), whereby corrections will be sent automatically (and electronically) to the LA Mission College Financial Aid Office.

**Academic Advising and Counseling**

Distance education students have access to individualized academic advising and counseling via an online forum and telephone, email and fax http://lamission.edu/ The forum is staffed 11 months per year by three fulltime faculty counselors who respond to forum postings within 48 hours.

Students can schedule 30 minutes face-to-face or telephone appointments with counselors via an online form. A webpage with Frequently Asked Questions about academic advising and counseling is also available at http://lamission.edu/counseling/faq.aspx
Delivery of Course Material

Books and other required course materials are available for online purchase via the Online Mission College Bookstore at http://lamissionbookstore.com

A direct link is available from the student information page of the main college website. Students may also purchase books and course materials from other sources. Books, articles, and other library resources are available to all registered Mission College students online via the library services as described in the section on Library services.

Assessment and Placement

Assessment/Orientation is required of all non-exempt new students at Mission. All assessment sessions are scheduled by appointment only. Two types of assessments are offered: English-as-a-Native-Language and English-as-a-Second-Language. Students are assessed in English usage, reading, writing, and math skills. Information will be provided on a variety of subjects to assist students in understanding what student services are available at Mission College. Students also receive information on course selection and course level. ENGLISH AND MATH PERMITS ARE ISSUED AT ORIENTATION. Students who have taken college English and Math may be exempted from the assessment.

Los Angeles Mission College follows the Title V and Los Angeles Community College District Board Policy on prerequisites, co requisites and advisories on preparation. All prerequisites, co requisites and advisories have been established according to the regulations and will be strictly enforced. Students completing the Los Angeles Mission College assessment/placement process will be permitted to enroll in the course level in which they placed only. Students who wish to challenge their placement or prerequisite requirement must file a challenge in the Counseling Office.

Tutoring

The Learning Center is a hub of activities designed for student success. The Learning Center supports students’ successful completion of their classes. The Learning Center offers a variety of services free of charge: workshops for science and math classes; writing and critical thinking WORKOUTS to help students’ enhance their reading skills. The Learning Center has tutoring labs for writing, reading, science, and mathematics. These labs serve all students who need help in those areas regardless of the class they are enrolled in. The Academic Success Labs helps students with writing their class papers. (first floor, Library Building, Room 219). Science students can join study groups or receive one-on-one tutoring in the Science Success Center (first floor, Library Building, Room 208). Math students can meet with tutors one-on-one or in groups in the Math Center (lower level of Campus Center).
The Learning Center has plenty of new computers equipped with reading, writing, and mathematics programs that can be used for class assignments or to improve academic skills. All computers have Microsoft Word, Excel, and PowerPoint for students to work on your class assignments All computers have Internet access to allow for online research and e-mail communication.

No tutoring is provided online, with the exception of the Paralegal Studies Program which provides specialized tutoring to its students. See the Paralegal Tutoring Program at http://paralegaltutors.pbworks.com

This model could be used and developed for other programs as Mission starts to provide entire programs online. Here are the guidelines for our Paralegal Tutors - http://paralegaltutors.pbworks.com/w/page/14321923/newguidelines which could be implemented in other online programs

**Career Services**

The Career Center provides varied career counseling services and information on career exploration. Students who visit the Center will receive assistance with developing career objectives, career/major options, and career guidance. In addition, an on-line reference Career Library assists students with career exploration and major options. Campus services also include personal development classes, workshops, and computer resources such as EUREKA. To learn more about this computer program, students can create a Los Angeles Mission College student account using the Campus Site ID Code and use its services for free. Some of the services provided by this program are career/major exploration information, self-assessments, and a letter/resume writer (Resume Writing). The Career Center can also assess student values, interests, strengths, and abilities through career assessments (Exp: Self-Directed Search, and Work Values). A Career Counselor may administer and interpret career assessments results if a student is in need of this service (My Career Situation Survey & Career Counseling Intake Form). Students may also find these Career Resources as useful tools in their major and career exploration journey. To find out about additional campus services browse through Student Services

**Adaptive Learning**

Disabled Students Programs and Services (DSP&S) at Los Angeles Mission College (http://lamission.edu/dsp) is a support system that enables students to fully participate in the college's regular programs and activities. It provides a variety of services from academic and vocational support to assistance with Financial Aid. All services are individualized according to specific needs. They do not replace regular programs but, rather, accommodate students' special requirements. The program is dedicated to meeting the educational, occupational and personal needs of disabled individuals.

DSPS also provides a faculty handbook @ http://lamission.edu/dsp/dsp/handbook.pdf and a student handbook @ http://lamission.edu/dsp/studenthandbook.pdf to further supplement its services and the education of our college community.
Also special accommodations can be made to our online students upon their request.

DSPS provides the following services:

- Academic and personal counseling
- Vocational assessment and job exploration
- Assistance with reading, taping, or braille for the blind
- Note-taking assistance
- Interpreters for the deaf
- Individualized program planning
- Both one-on-one and small group specialized tutoring in basic skills and
- Specific subject matter
- High-tech computers and adaptive aids
- Mobility assistance
- Liaison with instructors and rehabilitation counselors

A team approach to help students succeed in your chosen field of study and offers special classes in:

- Personal development
- Learning skills
- Study skills
- Computers
- Tutoring
- Adaptive physical education
- Communication
- Career planning

D3. Evidence of Fiscal Resources including the Initial and Long Term Amount and Source of Funding for the Proposed Change

Currently the Moodle Course Management System is very economical and costs effective ($7,300 per year for 7000 students or a bit more than $1.00 per student.) Mission participates along with LA Trade Tech, Pierce, and other sister colleges in the LACCD in negotiating a “package deal” with the hosting service (Remote Lerner), over the last 4-5 years. It is anticipated that the CMS costs for Moodle will remain quite affordable for Mission. The funding for the Moodle CMS is funded through our Budget Committee process, and also is included within our Strategic Master Plan. The additional costs of adding and improving “online student services” both for our on campus and online students will also be funded through our Program Review Process (every 3 years by the Educational Planning Committee, the Budget Process, and included within both the Educational Master Plan and the Strategic Master Plan.)
The Strategic Master Plan was updated during the Summer 2011 College Council Retreat and can be found at http://www.lamission.edu/irp/docs/plan/Strategic%20Plan%20-%20CC%20Retreat%20August%202011.pdf

D4. A Plan for Monitoring Achievement of the Desired Outcomes of the Proposed Change

The DE Committee has requested that the Educational Planning Committee continue to monitor its achievement through Program Review. A comprehensive Program Review was undertaken by DE and EPC in June 2009, and an update on Program Review was submitted to EPC in July. It is recommended that DE undergo a comprehensive Program Review by EPC every three years, or earlier if needed or warranted. Add program review here

Evaluation of Online Faculty and Courses

The DE committee has provided department chairs with basic guidelines to evaluate faculty in distance education through the use of a checklist/rubric. As well as all faculty evaluations are to be performed according to the AFT union contract, by also using approved AFT student survey forms. Consultation with the DE committee may be very helpful to department chairs who have not yet received training to navigate a course management system, but who are still required to evaluate those faculty members. AFT contract regulations state that online adjunct faculty members are to be evaluated on a 3 year rotation schedule, same as in person faculty.

Since 2007, the DE committee, in evaluating online course shells, has used the rubric provided by Quality Matters [22]. In its 9/14/11 meeting, the DE Committee reviewed, discussed, considered, the annotated rubric used by Lake Superior College [36], which is along the same lines as Quality Matters but which provides comments to faculty under “What is the Idea” and provides best practices and detailed guidelines on how to improve the online course shell. On 9/28/11, the DE Committee revised the form deleting the column on “points” and providing a column for comments, and approved a new, revised rubric for use in the evaluation of new online classes [39].

Also online faculty is encouraged to embed a “student satisfaction survey” at the end of the semester to obtain feedback from the student. This survey is in the same format used by Department Chairs to evaluate their on campus adjunct instructors. See Student Online Evaluation Form – Appendix D. at the bottom of this report.

The largest barrier to the current use of student surveys is that a student could complete multiple copies of that survey and it would not be detectable. Also, the current option for students
completing surveys is to submit them to the DE Coordinator, who then forwards each survey to the appropriate department chair for collection. The department chair must then keep track of those surveys. Clearly, this collection is not very efficient, accurate and the response rates have been low.

Further, students worry about the issue of confidentiality since it is sent electronically.

The committee is examining ways to increase student survey responses by coordinating with the IT department to increase data collection. Further, the committee is coordinating with Staff Development to provide workshops for department chairs that have online faculty. Faculty evaluation criteria are the same for distance education courses as for courses delivered on campus, according to current AFT contract.

Mission DE Committee has now reviewed all of its online courses based upon application of a shell review rubric suggested by “Quality Matters”

In the Spring 2011 evaluations, it became apparent that providing notes to faculty that their class content was “weak”, etc. could better be served by employing an “annotated rubric” such as the one developed by Lake Superior College from “Quality Matters” [37]. The DE committee will review such an annotated rubric and fashion one that can be used in further shell reviews at Mission. This will provide better and more relevant feedback to faculty, with more details and specifics, and less “opinions” and will be more constructive and useful feedback so faculty can improve their online course shells.

**Monitoring Use of DE Services**

Currently, for Fall 2011 semester, there are 29 online classes and 57 on campus classes in Moodle, and there are 6 online classes on ECollege/MylabsPlus for a total of 35 online classes (1440 online students – an average of 40 students per class) and 57 on campus classes (2280 students in on campus/web enhanced classes – an average of 40 students per class) for a total of 3720 students. We now have one and a half times as many on campus classes (web-enhanced) classes as our online classes.

**Costs of Moodle and ECollege**

Currently we are paying $7331.67 for Moodle hosting with Remote Learner. This works out to $1.97 per student. This is a modest amount compared to our LACCD sister colleges that are paying substantially more for their online course management systems. This lower fee was secured by moving from a higher price CMS system to the open source Moodle platform where we pay a modest amount each year for our hosting.
Program Review

Our Institutional Research Dean at Mission provides relevant and timely information on Articulation, College Skills (Basic Skills Initiative), Curriculum, Institutional Research, Program Planning & Review, Professional Development, and Student Learning Outcomes and Assessment.

The Educational Planning Committee has developed a comprehensive Program Review Process as reflected in its Program Review Handbook [53] and a rubric [54] for scoring the individual and department program reviews.

The handbook carefully outlines, in detail, unit self-assessment, external review, unit validation, and the relationship to college planning.

Program Review at Mission analyzes the data of Enrollment Trends - requires trend analysis, discussion of factors that affect trends, and development of objectives that address trends, Course Completion - requires trend analysis, discussion of factors that affect trends, and development of objectives that address trends, Certificates and Degrees - requires trend analysis, discussion of factors that affect trends, and development of objectives that address trends, FTES - requires trend analysis, discussion of factors that affect trends, and development of objectives that address trends, FTEF - requires trend analysis, discussion of factors that affect trends, and development of objectives that address trends and Use of Technology - Description and objectives.

The cycle and results of program review is available to the public via the Mission College website and is used to monitor, plan, and improve the college's course and program offerings for both traditional and distance education courses.

Retention

<table>
<thead>
<tr>
<th>Term</th>
<th>LAMC Total Credit Courses</th>
<th>LAMC DE Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% Success</td>
<td>% Retention</td>
</tr>
<tr>
<td>Fall 08</td>
<td>67%</td>
<td>86%</td>
</tr>
<tr>
<td>Spring 09</td>
<td>69%</td>
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<td>Fall 09</td>
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<td>Spring 10</td>
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<td>90%</td>
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<tr>
<td>Fall 10</td>
<td>70%</td>
<td>89%</td>
</tr>
<tr>
<td>Spring 11</td>
<td>68%</td>
<td>89%</td>
</tr>
</tbody>
</table>

Complete data at [http://lamission.edu/de/subx/de-success.xls](http://lamission.edu/de/subx/de-success.xls)
**Student Learning Outcomes**

In 2002 the Institutional Effectiveness Committee of Los Angeles Mission College (LAMC) was asked by the Academic Senate Curriculum Committee to coordinate the drafting of general education student learning outcomes and discipline specific learning outcomes. The formation of these outcomes was motivated by a desire on the part of the college to improve student learning, a responsibility that is central to its mission, and a related desire to assure the public of the quality of education at the institution. These outcomes were also in response to the mandate from the Western Association of Schools and Colleges that institutions assess themselves in a systematic manner designed to improve the effectiveness of teaching and learning. Seven Institutional Learning Outcomes (ILOs) were formulated: Written and Oral Communication, Information Competency, Problem Solving, Math Competency, Aesthetic Responsiveness, Ethics and Values Applied to Decision Making, and Global Awareness. ILOs are stated in the College Catalog, on the Student Learning Outcome (SLO) Website and, and starting with the fall 2012 LAMC Catalog, all program outcomes also will be listed in the Catalog.

In 2007 a .6 SLO Coordinator was appointed by the College to help guide faculty and Student Services staff in fulfilling their SLO obligation. In 2009 this assignment was divided into two: a .4 SLO Coordinator and a .2 SLO Assistant. In 2008 an SLO Web page was developed and in 2009 an online SLO system for reporting Student Learning Outcomes and Assessments began to be designed and was put into full implementation in 2010. All SLO updates and assessment results for the academic programs are now reported using this online system.

Department chairs work closely with their faculty to determine appropriate student learning outcomes. While course outcomes and assessments are determined primarily by the full-time faculty, input from adjunct faculty is welcomed and encouraged. Participation of adjunct faculty in the assessment of course and program SLOs is supported by the AFT. The AFT has an institutional policy that all full-time faculty will participate in the writing and designing of SLOs and assessments and all adjunct faculty will participate in the assessment process. It is an institutional mandate that all faculty will be involved and participate in SLO assessment on all levels. It is required that faculty include their SLOs in their course syllabi. Adjuncts choose to actively participate in the writing and revision of SLOs and plans for assessments. Department chairs and deans review the course syllabi submitted each semester and are responsible for checking to see that the SLOs are part of each course syllabus and are posted on the Schedule of Classes Online (SOCO) and on the SLO online system.

SLOs are part of all Course Outline of Record curriculum updates and support the Institutional Learning Outcomes. Course outcomes become part of the Electronic Curriculum Database (ECD) and are available to all faculty as well as students. The Curriculum Committee and SLO Coordinators assess whether the SLOs are aligned with the course description and course objectives and reflect minimum competencies that the students should have as a result of taking the course. The SLO Coordinators and Curriculum Committee members review the planned assessments for each SLO and the criteria by which they will be assessed. Courses must meet Title 5 requirements.
All course SLOs are mapped to the Program and Institutional Learning Outcomes. Programs are assessed for currency, teaching and learning strategies, and student learning outcomes through the department and discipline annual and comprehensive program reviews. The comprehensive reviews are presented both orally and in written form to the Educational Planning Committee (EPC) and discussed by the committee. An external validation of each program review which contains a student learning outcomes component is completed before each comprehensive report to the EPC. Outcomes are linked to resource allocation and program and institutional planning through the program review and budget and planning process.

Assessment of SLOs is an important component of LAMC’s SLO online program and involves a wide variety of research activities that are supported by the LAMC Institutional Research Office which helps provide quantitative data about completion, persistence rates, success rates, and certificate and degree completions. Both qualitative and quantitative data are used for assessments, formative and summative. Most courses have two to three outcomes and all outcomes need to be assessed at least once every three years.

As a result of their assessments, faculty are analyzing data from their classes and modifying their curriculum and instructional methods accordingly and using dialogue about assessment results to identify gaps and subsequently modify their delivery methods and pedagogy. They are putting more emphasis on areas that students do not score as well on so that instruction will be more effective. They are using the student support services provided by the college, the tutors, workshops, the Learning Resource Center, Writing Center, and Math Center. SLO Coordinators meet with faculty and departments to review outcomes, assessments, and what has been learned from them. The continuous improvement in quality as a result of assessments is documented in the online SLO system.

A portion of LAMC’s opening Flex Day is devoted to discussing program, degree, and certificate learning outcomes and assessment results. Dialogue is continued in discipline and department meetings, discussions with academic deans, and in curriculum meetings, workshops, the Educational Planning Committee, Council of Instruction, College Council, Shared Governance Taskforce, Academic Senate, Staff Development and Curriculum Committee meetings. In addition, programs are assessed for currency and student learning outcomes at CTE college meetings, advisory meetings, department meetings, conferences, district discipline meetings and the District Student Learning Outcomes and Assessment Committee. Dialogue about outcomes and quality improvement is an Institutional commitment at all levels.

In 2008 the members of the departments and programs under Student Services developed Service Area Outcomes (SAOs), identified the Institutional Outcomes they support, defined how they would be assessed, and evaluated the assessments under the auspices of the Student Services Division. In 2010 the Administrative Units decided on Service Area Outcomes which were further refined in 2011 and assessment plans were developed. Both the Student Services and the Administrative areas are presently actively assessing their SAOs. Data from a faculty/staff survey conducted in October will be helpful in gathering the necessary data to further assess these areas.
The recent Student Service Division SAOs and assessments are posted on the Student Services Web page. Service Area Outcomes, in addition, have become an important part of the online program review process and form the foundation for the Student Service Division and Administrative Unit funding requests and resource allocation process. All program review objectives are linked to the Strategic Master Plan which is the College’s overarching planning document and are supported by the recently updated Educational Master Plan – which is located at https://sharepoint.lamission.edu/lamcresources/Shared%20Documents/LAMC%20Educational%20Master%20Plan%202010-2015.pdf

Conversations about the results of assessments and planned improvements take place at unit meetings and at college-wide assessment meetings to ensure continuous and systematic review, assessment, and improvement.

<table>
<thead>
<tr>
<th>Student Learning Outcomes and Assessment Progress</th>
<th>Instructional Areas - Course Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2008-2009</td>
</tr>
<tr>
<td>Courses with Defined SLOs (%)</td>
<td>76</td>
</tr>
<tr>
<td>Evaluation of Assessment (%)</td>
<td>39</td>
</tr>
<tr>
<td>Changes Implemented (%)</td>
<td>34</td>
</tr>
</tbody>
</table>
SERVICE AREA OUTCOMES AND ASSESSMENT
Non-Instructional Areas

<table>
<thead>
<tr>
<th>SAO &amp; Assessment Planning Progress</th>
<th>Student Services</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2008-2011</td>
</tr>
<tr>
<td>Areas with Defined SAOs (%)</td>
<td>67</td>
</tr>
<tr>
<td>SAOs Assessment Plan (%)</td>
<td>58</td>
</tr>
<tr>
<td>Changes Implemented (%)</td>
<td>42</td>
</tr>
</tbody>
</table>
E. Evidence that the Institution Has Received All Necessary Internal and External Approvals

All courses, degrees, and certificates of achievement offered by Mission College have been approved by the Mission College Curriculum Committee, the Board of Trustees, and the CCC System Office. All courses taught in a distance education mode have been reviewed for quality standards and approved by the Mission College Curriculum Committee in accordance with California administrative code and regulation, and by the Distance Education Committee pursuant to Article 40 of the current AFT Contract. Documentation of approval for each course, program, and distance education delivery method is available upon request.
F. Evidence that Each Eligibility Requirement Will Still be Fulfilled

CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS FOR ACCREDITATION

See Eligibility Standards Reviewed by Accreditation in their Evaluation Report of 3-19 to 3-22-07 [55]

All eligibility standards continue to be fulfilled as described in the 2007 LAMC Accreditation Self Study. However, in order to ensure compliance with the Commission’s eligibility requirements on distance learning and substantive change the college placed a moratorium on the approval of any new distance education course approval beginning in 2009 until the submission and approval of a Substantive Change Proposal for Distance Education Programs.

1. Authority
Los Angeles Mission College (LAMC) is one of 112 public, two-year community colleges authorized to operate by 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. As part of the Los Angeles Community College District, Los Angeles Mission College is governed by a locally elected, seven-member board of trustees.

Los Angeles Mission College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, 10 Commercial Blvd., Suite 204, Novato, CA 94949, 415.506.0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. LAMC received its initial accreditation in 1978.

Los Angeles Mission College is authorized to operate as a public education institution and to award degrees by the State of California. Title 5 of the Administrative Code proscribes the structure for offering Associate Degrees, Certificates of Achievement, and Certificates of completion.

2. Mission
LAMC’s educational mission is clearly defined. The statement was approved by college council and board of trustees on July 26, 2006. The mission statement is reviewed periodically by the college to ensure that it is current and aligns with the core mission of California community colleges.

The mission specifically states the college’s commitment to achieving student learning. The mission statement was reviewed as part of the updated Educational Master Plan spring 2011 and continued through the spring 2012.
The mission statement is published in the annual college catalog, on the website and widely throughout the college. The recently adopted Six-Year Planning, Assessment Cycle and Implementation of program improvement includes review of its mission statement into the college’s integrated planning and resource allocation process. It is highlighted in the Strategic Plan, the Educational and Facilities Master Plan and the Technology Plan. Development of Distance Education opportunities and services is guided by the mission of the College and in turn online courses support the College’s mission.

3. Governing Board
The Board of Trustees (Board) is composed of seven members who are elected at large by the qualified voters of the LACCD and one student member who is elected annually by the eligible student voters of the district. Board members are elected for four-year staggered terms in elections held on the first Tuesday in March of each odd numbered year. The board is responsible for the quality, integrity and financial stability of the district and ensures the implementation of the mission of the nine Los Angeles Community Colleges, as established in the Board Philosophy, Mission and Roles and Responsibilities. The board is an independent policy-making body and adheres to its Conflict of Interest Policy (Board Policy Chapter XIV - 14000). Board members have no personal financial interests of any kind in the district or its colleges.

The Board of Trustees approves all courses taught at the institution including online courses.

4. Chief Executive Officer
The Chief Executive Officer, Dr. Monte E. Perez, was selected in the spring of 2011 as the eleventh CEO of the college reporting directly to the Chancellor. Prior to his position at LAMC, Dr. Perez served for two years as the President at Moreno Valley College.

President Perez approves and supports the college’s inclusion of online delivery of appropriate curriculum in the college’s instructional program.

5. Administrative Capacity
The college employs nine administrators and 5 classified managers to support the college mission and purpose. All administrative officers were selected through an open and competitive process based on educational background and experience in accordance with LACCD hiring policies.

The Vice President of Academic Affairs works closely with and supervises the Coordinator of Distance Education. The coordinator is responsible for facilitating the online, hybrid and web-enhanced course set up and maintenance, upgrades, training and overall support to faculty and students. The coordinator also collects and confirms the certification of all online instructors. This information is reported to the Vice President on an annual basis.

6. Operational Status
Los Angeles Mission College, a comprehensive college that meets the varied educational needs of our community, serves a diverse student body of about 10,000 students. LAMC offers educational opportunities in career technical programs as well as academic programs that prepare students for transfer to public and private institutions of higher learning and or entry into the
workforce. Extensive longitudinal enrollment information is published through the Office of Institutional Research. The current schedule of classes is available online.

Online sections have not increased due to the temporary suspension. However the preparation and submission of this substantive change proposal is an important part of the college’s efforts of planning and responsible expansion of online education.

7. **Degrees**

Los Angeles Mission College currently offers courses in 75 disciplines. The College offers 46 associate degree programs and 56 certificates. Most of the college’s courses are degree applicable; others provide opportunities in basic skills education. In the academic year, 2010-2011 36% of all students declared transfer as their educational goal. In the current academic year, 2011-2012 41% of all students declared transfer as their educational goal. Moving toward online degrees and certificates will increase opportunities for students to achieve their educational goals because of greater accessibility.

Below is a currently tabulated analysis of the percentages of students who declared transfer as their educational goal between 2008 and 2012.

<table>
<thead>
<tr>
<th>Term</th>
<th>Enrollment</th>
<th>New Students with Transfer Goal</th>
<th>% Transfer Goal</th>
<th>New and current students with transfer goal</th>
<th>% Transfer goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>20083</td>
<td>10043</td>
<td>1154</td>
<td>11%</td>
<td>2996</td>
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<td>6%</td>
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<td>34%</td>
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<tr>
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<td>36%</td>
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<td>11%</td>
<td>4107</td>
<td>41%</td>
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<tr>
<td>20121</td>
<td>9984</td>
<td>668</td>
<td>7%</td>
<td>4094</td>
<td>41%</td>
</tr>
</tbody>
</table>

Please note that students declared their education goals while filling the application with the college; educational goal data is queried out from district system.
The table below shows the numbers of LAMC students who actually enrolled in CSU, UC and private universities.

<table>
<thead>
<tr>
<th>LAMC Enrollee Count by CSU, UC, and private</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSU</td>
</tr>
<tr>
<td>UC *</td>
</tr>
<tr>
<td>Private *</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Note: * 2008-2009 is the latest data from UC and private university database

8. Educational Programs
Los Angeles College’s degree programs are aligned with its mission, are based on recognized higher education fields of study, and are of sufficient content and length. The college offers three associate degree options including two plans for associate degrees with specific majors, some aligning with the Transfer Model Curriculum, and a third option for a transfer associate degree in liberal studies. Instructors teach to the standards of their disciplines and honor the official course outline of record, both of which ensure that courses are conducted at levels of quality and rigor appropriate to the degrees offered. Degree- and certificate-level learning outcomes are included in the 201-2013 college catalog.

9. Academic Credit
Academic credit is given in semester units, based on the Carnegie Unit value system and Title 5 of California Administrative code, §55002.5. For each 16-18 hours of lecture each semester, one unit credit is granted; for each 32-36 hours of laboratory with homework each semester, one unit credit is granted; for each 48-54 hours of laboratory work without homework each semester, one unit credit is granted. To meet the full range of student needs, the College schedules for-credit classes in 5, 6, 8, 9, 12, and 16-week semesters. All classes meet for the required number of hours. Required course content is established by the discipline’s faculty, approved by the Curriculum Committee of the Academic Senate, and verified through both the program review process and faculty evaluation.

Academic credit for online courses is awarded in the same way as it is for traditional face-to-face instruction.
Information on the definition of units, grading system, transfer of credit, and units by course are provided in the college catalog. The credit awarded for each course and the time that the course meets per week for a 16-week semester is specified in the Schedule of classes.

10. Student Learning and Achievement
Los Angeles Mission College publicizes its courses and course student learning outcomes and course objectives. Program and course information including Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs) is maintained and collected in the Colleges inventory management system available to all chairs, vice chairs, directors and administrators. Through the Program Review process, departmental review and assessment, and the work of the Curriculum Committee, courses and programs are evaluated on a regular basis to determine if they are achieving their stated learning outcomes.

The college continues its work on meeting the 2012 deadline of demonstrating SLO and SAO proficiency.

11. General Education
Degree and certificate programs require from 18 to 31 units of general education to ensure breadth of knowledge and to promote intellectual inquiry. Students are also expected to demonstrate competency in writing and reading and mathematical skills in order to receive a certificate or degree. Programs are regularly scrutinized for rigor and quality as part of the annual program review, SLO Assessment, the Curriculum Committee and the College and District Academic Senate.

Courses delivered in the online format are expected to meet the same standard as traditional face-to-face courses.

12. Academic Freedom
The Los Angeles 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 see it. 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 obligation of all citizens but that they avoid creating the impression that they speak for the college when they speak or act as private citizens.

Faculty and students are encouraged to test all knowledge appropriate to a discipline or area of study. Faculty and students participating in online education are expected to adhere to college, district and state guidelines regarding academic freedom.

13. Faculty
The college employs approximately 74 full-time and 230 part-time. Academic faculty are hired in accordance to State minimum qualifications, local and district human resource guides and all appropriate applicable provisions of the California Education Code and Title 5 of the California Code of Regulations. The Collective Bargaining Agreement clearly defines the responsibilities and roles of the faculty. Faculty are required to participate on college committees, hold office
hours, develop SLOs and participate in assessments. Faculty are also expected to carry out program review. Faculty who teach online courses must meet the same minimum qualifications of faculty teaching face-to-face courses. They are expected to maintain currency in the approved course management system (Moodle or ECollege) and maintain a certificate in online pedagogy (updated every 5 years).

The rank of full time faculty is sufficient in size and experience to support the mission and the college’s educational programs.

14. Student Services
The college provides a wide range of student services that support student learning and development. These services include assistance in the admissions application process, assessment for placement in English and Math, orientation 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, childcare, tutorial services, and academic workshops. Additional services from other resources including specially funded programs such as Title V that provide support in the area of Math and Counseling, Title III STEM, TRIO, EOPS, Matriculation and others assist in meeting the academic needs of our students.

Information about online classes, how to navigate the course management systems, online orientation, counseling, tutorials, online student guide, login procedures, a Help Desk, “How to Get Started”, FAQ’s about online classes and other learning support service is available for students who are unable to utilize the traditional face-to-face meetings with college personnel.

15. Admissions
Los Angeles Mission College is an open-admission institution serving all students as described in its mission statement. The college admits any California resident with a high school diploma, residents who are 18 years of age or older who are determined to be capable of benefitting from the instruction offered, K-12 students under special circumstances and international and non-resident students.

Admission requirements policies are listed in the schedule of classes, and the catalog, and are posted on the website. Students participating in online classes are admitted based on the same standards listed in the admission policies.

16. Information and Learning Resources
The Library and Learning Resources Center are housed in a 35,430 square foot shared facility. The facility also houses computer labs, the Writing for Success and Science Success center. The LRC is wired to accommodate 206 computers which are available for student use. The Library provides material in print and electronic formats to support course work and needs of the life-long and online learner.

The Learning Resource Center provides tutorial services for students designated in response to diverse student needs and feature a variety of instructional approaches. There are also discipline
specific learning resource centers located throughout the campus, Computer Applications and Office Technology, Computer Science Information Technology, Child Development Resource Center, Multimedia Lab, and the Math Center.

17. **Financial Resources**
Each year the college prepares a financial operations plan to assess the need for financial resources in critical operations. The current fiscal year (FY) tentative allocation is $24,887,882. The college and the district rely on enrollment to generate new revenues to cover cost of expenditures. The dire condition of the state budget has resulted in significant workload reductions. In an effort to create greater equity, the district is in the process of implementing a new funding model to the benefit of small colleges which will be implemented in the FY 2012-2013. Online instruction is funded through the general fund and resources are adequate for the current college schedule. The college carefully reviewed the costs and use of a course management system, and consolidated the use of two course management systems (Moodle and ECollege) to ensure economies of scale and costs and budget control of its online course management systems.

The unanticipated reduction in revenue, coupled with little or no growth in credit enrollment has significantly impacted the college’s ability to balance the budget in FY 2011-2012.

18. **Financial Accountability**
The Los Angeles Community College District conducts annual fiscal audits by an external certified public accountant. The Board of Trustees reviews these audit reports annually in public sessions and discusses management responses to any exception. The district files audit reports with the Los Angeles county Department of Education and any other public agencies as required. Los Angeles Mission College is not audited as a separate entity. In the past year, the college operated with a carryover balance in excess of $1,000,000 which is being used to cover expenditures incurred in FY 2011-2012.

19. **Institutional Planning and Evaluation**
Los Angeles Mission College adopted its Strategic Master Plan in 2008-2009 and College Council updates it annually. The plan outlines priorities, goals, and mission/vision and value statements. The college has established institutional planning processes to provide planning for the development of the College including the integration of all planning documents and procedures such as program review, assessment and institutional improvement. Los Angeles Mission College has developed the following integrated planning documents, Strategic Master Plan, Educational Master Plan, Technology Plan, Facility Master Plan, Strategic Enrollment Management Plan (draft) and is working on Student Success Plan and a Safety and Evacuation Plan. Each of the plans contains objectives and calls for regular review and updating.

The college has completed 3 full cycles of planning, review, and resource allocation and implementation of improvements.
20. **Public Information**

Los Angeles Mission College displays its catalog and schedule of classes online. These documents along with other publications, publicize accurate and current information about the institution that announces its mission, goals; admission requirements and procedures; academic calendar and program length; rules and regulations affecting students, programs, courses; distance education; degrees and certificates offered and graduation requirements; costs and refund policies; available learning resources; grievance procedures; names and academic credentials of faculty and administrators; names of members of the Board of Trustees; and all other items pertinent to attending the institution. In addition, the 2012-2013 catalog will contain information regarding filing complaints with the Accrediting Commission of California Community and Junior Colleges.

Student requirements explained in the catalog include: admissions, matriculation, and attendance requirements, descriptions of all student fees including resident and non-resident tuition, health services, fee, parking fee, associated student organization fee, transcript fees, class audit fees, and the enrollment fee refund policy, descriptions of the requirements to complete associate degrees, certificates, and graduations and transfer requirements. The schedule of classes also contains information regarding registration for online courses, various online student support services.

Other major policies affecting students that are described in the catalog are academic probation and dismissal, standards of student conduct and disciplinary action, the district nondiscrimination policy, grievance and complaint procedures, and sexual harassment and the drug-free environment policies.

21. **Relations with the Accrediting Commission**

Los Angeles Community College District Board of Trustees provides assurance that Los Angeles Mission College adheres to the eligibility requirements. LAMC has been accredited since 1978, adheres to the eligibility retirements and Accrediting Commission for Community and Junior colleges (ACCJC), except as noted for Distance Education. LAMC submitted a Substantive Change Proposal for an entirely online paralegal certificate which was approved by ACCJC on June 2, 2009. Submitting this Substantive Change Proposal and obtaining approval will result in adherence to all requirements and policies established by the Commission.

The college maintains contact with the Commission through its Accreditation Liaison Officer (the Vice President of Academic Affairs).

G. **Evidence that Each Accreditation Standard Will Still be Fulfilled**

**CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS FOR ACCREDITATION**

Los Angeles Mission College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. This organization is
recognized by the Council for Higher Education Accreditation and the U.S. Department of
Education.

The college maintains its accreditation by fulfilling criteria that are determined by the ACCJC. Throughout its continuous six-year review cycle, Los Angeles Mission College conducts and publishes several review instruments, including an annual report, annual fiscal report, midterm report, comprehensive institutional self-study, and an evaluation review by a team of peers. Los Angeles Mission College’s last accreditation visit was in 2007 and resulted in the reaffirmation of accreditation with a focused midterm report due in 2010. The midterm report was accepted in January 2009 with no visit required. The college’s next accreditation visit is scheduled for 2012. Accreditation standards that are particularly impacted by the proposed change are discussed in detail below.

**Standard I: Institutional Mission and Effectiveness**

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

This proposal reflects Mission’s efforts to address its institutional mission with ongoing and systematic evaluation. Specifically, the mission of Los Angeles Mission College is to provide accessible, affordable, high-quality learning opportunities in a culturally and intellectually supportive environment by providing the following:

- Encouraging students to become critical thinkers and lifelong learners
- Ensuring that students successfully transfer to four-year institutions, find meaningful employment, improve their basic skills, and enrich their lives through continuing community education
- Providing services and programs that improve the life of its immediate community

Los Angeles Mission College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Mission College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members.

Los Angeles Mission College has offered distance education classes since 2002 in an effort to meet the needs of a diverse student population that includes working adults, single parents, and students with physical disabilities.
Mission has also developed an array of instructional and student support services available in a distance education format.

The college through its Curriculum and Distance Learning Committee has developed the processes to monitor, evaluate, and improve the quality of distance education instruction and services that parallels the processes used to improve the quality of on-campus instruction and services.

The implementation of distance education programs is aligned with Los Mission College’s mission and strategic goals. All Mission courses and programs are subject to regular cycles of evaluation and improvement, regardless of location or method of delivery.

All programs proposed to be offered via distance education are already offered on-campus and already participate in the program review process.

**Standard II: Student Learning Programs and Services**

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

A. Instructional Programs:

Mission College’s Strategic Plan [42] (see revised, and updated plan at http://lamission.edu/de/subx/strategic-master-plan.pdf was developed by a taskforce comprised of the College President, representatives from the Academic Senate, Classified Senate, Associated Students of Mission College, College Council, the various Shared Governance Committees of the College, and the Office of Institutional Research Task.

Under the status of the 2010-2011 Goad 3, the college improved the quality of educational programs and services, by implementing the first year action items in the Basic Skills Matrix, completed a comprehensive academic program review (see program review documents at the Educational Planning website at http://lamission.edu/eduplanning/programreview.aspx and developed an online SLO management and reporting system at the course level.

Mission and LACCD have aligned their strategic goals in a number of essential areas, including instructional program and student success.
LACCD

Success: Enhance all Measures of Student Success

Excellence: Support Student Learning & Educational Excellence

Mission

Success: Improve Quality of Educational Programs and Services

Excellence: Provide user friendly technology to meet the needs of faculty, staff and students

Our recent update of our College Educational Master Plan [43] – March 2011 focuses on assessing student learning to improve instruction and student success. It states the following on page 9 and 10 of that document:

“10. Assessing student learning for the purpose of systematic improvement of instruction and services is an institutional commitment and has become part of the culture. Student Learning Outcomes (SLOs) and Assessment are an important focus for all courses, programs, certificates, and degrees at Los Angeles Mission College. As the volume of assessment documentation increases, it is imperative to have an online assessment management system.

In the next five years, it will be mandatory that students demonstrate evidence of learning by outcome assessments rather than just by courses completed and grades earned in classes. To accomplish this, communication and collaboration of faculty within and across disciplines and student services will be essential in the delivery and assessment of student learning. Faculty and staff must work together to define what learning outcomes are desired for students in their classes and programs, identify appropriate measures of that learning, participate in a collaborative assessment process, evaluate ways to enhance learning, and look for appropriate interventions to address learning gaps.

This collaborative effort to address learning gaps implies a “paradigm shift” in community college instruction and service delivery. Student Learning Outcomes (SLOs) have become a central part of the accreditation evaluation of program quality and are closely tied to other essential accreditation topics such as program review, planning, budgeting, and the allocation of resources. Beyond accreditation, student learning is central to LAMC’s mission, and the inquiry results of how well LAMC advances in all areas of student learning are and will be used to improve courses and programs.

To meet accreditation standards, outcomes and their assessment will be made public. Establishing and maintaining a website will continue to be an important factor in making SLO efforts public and as a mechanism for keeping the campus as well as the community aware of progress in supporting student learning. Within the next five years, all program outcomes will be published in the College Catalog.
The use of technology for SLO assessment is growing and becoming more sophisticated. It will be valuable for LAMC to have an online SLO assessment program. This online site will make it easier for faculty, students, and administrators to monitor progress of outcome assessment. The teaching and learning environment has changed. Today’s educational environment necessitates the expanded use of active learning pedagogies, such as collaborative and cooperative learning, problem-based learning, and community service learning. Development and assessment of outcomes on all levels will enable LAMC to meet the educational needs of an increasingly diverse student body.”

B. Student Support Services: Mission College provides distance education students with student support services. See below chart of student services available at Mission:

Substantive Change Fall 2011

<table>
<thead>
<tr>
<th>Service</th>
<th>Info offered on-campus</th>
<th>Via other communication technologies (email)</th>
<th>Via static web page</th>
<th>Via interactive web page</th>
<th>Via prerecorded messages on phone</th>
<th>Via live-phone (can request or submit info)</th>
<th>Not offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Program/Catalog</td>
<td>y</td>
<td>y</td>
<td>y</td>
<td>n</td>
<td>n</td>
<td>n</td>
<td>n</td>
</tr>
<tr>
<td>Admissions, Schedule of Classes &amp; registration</td>
<td>y</td>
<td>y</td>
<td>y</td>
<td>Schedule of classes online (link)</td>
<td>N</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Assessment, Testing &amp; Placement (Diagnostic, placement &amp; academic)</td>
<td>y</td>
<td>n</td>
<td>n</td>
<td>n</td>
<td>n</td>
<td>n</td>
<td>Talk to Linda Carruthers (Available F2F, Info Online, No interactive services)</td>
</tr>
<tr>
<td>Academic advising &amp; counseling</td>
<td>y</td>
<td>y</td>
<td>y</td>
<td>y</td>
<td>y</td>
<td>y</td>
<td>y</td>
</tr>
<tr>
<td>Orientation</td>
<td>n</td>
<td>n</td>
<td>y</td>
<td>y</td>
<td>n</td>
<td>n</td>
<td>Note: Only Online</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>y</td>
<td>y</td>
<td>y</td>
<td>y</td>
<td>n</td>
<td>n</td>
<td></td>
</tr>
<tr>
<td>Student Accounts</td>
<td>?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Talk to Business</td>
</tr>
<tr>
<td>Service Type</td>
<td>Y</td>
<td>Y (database)</td>
<td>Email</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>Office &amp; Financial Aid</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>----</td>
<td>--------------</td>
<td>-------</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>------------------------</td>
</tr>
<tr>
<td>Student to Student Communications</td>
<td>Y</td>
<td>Y (database)</td>
<td></td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>Talk to Eric Rettke</td>
</tr>
<tr>
<td>Faculty to student communications</td>
<td>y</td>
<td>y</td>
<td></td>
<td>y</td>
<td>y</td>
<td>N</td>
<td>Talk to Zoila Rodriguez-Doucette</td>
</tr>
<tr>
<td>College to Student Communications</td>
<td>y</td>
<td>y</td>
<td></td>
<td>y</td>
<td>n</td>
<td>N</td>
<td>Talk to Sandy Thomsen</td>
</tr>
<tr>
<td>Bookstore Services</td>
<td>y</td>
<td>?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library Services</td>
<td>y</td>
<td>Y (online catalogue)</td>
<td>y</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remediation Services</td>
<td>N</td>
<td>N</td>
<td>n</td>
<td>n</td>
<td>n</td>
<td>n</td>
<td>Talk to Sandy Thomsen</td>
</tr>
<tr>
<td>Retention Services</td>
<td>y</td>
<td>y</td>
<td>y</td>
<td>n</td>
<td>n</td>
<td>n</td>
<td>Talk to Sandy Thomsen</td>
</tr>
<tr>
<td>Counseling (personal)</td>
<td>y</td>
<td>n</td>
<td>y</td>
<td>n</td>
<td>n</td>
<td>n</td>
<td></td>
</tr>
<tr>
<td>Career Counseling &amp; Placement Services</td>
<td>N</td>
<td>PD4</td>
<td>N</td>
<td>Eureka</td>
<td>n</td>
<td>n</td>
<td>Note: Maybe new program through Paralegal</td>
</tr>
<tr>
<td>Ethical &amp; Legal Services</td>
<td>n</td>
<td>n</td>
<td>n</td>
<td>n</td>
<td>n</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Program</td>
<td>Y</td>
<td>Y</td>
<td>y</td>
<td>Y</td>
<td>n</td>
<td>n</td>
<td>N</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Financial Planning</td>
<td></td>
<td></td>
<td>n</td>
<td>n</td>
<td>n</td>
<td>n</td>
<td>N</td>
</tr>
<tr>
<td>Health Services</td>
<td></td>
<td></td>
<td>y</td>
<td>Y</td>
<td>n</td>
<td>n</td>
<td></td>
</tr>
<tr>
<td>Student Activities</td>
<td></td>
<td></td>
<td>y</td>
<td>Y</td>
<td>n</td>
<td>n</td>
<td></td>
</tr>
<tr>
<td>Student Population Services</td>
<td></td>
<td></td>
<td>y</td>
<td>Y</td>
<td>n</td>
<td>n</td>
<td>N</td>
</tr>
<tr>
<td>Transcript Ordering/payment</td>
<td></td>
<td></td>
<td>y</td>
<td>Y</td>
<td>n</td>
<td>n</td>
<td></td>
</tr>
<tr>
<td>E-portfolios</td>
<td></td>
<td></td>
<td>y</td>
<td>Y</td>
<td>n</td>
<td>n</td>
<td></td>
</tr>
<tr>
<td>Emergency calls to landline telephones</td>
<td></td>
<td></td>
<td>y</td>
<td>Y</td>
<td>n</td>
<td>n</td>
<td></td>
</tr>
<tr>
<td>Emergency calls to cell-phones</td>
<td>n</td>
<td>n</td>
<td>n</td>
<td>n</td>
<td>n</td>
<td>n</td>
<td>n</td>
</tr>
<tr>
<td>Emergency Text Message to Cell</td>
<td>n/a</td>
<td>n</td>
<td>n</td>
<td>n</td>
<td>n</td>
<td>n</td>
<td>n</td>
</tr>
</tbody>
</table>

A concerted effort has been made to raise awareness among staff and administrators of the need for continued support of quality student services for distance education students. The above chart is a current “benchmark” for student services at Mission. This chart will be circulated amongst the EPC, Academic Senate, and various college units and departments for further review, analysis, brainstorming, planning and strategic analysis with the end in mind of improving and extending, and enhancing the access to students through “state of the art” technology.

One suggestion, for instance, is to have faculties from various departments do their office hours in the LRC, and through Skype, and other technologies, reach out and do tutoring and office hours for both on campus and our online students simultaneously, leveraging time, place, and technology for a “win-win” outcome for both on campus, online and students who cannot get to tutoring or office hours due to their schedules.
C. Library and Learning Resource Center: Library and the Learning Resource Center services are available for both on campus and our online students.

The Learning Resource Center /Tutoring is exploring ways to make their services more available to both on campus and distance education students by providing online student resources – see http://www.lamission.edu/learningcenter/sresources.aspx

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. 35

Mission College has provided high quality distance education classes since 2002.

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

In accordance with California administrative code and regulation (Title 5), all courses and programs, regardless of delivery method, are approved by Mission College Curriculum Committee.

Appendix A: Los Angeles Mission College Certificates or degrees available or nearly available online, and courses offered online which fulfill General Education Requirements:

Certificates or degrees available or nearly available online:

- Chicano Studies (5 of 7 required courses, 15 of 23 units available online)
- History (6 require course, 9 of 18 units)
- Law (Legal Assisting/Paralegal) (Available completely online)
- Philosophy (4 of 6 required courses, 12 of 18 units)
- Political Science (6 of 9 required courses, 15 of 21 units)
- Psychology (7 required courses, 9 of 21 units)
- Sociology (5 or 7 required courses, 15 or 22 units)
- New TM Sociology (6 required, 12 of 18 units)

General Education Requirements

Associate Degree – Plan A
General Education Requirement: Minimum of 30 semester units
Major Requirement: Minimum of 18 units in a single or related field.
Courses available online:

<table>
<thead>
<tr>
<th>Section</th>
<th>Minimum Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Natural Sciences</strong></td>
<td>3 Units Minimum</td>
</tr>
<tr>
<td>F&amp;CS 21</td>
<td>(3)</td>
</tr>
<tr>
<td><strong>B. Social &amp; Behavioral Sciences</strong></td>
<td>9 Units Minimum</td>
</tr>
<tr>
<td>American Institutions</td>
<td>(3 unit minimum)</td>
</tr>
<tr>
<td>Chicano 7, 8, Pol Sci 1</td>
<td>(9)</td>
</tr>
<tr>
<td>Social &amp; Behavioral Sciences</td>
<td>(3 unit minimum)</td>
</tr>
<tr>
<td>AJ 1, Bus 1, Chicano 2, 7, Ch Dev 1, History 11, 12, 86 Law 1, Pol Sci 2, 7, Psych 1, Soc 1, 2, 3, 4, 7, 24, 28</td>
<td>(57)</td>
</tr>
<tr>
<td><strong>C. Humanities</strong></td>
<td>3 Units Minimum</td>
</tr>
<tr>
<td>Chicano 37, History 86, Philos 1, 33</td>
<td>(12)</td>
</tr>
<tr>
<td><strong>D. Language &amp; Rationality</strong></td>
<td>12 Units Minimum</td>
</tr>
<tr>
<td>English Composition</td>
<td>(3 unit minimum)</td>
</tr>
<tr>
<td>English 101, 127 (approved not yet offered)</td>
<td>(6)</td>
</tr>
<tr>
<td>Communication &amp; Analytical Thinking</td>
<td>(6 unit minimum)</td>
</tr>
<tr>
<td>Co Sci 401, Philos 6</td>
<td>(6)</td>
</tr>
<tr>
<td>Minimum of 3 additional units from D1 or D2 above</td>
<td></td>
</tr>
<tr>
<td><strong>E. Health &amp; Physical Education</strong></td>
<td>3 Units Minimum</td>
</tr>
<tr>
<td>Health 11</td>
<td>(3)</td>
</tr>
</tbody>
</table>

**Associate Degree – Plan B**
General Education Requirement: Minimum of 18 semester units
Major Requirement: Minimum of 36 units in a single or related field.
Courses available online:

<table>
<thead>
<tr>
<th>Section</th>
<th>Minimum Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Natural Sciences</strong></td>
<td>3 Units Minimum</td>
</tr>
<tr>
<td>F&amp;CS 21</td>
<td>(3)</td>
</tr>
<tr>
<td><strong>B. Social &amp; Behavioral Sciences</strong></td>
<td>3 Units Minimum</td>
</tr>
<tr>
<td>Chicano 7, 8, History 11, 12, Pol Sci 1</td>
<td>(15)</td>
</tr>
<tr>
<td><strong>C. Humanities</strong></td>
<td>3 Units Minimum</td>
</tr>
<tr>
<td>Chicano 37, History 86, Philos 1, 33</td>
<td>(12)</td>
</tr>
<tr>
<td><strong>D. Language &amp; Rationality</strong></td>
<td>6 Units Minimum</td>
</tr>
<tr>
<td>English Composition (3 unit minimum)</td>
<td></td>
</tr>
<tr>
<td>English 28, 101 (approved not yet offered)</td>
<td>(6)</td>
</tr>
<tr>
<td><strong>E. Communication &amp; Analytical Thinking (3 unit minimum)</strong></td>
<td></td>
</tr>
<tr>
<td>Co Sci 401, English 127, Philos 6</td>
<td>(9)</td>
</tr>
<tr>
<td><strong>F. Health &amp; Physical Education</strong></td>
<td>3 Units Minimum</td>
</tr>
<tr>
<td>Health 11</td>
<td>(3)</td>
</tr>
</tbody>
</table>

**Liberal Arts AA Degree Requirements**

1. CSU GE or IGETCE General Education Requirement
2. Minimum 18 units in ONE (A-E) area Concentration
3. One Health and one PE activity course
4. One course in American History and Institutions
5. Minimum of 60 total transferable units

Courses available online:

A. **Arts and Humanities Concentration**
   Chicano 37, Philosophy 1, 33

B. **Communication & Literature Concentration**
   English 101 (approved not yet offered), Philosophy 6

C. **Natural Sciences Concentration**
   FCS 21, Psych 1, Soc 1

D. **Social & Behavioral Sciences Concentration**
   AJ 1, Ch Dev 1, Chicano 2, 7, History 11, 12, Pol Sci 1, Psych 1,
   Soc 1, 2, 4, 11

E. **Business Concentration**
   Law 1, CSIT 401

**Appendix B:** Distance Education Analysis of Mission College Degrees and Certificates

**Appendix C:** Mission College General Fund Unrestricted Operating Budget

**Appendix D:** (ONLINE) STUDENT EVALUATION FORM

Please complete the following evaluation form as carefully and thoughtfully as possible. It does not require your name and is anonymous. The instructor will NOT see this until the following semester. We value your input and suggestions about your online class. The results will be emailed to your online instructor's Department Chair and will be used in the formal evaluation process of your instructor so your honest feedback is appreciated. Thank you!

1. The instructor clearly defined the course requirements and posted them on the web.
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree
   - Not Applicable

2. A syllabus, which clearly outlined the course objectives and grading criteria, was posted on the web by the first week of the term.
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree
   - Not
3. The instructor's web site is well prepared and organized.
4. The online instruction related to the course objectives.
5. I now feel able to communicate course material to others.
6. The instructor regularly informs me of my grades and provides feedback on my performance.
7. The instructor responds to email in a timely manner.
8. The instructor interacts with students in ways that are free of discrimination.
9. I would recommend this instructor to others.
10. The instructor motivates me and encourages my interest in the subject.
11. The instructor creates an environment in which it is safe to seek help, ask questions, or express opinions which differ from those of the faculty member.
12. The instructor is knowledgeable in the subject area.
13. The instructor points out where the course material is relevant to daily life.
14. The instructor treats students with respect.
15. What were the best parts of this course from your point of view?

16. What frustrations did you encounter with this course and how were they solved?

17. What recommendations would you make for improving the way this course is delivered over the Internet?

18. How did you connect to the Internet to do this course? Work? Home? Campus?
   And if you have Internet service at home, who is your Internet Service Provider?

19. Place additional comments here.

LAMC Substantive Change Proposal - References (footnotes)

[1] Number of online classes – Fall 2011 – page 12 – Fall 2011 College Schedule

[2] Institutional Organizational structure

[3] Academic Affairs Organization structure
Los Angeles Mission College Substantive Change Proposal


[5] President’s State of the College - Summer 2011 College Council Retreat

[6] ACCJC 6/2/09 approval of Online Paralegal Program

[7] December 2010 Department Chair’s Response to DE Survey Questions

[8] Paralegal Substantive Change Proposal

[9] DE Review of Nov. 3, 2009 of Certificates or degrees available or nearly available online

[10] Mid Term Accreditation Report with update on status of "Substantive Change"


[12] DE Recommendation to establish a Substantive Change Task Force


[14] EPC Response to DE Program Review – Commendations and Recommendations

[15] DE Recommendation to EPC and College Council to establish a Substantive Change Task Force (SCTF)

[16] CMS Task Force Report and Recommendations to Academic Senate

[17] Technology Committee commences evaluation and assessment of online access to student services

[18] Library Databases now available to online students


[20] Status of Online Faculty – Spring 2011 – re online pedagogy certificate and evaluation and approval of their online courses

[21] Letter to Online Faculty re Online Pedagogy Certificate and course evaluation

[22] Course Evaluation Rubric adopted from "Quality Matters".

[23] Final DE Shell Review Notes for Fall 2011 Online Classes
Glossary of DE Terms - "Hybrid Class" and 51% rule - Education Code

[DRAFT] DE Application for Course Approval of new online/hybrid class (DECA)

[DRAFT] DE Course Approval Routing Form (DECA RF)

[DRAFT] DE Faculty Guide with Ed Code Regulations and Guidelines

Los Angeles Harbor College (LAHC) Distributed Learning Manual

(sample statements "Where do I Start?" from Bus. Law I – Law Class for Fall 2011 semester.)

Best Practice Guidelines to improve content, quizzes, assignments, and forums for hybrid and online classes

"Best Practices" (new/proposed) on "Frequent Contact" for hybrid/online classes

Update and Progress Report to EPC on DE Program Review

Information required to complete the Substantive Change Proposal

9/19/19 presentation and update to EPC on Program Review of June 2009

In Fall 2011 all Online Faculty completed Online Pedagogy Certificate

Lake Superior CC Annotated Rubric using "Quality Matters" rubric format

Mt. San Antonio CC Distance Learning Amendment Form

2 page summary update to EPC - 9-19-11

Revised and Modified Distance Learning Addendum Form ("DLAF") (approved 9/28/11 DE Meeting)

Revised and Modified Distance Learning Course Approval Procedure (approved 9/28/11 DE Meeting)

PowerPoint presentation on Substantive Change to EPC on 10-17-11

PowerPoint presentation on Substantive Change to Academic Senate on 11-4-11 and to College Council on 11-17-11

Updated annotated rubric - revised and approved by DE Committee on 9/14 and 9/28/11
[44] - @One training - Intro to Online Teaching and Learning (IOTL) - Learning Outcomes for Faculty

[45] Online @ Mission

[46] Mission Online "Help Desk" for Students and Faculty

[47] Online Form for Online Counseling

[48] Disabled Students Programs and Services (DSPS)


[50] Agendas/Minutes DE Committee April 2006 – Spring 2010

[51] Agendas/Minutes DE Committee – Spring 2010 to present

[52] DE Coordinator Duties and Responsibilities

[53] Program Review Handbook

[54] Program Review Rubric - Faculty and Departments


Appendix

Appendix A: Mission Courses Offered via Distance Education that Fulfill General Education Requirements
Appendix B: Distance Education Analysis of Mission College Degrees and Certificates
Appendix C: Institutional Research Office Report on online classes – retention/student success

[44] - see lamission.edu/de/subx/de-success.xls for DE Classes

Appendix D: Mission College General Fund Unrestricted Operating Budget
Appendix E: (ONLINE) STUDENT EVALUATION FORM

Additional Reference Documents


Credits/Acknowledgement:

Special thanks and credit to:

1. Foothill Community College and their Substantive Change Proposal [56]
2. Glendale Community College and their DE Guidebook [57]
3. Lake Superior College and their Annotated Shell Review Rubric [58]
4. Mt. San Antonio Community College Distance Education Amendment Form [37]

updated: 4/20/12 @ 632 am