Substantive Change Proposal

Addition of Courses Constituting 50% or More of a Program Offered Through a Mode of Distance or Electronic Delivery

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EAST LOS ANGELES COLLEGE
SUBSTANTIVE CHANGE REPORT
July 2011

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

FROM: East Los Angeles College
Office of the President
1301 Avenida Cesar Chavez
Monterey Park, CA 91754

This Substantive Change Report is submitted to ACCJC/WASC for the purpose of requesting approval of the Addition of Courses Constituting 50% or More of a Program Offered Through a Mode of Distance or Electronic Delivery.

We certify that this Substantive Change Report accurately reflects the status of Distance Education at the College.

Signed

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PROPOSED CHANGE

Brief Description

East Los Angeles College (ELAC) is a large urban college serving more Latino students annually than any other community college in the California Community College System. ELAC serves an important role in its community through its academic and career technical programs. These offerings serve as gateways to a better life for many in the community and as a primary access point to higher education for a population that has traditionally been underrepresented in post-secondary education. ELAC’s primarily Hispanic/Latino and Asian student body reflects its service area population and is indicative of the college’s dedication to increasing access to and success in higher education for underrepresented populations. ELAC represents the promise of new opportunities to the community and a gateway to success for many students.

East Los Angeles is a diverse socioeconomic community. Many of our students work full time and/or have family responsibilities and/or have disabilities. Nearly three quarters of the student body attend ELAC on a less than full-time basis and a large proportion of these students identify themselves as working full-time. Complete student data that has been gleaned from various surveys can be viewed on the Office of Institutional Effectiveness website at <http://www.elac.edu/faculty/oie/data.html>.

To accommodate students’ varying work schedules and personal obligations, East Los Angeles College offers many evening and weekend courses that enable our students to reach their educational goals. Even with the variations in time that the on-campus courses offered, there are still many students who such have irregular work schedules that on-campus learning is not an adequate option for them. Distance Education allows students to complete the courses on their own time and focus on their classes on a schedule that works best for each individual. In addition, providing online courses allows students currently attending East Los Angeles College the flexibility to increase the number of units they can take, thereby increasing opportunities for educational success, and potentially decreasing the time needed to complete their educational goals. Our students are not only receiving a quality college curriculum; they are also participating in innovative teaching practices that help prepare them for the technology-based society in which we live.

To meet our students’ growing needs, East Los Angeles College has increased the number and variety of courses offered through distance education. Students can now achieve their general education requirements for any Associate Degree offered by East Los Angeles College through online courses. East Los Angeles College also offers online courses, which allow students to earn various certificates and career technical associate degrees. In January 2011, ACCJC approved 7 certificates and 18 degrees to be delivered via the online mode (Appendix 1: Online Certificates, Degrees, and Courses).

The purpose of this report is to seek approval of additional programs for which 50 percent or more of the courses will be offered online. They are

1. Certificate of Administration of Justice/Law Emphasis
2. Certificate of Administration of Justice/Sociological Emphasis
3. Forensic Crime Scene Investigation
4. Certificate of Basic Police Academy Preparation
5. Certificate of Intersegmental General Education Transfer Curriculum
6. Certificate of CSU General Education Breadth
7. Certificate of Accounting
8. Associate in Arts Executive Assistant
9. Associate in Arts Legal Secretary
10. Associate in Arts Office Systems Specialist

Relationship of Change to Mission

ELAC’s Mission focuses on the college’s efforts to support students’ achievement of their educational goals. It states

*East Los Angeles College empowers students to achieve their educational goals, to expand their individual potential, and to successfully pursue their aspirations for a better future for themselves, their community, and the world.*

Distance Education supports the College Mission through the access it provides to the ELAC student body. With nearly three quarters of our students attending part-time and many doing so while maintaining a full-time work schedule, the College must utilize innovative programming to provide students a venue to achieve their goals. Online courses provide additional access to students who may not be able to attend courses on a traditional schedule and allow additional options for traditional students to take courses in a flexible manner that meets the multiple obligations that our students require. In this manner, the provision of online education enhances the college’s ability to achieve its mission.

In addition, the college has developed four goals to support the College Mission. These goals serve as the broad planning objectives through which all other college planning documents and departmental plans will be based. Together, these goals provide a foundation for building a true agenda of student success. Aspects of online education support these goals as well.

**Goal 1: Increasing student success and academic excellence through student-centered instruction, student-centered support services, and dynamic technologies.**

The College’s most singular focus is the ongoing improvement in student success. As indicated in the College Mission, the college seeks to empower students to succeed. The College works toward this goal by providing both academic programming and student services that are focused on the needs of students and work to address students in meaningful ways that help them to reach their individual goals. Online education represents a dynamic technology that supports student needs and student success. As previously indicated, online courses provide a mode of instruction that delivers the flexibility that many student schedules demand. The increases in enrollment are evidence of the demand for this flexibility. In fact, some departments have noted that courses that could not fill in traditional modalities fill regularly online. The ability to take requirements through these means enhances a student’s ability to succeed in an academic program.

Additionally, the College has sought to offer online support services to improve resources to online students and enhance student completion in these courses. The College believes that the
use of innovative pedagogy paired with novel technology can lead to enhanced opportunities for student achievement for both online and traditional students. This is an important aspect of the online program offerings because most online students also take traditional face-to-face courses. The expansion of online services, described in this report, summarizes the efforts of the College to develop effective methods in enhancing student success.

**Goal 2: Increasing equity in successful outcomes by analyzing gaps in student achievement and using this to identify and implement effective models and programming to remedy these gaps.**

The College believes that all students should have the opportunity to succeed regardless of their socioeconomic status. Unfortunately, the data portrays a reality in which the promise of opportunity has not led to equitable outcomes. As one of the largest Hispanic-serving community colleges, ELAC is committed to improving the outcomes for its Hispanic students and to diminishing the gap in successful outcomes at the course and program completion levels. The College has identified gaps in Hispanic student success rates that cut across all programming, including online courses. The gap for online courses is similar to the overall course success rate gap and represents further need for the College to focus on the goal of equity.

To accomplish this goal the College will continue to investigate achievement gaps to determine and eliminate barriers to student success that have impeded the progress of ELAC students. These investigations include those conducted to determine the gaps in online learning. These investigations have begun with the recognition that student outcomes are lower in online courses. The Distance Education Committee has already actively engaged in discussions to identify the cause of these gaps and will continue this work by identifying and investigating any gaps among the diverse groups in ELAC’s online courses.

**Goal 3: Sustaining community-centered access, participation, and preparation that improves the college’s presence in the community, maximizes access to higher education, and provides outlets for artistic, civic, cultural, scientific and social expression as well as environmental awareness.**

As an open access institution of higher education, ELAC is dedicated to serving its community and to providing access to residents. Included in the provision of access is a commitment to developing resources that ensure that students are successful in their academic pursuits. Online courses are a prime effort in expanding access. With nearly three quarters of the student body attending part-time and a large proportion working full-time, the College must address the need of providing access to a non-traditional student body that has limited time to attend scheduled classes. In this case, online courses offer both an educational opportunity for those unable to attend face-to-face classes, and the ability to accelerate progression by allowing students to take additional courses through online modalities. The expansion of online programming has assisted in maximizing access to the community that ELAC serves.

**Goal 4: Ensuring institutional effectiveness and accountability through data-driven decision making as well as evaluation and improvement of all college programs and governance structures.**
ELAC has a profound understanding that providing a thorough system of accountability is part of its responsibility to the community it serves and leads to a more effective institution. This goal outlines the College’s commitment to collecting, developing, and analyzing data in a manner that informs all collegewide decisions. The College seeks to evaluate its programs and governance structures and make improvements based on these results. In addition, the College uses data and its planning structures to ensure that budget decisions are based on the goals of the College and data indicating successful efforts. Distance Education is an integral part of this process. Not only does Distance Education feed into the College governance structure through the Distance Education Committee, but the Distance Education office submits an Annual Update in which student outcomes, program review recommendations, and unit goals are used to justify the need for additional resources. Furthermore, the Office of Institutional Effectiveness is actively engaged with the Distance Education Committee to determine what data is needed in order to make decisions.

Tables 1 and 2 cite the growth in online education at East from fall 2004 to fall 2010.

<table>
<thead>
<tr>
<th>Semester/Year</th>
<th>Section Count</th>
<th>% Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2004</td>
<td>51</td>
<td>-</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>48</td>
<td>-5.88</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>47</td>
<td>-2.08</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>69</td>
<td>46.81</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>92</td>
<td>33.33</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>115</td>
<td>25.5</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>117</td>
<td>1.74</td>
</tr>
<tr>
<td><strong>Total growth 2004 through 2010</strong></td>
<td><strong>129.4</strong></td>
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<table>
<thead>
<tr>
<th>Semester/Year</th>
<th>Student Enrollment</th>
<th>% Growth</th>
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<td>Fall 2004</td>
<td>1605</td>
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</tr>
<tr>
<td>Fall 2005</td>
<td>1499</td>
<td>-6.60</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>1317</td>
<td>-12.14</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>2004</td>
<td>52.16</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>2760</td>
<td>37.72</td>
</tr>
<tr>
<td>Fall 2009</td>
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<td>29.28</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>3756</td>
<td>5.27</td>
</tr>
<tr>
<td><strong>Total growth Fall 2004 through Fall 2010</strong></td>
<td><strong>134.02</strong></td>
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</tr>
</tbody>
</table>

This growth is continuing as East continues to attempt to meet the needs of its student population.
PLANNING PROCESS FOR EXPANSION OF DISTANCE EDUCATION

How Change Relates to the Planning Process and the College Mission

As stated above, the College's Mission Statement and Goals reflect the increased importance of educational technology to student success. In addition, ELAC has established a comprehensive *Educational Master Plan 2008-2012* that details the objectives of the College as well as actions to be taken to ensure that ELAC is meeting its stated Mission. The *Educational Master Plan* details the primary goals of ELAC by providing access and ensuring the success of its student population, one which has traditionally been underserved in higher education. ELAC recognizes the advantages of online education and the manner in which online learning allows us to further our efforts to achieve these goals. Specific action items identified in the *Educational Master Plan* were integrated into the *Technology Master Plan* to address the manner in which online learning supports ELAC’s goals of improving student access and success.

2.3 *Deliver diversified and innovative modes of instruction* to meet student needs and reflect current pedagogical and technological trends, including offering Distance Education, alternative scheduling and intensive educational programs.

A. *Strengthen and expand Distance Learning offerings by strengthening support for Distance Education instructors and students.*

1. *Develop methods to ensure that the educational quality of Distance Education is comparable to that offered on the main campus* through collaboration between the Distance Education program and Academic Affairs.

2. *Develop methods to ensure that online students receive services of comparable scope and quality to those received by main campus students* through collaboration between the Distance Education program and Student Services.

These action items also indicate ELAC’s commitment to ensuring quality instruction and student services regardless of modality.

ELAC’s *Shared Governance and Decision-Making Policy Handbook* details the manner in which the College completes its planning agenda. The revised Strategic Plan will be in place in fall 2011 for use in developing the College’s revised *Educational Master Plan*. It is anticipated that the Educational Planning Subcommittee will continue to address the needs of ELAC’s students through Distance Education modalities and create objectives and actions that will lead to the improvement of ELAC’s online programming.

Additionally, East Los Angeles College is one of nine colleges comprising the Los Angeles Community College District. In January 2007, the District adopted the *LACCD Strategic Plan 2006-2011: Changing Lives in a Changing Los Angeles*. In that plan, educational technology and the need to diversify modes of instructional delivery were identified as objectives for attaining student success and excellence. These specific goals and objectives of the LACCD Strategic Plan are as follows:

*Los Angeles Community College District Goals and Objectives Related to Technology and Instructional Delivery*
Goal 2—Student Success

Objective 2.7 Use High Technology for Student Success. As students embrace new interactive digital technologies, the District should explore their use in order to enhance student engagement and student success and to expand college access. Within the next five to ten years, students will expect all colleges to offer technological innovations like hybrid courses, podcasting, e-portfolios, and student “portals” that integrate email, interactive calendars, course and faculty web pages, access to student support services, automatic degree and learning outcome audit functions, personalized e-handbooks, bulletin boards, club websites, and chat rooms.

Goal 3—Excellence

Objective 3.4 Diversify Modes of Instructional Delivery. To meet the needs of working students and those who can't participate during conventional hours of instruction, the colleges should work to diversify modes of instructional delivery. Comprehensive alternative instructional programs leading to clear academic goals should be developed and delivered through interactive Distance Learning technologies, such as hybrid courses, and by means of alternative scheduling and intensive educational programs.

Therefore the expansion of Distance Education delivery aligns with both the mission of ELAC and the goals/objectives of both the College and the District.

Assessment of Needs and Resources

The Distance Education Committee, through the College’s shared governance structures and the Program Review Annual Update, continually assesses needs and resources for Distance Education at ELAC. In addition, a survey of ELAC students showed that the students have access to computers, use technology on a regular basis, and prefer to access student services online. These factors resulted in the development of online academic advising. (Appendix 2: Technology Survey of Students).

Anticipated Effects and Intended Benefits

East Los Angeles College anticipates the effect of this change will be similar to effects previously experienced with our distance education program, namely

- Increased accessibility for those living away from ELAC, including members of the armed services and students in remote locations
- Increased accessibility for those with restricted mobility
- Increased accessibility for those with family responsibilities
- Increased options for self-paced learning for students with complementary learning styles
- Increased flexibility for students with irregular work and/or school schedules
Additional benefits of this change for ELAC, some of which have already been realized as a result of ongoing development of distance education, include:

- Expanded opportunities for technology-related training for students and faculty
- Increased technological capabilities of students and faculty
- Increased utilization of instructional technologies such as multimedia and Internet support—including utilization of these technologies within traditional classroom-based classes—by instructors who are training the next-generation workforce
- Support services available to students while off campus
- Supplemental learning resources available to students
- Increased dialogue among faculty and administration regarding educational technologies and emerging pedagogies that increase student success

**Preparation and Planning Process for Change**

The Distance Education Committee has instituted numerous policies, procedures, and resources for ensuring high-quality distance education. The Committee has done this by offering student online guides, course-specific student orientations, teacher training in the use of ETUDES, the course management system, teacher training in online pedagogy through the mini café series, and ongoing support for distance education instructors through monthly workshops. The Committee also works with Student Services departments to bring services online, which includes, but is not limited to, library support.

**INSTITUTIONAL RESOURCES AND SUPPORT**

**Sufficient and Qualified Management, Faculty, and Support Staff**

Maintaining effective instructor-student contact and assuring the quality of instruction are priorities at East Los Angeles College. The faculty adapts the technology to the appropriate methods of teaching and learning so that students receive the highest level of education the faculty can provide. Appropriate pedagogical use of technology is emphasized throughout Distance Education. Guest speakers, as well as the Distance Education Coordinator, conduct workshops that pertain to the issue above.

Online courses follow the same course outlines as traditional courses. Curriculum development includes establishing and assessing desired student learning outcomes (SLOs) and using assessment results to make any needed improvements to the curriculum and to the process.

The Distance Education office operates under the purview of the Vice President of Academic Affairs, who is responsible for the oversight of all academic programs, including online course offerings. The designated Dean of Academic Affairs has direct responsibility for the Distance Education Program. The Distance Education Coordinator reports to the designated Dean and has overall responsibility for the daily operations of the program. This includes course development and management, enrollment and technical support, and training coordination.
Division chairs and/or department heads are responsible for the scheduling and hiring for online classes (Appendix 3: Organization Chart for Distance Education).

The Distance Education program staff comprises the Distance Education Coordinator, with .8 reassigned time, plus a 10-hour-per-week student worker. Within his or her .8 reassigned time, the Distance Education Coordinator is responsible for

1. Developing and expanding the range of online courses
2. Increasing enrollment in online courses
3. Setting pedagogical standards and operational procedures to ensure academic quality, best practices, student success, and institutional integrity in online instruction
4. Collaborating with faculty and team members to design and create digital learning assets for faculty developing online, hybrid and web-enhanced courses
5. Providing training in ETUDES and in online pedagogy
6. Communicating with on-campus departments and off-campus organizations to promote and enhance the online program
7. Chairing the campus Distance Education Committee
8. Serving on the campus Technology Planning Subcommittee, the Information Technology Faculty Advisory Committee (ITFAC), and other campus committees as needed
9. Convening meetings of online faculty to promote communications and share best practices
10. Keeping students informed of online student support services including, but not limited to, counseling, library, and tutorial support
11. Planning and supervising the implementation of cutting-edge training and support for online faculty
12. Investigating grant opportunities for online learning in collaboration with the college grants office, faculty, and academic administrators
13. Representing the college in the broader online learning community by attending meetings and conferences to promote and enhance the online program
14. Providing technical help and support for students enrolled in Distance Education courses
15. Collaborating with IT to keep the online website current with course offerings, course status, and faculty information
16. Collecting and providing to ETUDES in appropriate format the information to create ETUDES shells for all Distance Education, hybrid and web-enhanced courses (winter, spring, summer and fall)
17. Creating and maintaining current files to upload students to ETUDES shells
18. Preparing the *East Los Angeles College Distance Education Manual*, which provides guidance and resources for online instructors to ensure the provision of a set of standards and services to our students throughout their learning process and addresses the accreditation requirements regarding Distance Education and electronically-mediated learning through the compilation of previously existing documents and policies formed throughout the existence of Distance Education at the College.

The budget for Distance Education covers the .8 assignment for the Distance Education Coordinator, the 10-hour-per-week student worker, plus our biggest expenditure, which is the annual cost of the course management server (ETUDES). Presently, the annual cost is $93,000 per year for licensing and hosting for the ETUDES course management system (*Appendix 4: ETUDES Licensing Contract*). East Los Angeles College continues to demonstrate a commitment to the financial and technical support that will allow the Distance Education program not only to continue but to flourish.

Faculty for Distance Education courses are assigned by department chairs, and must not only meet the minimum qualifications to teach in their discipline(s), but also they must be certified as competent in both the use of the course management software and in Distance Education pedagogy (*Appendix 5: ETUDES and Pedagogy Training*). This is accomplished in the following ways:

- Successful completion of training in the use of the course management software, taught by the Distance Education coordinator, who is an ETUDES-certified trainer, or completion of a training class at another campus or an online class, taught by an ETUDES-certified trainer.
- Successful completion of a pedagogy class at ELAC offered through Professional Development or some other course/conference approved by the Distance Education Committee.

The Distance Education Committee is responsible for the certification of qualified instructors.

One of the benefits of being part of a nine-college district is the support that East Los Angeles College can gain from other colleges. Distance Education Coordinators from each college attend a monthly meeting wherein policies and procedures are recommended, successful practices and training resources are shared, and technology updates are discussed. Their committed goal is to address distance education issues, including course management systems, instructor training, accreditation standards, as well as student registration and student success in online courses. This committee works closely with District Academic Senate and the American Federation of Teachers (AFT).

**Qualities of the Online Program**

The areas in which the College’s Distance Education program excels include

1. **Provision of quality instruction and interactions with students.** Instructors and courses are evaluated as required by our AFT Contract 2008-2011 (*Appendix 6: AFT Contract – Article 40: Distributive/Distance Learning*). The ELAC Distance Education Committee, Educational Planning Subcommittee, and Shared Governance Council have approved a
policy requiring all prospective online instructors to take a course in online pedagogy prior to being permitted to teach online. Training in the use of ETUDES and the required pedagogy course for online instructors emphasizes the need for interaction with students to ensure their successful completion of a course.

To facilitate interaction with students, instructors provide online office hours, as well as engage in synchronous chats with students and answer both public and private questions. High priority announcements can be emailed directly to the students. When students turn in assignments, they receive a confirmation date and time of the completion. Once the assignments are graded, students can then read the instructor’s feedback. ETUDES also gives instructors the capability of grading discussion questions that can encourage high-level thinking and discourse between student-to-student and instructor-to-student. The students have access to their courses 24/7, and there is flexibility of time when students can submit assignments and take quizzes and exams. If a student has a disability and is registered with the Disabled Students Programs and Services (DSPS), he or she can receive technical assistance through DSPS. Instructors can also create special access (untimed tests, modified assignments, etc.) for students with disabilities or other special circumstances.

2. **Assessment of satisfaction of need.** Distance Education courses, in addition to traditional offerings, continually meet enrollment capacity, which indicates that the need for such courses is being addressed. ELAC plans to formalize its assessment for the number of online courses needed through its Office of Institutional Effectiveness. Further, instructors can engage in informal and formal discussions, as well as through private messages, with students to gauge their satisfaction with any given course and/or program. The Distance Education Committee reviews data provided by the Office of Institutional Effectiveness on a regular basis that identifies the in-course retention and success rates of students enrolled in online courses vs. those enrolled in face-to-face courses.

3. **Assessment of effectiveness of delivery mode; review of the delivery mode compared with other modes.** ELAC has adopted ETUDES as its course management system. ETUDES enables instructors to assess student learning in a variety of ways that encourage critical thinking skills. Online courses are required to have the same Student Learning Outcomes as their face-to-face counterparts. Departments work to develop assessments compatible with both face-to-face and online modalities.

Issues that arise pertaining to Distance Education are vetted in the Distance Education Committee. This Committee, chaired by the Distance Education Coordinator, is comprised of faculty from a variety of disciplines. The Committee meets monthly to discuss online practices and pedagogy, as well as to create policies in order to maintain the high standards expected of the Distance Education courses. Also, the Distance Education Committee discusses various course management systems. The Committee
has concluded that the College’s current course management system, ETUDES, meets the needs of ELAC and facilitates student success. ETUDES continues to develop applications and product management to meet the needs of ELAC instructors and students.

In addition, the Distance Education Coordinator attends yearly ETUDES meetings and participates in monthly District Distance Education meetings. The Distance Education Coordinator works closely with the campus Information Technology Department (IT) and participates in the Technology Planning Subcommittee. ETUDES is housed off-site. Therefore, the hosting staff takes care of any technical issues that may arise specifically relating to ETUDES.

ETUDES also provides the system requirements needed for successful use of the software and troubleshooting assistance for students and/or faculty having difficulty logging into the system. In addition, there is a mechanism within ETUDES that allows the user to give feedback about the system. ETUDES is continually being updated based on instructor feedback and student feedback.

4. **An effective curriculum development process.** Departments must obtain approval from their members before completing a Distance Education Addendum to the Course Outline of Record ([Appendix 7: Distance Course Approval Guidelines](#)). The Distance Education Addendum to the course outline specifically details how course material will be delivered as a Distance Education course. The Curriculum Committee reviews both the Addendum and the Course Outline of Record to ensure the following:

- There is justification for the need of the online offering
- The educational objectives of the course can indeed be achieved via distance delivery
- How students will be able to communicate with the instructor so that contact hours are the same as a face-to-face offering.

The Committee discusses the viability of the possible online course and recommends it to the Academic Senate for approval.

**Marketing**

Distance Education classes are marketed through the College website, schedule of classes, and the catalog [http://www.elac.edu/academic/catalog.htm]. The College as a whole advertises in the local media and via direct mail. More focused marketing of Distance Education courses has not been in use because most of the Distance Education courses fill readily without extra advertisement.
Currently Approved Online Courses and Programs

As noted in the opening paragraphs of this report, a number of courses have been approved by the campus Curriculum Committee and the Academic Senate to be taught online. The College is now offering 18 Associate degrees and 7 Certificates in which over 50 percent of required courses can be taken online. General education requirements for all of the College’s degree offerings can be taken online.

Equipment and Facilities

The College is committed to providing state-of-the-art technology to its students and faculty. Computer laboratory equipment is typically upgraded every three to four years in order to keep up with the ever-changing technology. Academic departments provide basic technology for all staff, as well as receive installation, service, and maintenance of hardware from the Information Technology Department.

Faculty are encouraged to utilize the services and facilities of the Staff and Professional Development Office. The Staff and Professional Development Office promotes and facilitates an environment in which teaching and learning are the subject of workshops and other professional development activities. The Teaching and Learning Center (TLC), operated by the Staff and Professional Development Office, lends instructional equipment to faculty and offers assistance with various software applications. The TLC staff also present workshops on the use of technology in teaching (Appendix 8: Professional Development). View the webpage for the TLC at <http://www.elac.edu/departments/tlc/index.htm>.

The Distance Education Coordinator conducts monthly meetings on various pedagogical approaches to teaching online. These meetings are open to all faculty members and emphasize interactive learning. In addition, faculty are encouraged to attend Distance Education conferences and retreats, three of which have been funded by a Title V grant. These retreats focus on best practices in teaching online.

Students have access to technology in computer labs and electronic classrooms on campus. Student labs are operated and managed by individual academic departments, the Library, and the Learning Assistance Center. Students have access to the campus wireless network in most areas of campus. Students may apply for admission, view course schedules, register for classes, apply for financial aid, and pay tuition and fees online. Students may also use the computer labs to log onto their Distance Education courses should they need to. More specific information on these online resources is available in the Student Support Services section below.

ELAC’s Work Environment Committee, Facilities Planning Subcommittee, and Technology Planning Subcommittee review facilities projects and renovations, as well as make recommendations on technology-related instructional resources.

Fiscal Resources

ELAC supports, from general operating funds, the .8 faculty reassignment of the Distance Education Coordinator, a 10-hour-per-week student worker, and the licensing and hosting fees for ETUDES.
Additionally, the College has implemented procedures to ensure proper funding of resources and training essential for the delivery of quality Distance Education. These include:

- **Annual Update Plan (AUP).** The Distance Education Office completes an Annual Update Plan, which serves as the central vehicle for requesting resources. Through the Annual Update Plan, units complete an annual update plan during the fall term of each year. The purpose of the AUP is to help units monitor their annual progress on action plans/goals and Validation Committee recommendations made during the Comprehensive Program Review Process; plan and implement additional changes to improve student success and institutional effectiveness; and document changes within the department and in the discipline, college, state, or surrounding community that will be useful in conducting a unit’s six-year Comprehensive Program Review.

The Annual Update Plan is used as the central process for requesting any resources. Each unit responds to questions regarding its efforts to meet program review recommendations, their unit goals, and the college’s Strategic and Educational Master Plans. These responses are used to support unit requests for staff, faculty, equipment, facilities, and augmentations to annual budget allocations; they are prioritized based on the College’s planning priorities.

The planning sections of the Annual Update Plan allow the department or unit to regularly assess specific needs, revise plans to best meet the needs of students and determine resources required to complete these plans. Following the planning sections of the Annual Update Plan, each department or unit is able to request needed resources including additional budget, faculty or staff, equipment or facilities. Each request must be linked to the department or unit’s plan.

The next sections describe the process through which each resource is reviewed. Recommendations are considered by the appropriate vice president who adjusts the department’s budget accordingly.

Following the completion of the Annual Update Plan, the supervising dean of each department or unit reviews the plan and requested resources and provides feedback to each department chair or unit manager. All Annual Update Plans are forwarded to supervising vice presidents for incorporation into the Cluster Update Plans and to identify funded and unfunded priorities for inclusion in the College’s budgeting process and operational plan.

- **A process for planning through the College’s planning structure.** As described in the *Shared Governance and Decision-Making Policy Handbook*, the *Strategic Plan* is the central planning document that all other plans use as a guide in the development of their plan. The *Strategic Plan* contains the College Mission and accompanying Strategic Goals. These broad-level goals are used to develop objectives and plans of action in the *Educational, Facilities, and Technology Master Plans*. The Distance Education Committee reports to the Educational Planning Subcommittee (EPSC). The EPSC is responsible for creating plans that will lead to the successful completion of the College Goals and fulfillment of the College Mission. As a voting member of the EPSC, the Chair of the
Distance Education Committee is able to incorporate the needs of Distance Education students and her own expertise in online learning into the College’s Educational Master Plan.

In addition, the Distance Education Committee regularly works to determine what actions in online learning need to take place to assist the College in meeting its Educational Master Planning objectives. In this manner, the Distance Education Committee contributes to ELAC’s planning agenda by making recommendations for improvements in general education and in distance education planning in line with ELAC’s Strategic and Facilities Plans. These plans and recommendations are considered by the Budget Committee if any additional resources are needed. Policy-related recommendations are then submitted to ELAC’s Shared Governance Council and Academic Senate for approval and then, in turn, are recommended to the College President.

Student Support Services for Online Students

**District Online Student Services.** East Los Angeles College is one of the nine colleges that make up the Los Angeles Community College District (LACCD). LACCD offers district services that include assisting students on all nine campuses at <http://www.laccd.edu/student_information/> (Appendix 9: LACCD Student Support Services).

The Los Angeles Community College District offers the following online operational procedures for all students:

- Application for Admissions
- Course enrollment and withdrawal
- View schedule of classes
- Fee payment
- View grades and transcripts

**ELAC Online Student Services.** In recent years, ELAC has also developed additional online support services. ELAC maintains a comprehensive Online Courses Website at [http://www.elac.edu/online/index.htm](http://www.elac.edu/online/index.htm), which provides current course offerings and information about availability and instructor contact information. The site is updated regularly by the Distance Education Coordinator (Appendix 10: ELAC Online Student Support Services). The site also directs students to other services, including

- **Online Tutoring for Writing Needs** [http://www.elacwritingcenter.info/](http://www.elacwritingcenter.info/). ELAC is now offering an Online Writing Center (OWL) to students enrolled in any course. Online tutoring is delivered using an online course management system similar to ETUDES, but it offers an interactive interface where students can view their tutor and vice versa via webcams. Thus, the online session is exactly like the Writing Center’s person-to-person session. The student can see the tutor providing guidance through an interactive white board. Instructors can link directly to OWL from their online courses. (Appendix 11: ELAC Writing Center – Link to OWL)
The Moodle platform used for OWL complies with the Americans with Disabilities Act (ADA). The student sets up an appointment and submits their paper prior to the appointment. This way the tutor has already had a chance to review the paper. During the appointment, the student and faculty can verbally discuss changes as well as type them out (depending on the sophistication of the student’s computer software). The Writing Center already has two trained tutors working in OWL. Online tutoring is provided five days a week, including evenings and Saturdays. The online services provided by the Writing Center can be accessed by going to the website.

- **Online Library Resources** [http://library.elac.edu/]. The ELAC libraries (main campus and South Gate Educational Center) offer live online research assistance. The service is provided through a consortium of academic librarians and it is available 24/7. The ELAC libraries also provide their own instant messaging service which is staffed during open hours by our own library technicians to answer informational questions. By going to the Library website, a student is able to access the following services:
  - The book, print periodical, and DVD catalog
  - Ebook collections
  - Periodical, research and reference databases
  - An online citation service
  - Web-based research guides, tutorials, and digitized handouts

- **Counseling Website** [http://www.elac.edu/studentservices/counseling/index.htm]. The ELAC Counseling Department serves all current and prospective students. Counselors can help a student develop a plan to reach their goals, whether they are to transfer from ELAC, earn an Associate degree or career certificate, or take courses for personal development. The Counseling Department provides online quick question service to students. This service provides students with a resource to ask general questions that pertain to reaching their educational goal at ELAC. All online requests are reviewed by a counselor. Responses are handled in a timely manner. By going to ELAC Counseling website, a student will also be able to access the following services:
  - Online Academic Advising - This service provides students with a resource to ask general questions that pertain to reaching their educational goal.
  - Counselors and their contact information
  - Hours, office location, and FAQs
  - Online inquiry submission form
  - Scheduling a counseling appointment

- **Financial Aid Website** [http://www.elac.edu/admission/finaid/index.htm]. The Financial Aid Department assists students with information on how to receive money for a college education, including fees, books, supplies, living expenses, and child care. By
going to the ELAC Financial Aid website, a student will also be able to access the following services and information:

- Online application
- Office location, hours and contact information
- How to apply; eligibility requirements for aid
- Types of aid
- Scholarships
- Board of Governors Grant Fee Waiver (BOGFW) information
- Student loans
- Information about how financial aid works
- Forms and grant application deadlines

- **Online Scholarships** <http://www.elac.edu/admission/finaid/elacScholarships.htm>. This website provides the following services:
  
  - Online scholarship search
  
  - East Los Angeles College Foundation scholarships and requirements

- **Online Orientation** <http://www.elac.edu/online/steptosuccess.htm>. A first-time ELAC student may have questions on how to proceed with their college education. This orientation is a web-based presentation that will provide important information to help the student transition to the college and to ensure student success at ELAC. By the end of the orientation, the student will have a better idea of the programs and services that are available to students, how to read the schedule of classes, what courses to enroll in, and the registration process. Prospective students are welcome to preview the orientation by signing in as a “guest”. By going to the online orientation website, a student will also be able to access the following information:
  
  - Information about campus policies and procedures
  
  - Educational programs offered at ELAC
  
  - How to use the College catalog and schedule of classes
  
  - How to plan and register for the first-semester courses
  
  - Overview of campus resources and special programs

- **Online Placement Results** <http://www.elac.edu/online/steptosuccess.htm>. All students enrolling in English, reading or math courses must participate in the College’s Assessment Placement Process. Assessment of reading comprehension, writing, and mathematic skills provides course placement to help in the selection of courses in which each student may succeed. Each student has the opportunity to review the English and Math sample test materials prior to taking the assessment placement tests.
Once the student takes a placement test, they may go to the Admissions website to view their results. By going to the online admissions website, a student will also be able to access the following information:

- View English and math placement results
- Online practice tests

**Transfer Center** <http://www.elac.edu/studentservices/transfercenter/index.htm>. The Transfer Center assists students online in starting the process of completing the required general education and lower division major coursework at ELAC in order to apply for a four-year college or university. By going to the ELAC website, a student will be able to access the following information:

- Transfer Information Websites
- Transfer Library
- Transfer Services
- Transfer General Education Patterns
- Electronic links to the University of California TAG Application
- Electronic links to articulation agreements
- LACCD Advanced Placement Credit Chart

**Virtual Career Center** <http://www.elac.edu/studentservices/jobplacement/careerServices.htm> OR <http://www.elac.edu/studentservices/jobplacement/occupationalservices.htm>. The Virtual Career Center offers assistance beyond the classroom, including providing information about majors, occupations and universities and developing interview skills. Other services provide the following information:

- E-mail a Career Advisor
- Develop a student educational plan
- Conduct job searches
- Resume writing and interview guide
- College Search
- Career Assessment

**Online Registration** <http://www.elac.edu/admission/index.htm>. The ELAC Admissions and Records Office is committed to maintaining a supportive learning environment by providing accurate and timely information regarding the application, the registration process, student enrollment records, and academic policies. Registration can be completed online. Within 24 to 48 hours (weekend and holidays excluded) of submitting an application, the Admissions Office will process an application.
and e-mail the student general registration information including his/her ELAC Student ID Number.

By going to the ELAC website, a student will also be able to access the following information:

- **The Student Information System (SIS).** Within this system, the student can:
  1. Add or update the email address
  2. View the registration appointment
  3. View placement results
  4. Add/Drop Classes
  5. View and pay fees
  6. Check class schedule
  7. Check holds
  8. View personal information
  9. Change PIN
  10. View grades
  11. View class subject
  12. View unofficial transcript
  13. Check the status of Financial Aid application
  14. Request voter information

- **Online course listings** `<http://www.elac.edu/online/index.htm>`. ELAC students can view all online course listings prior to registration by going to the Distance Education online classes website. The easy drop box allows the student to browse through fall, winter, spring or summer online classes. By going to ELAC website, a student will also be able to access the following information:
  - Fall, Winter, Spring or Summer class offerings; short-term classes
  - Instructor of record
  - Class information (see example)

<table>
<thead>
<tr>
<th>Section #</th>
<th>Class Name</th>
<th>Instructor</th>
<th>Email</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1409</td>
<td>HEALTH 007 - PHYSICAL FITNESS AND NUTRITION (UC:CSU) - 3.00 UNITS</td>
<td>Daw, PE</td>
<td><a href="mailto:dawpe@elac.edu">dawpe@elac.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

- **Other Student Resources are also available, including the following:**
  - **How to Succeed in an Online Course – CAOT 133.** College faculty and administration understand that online classes provide some students with their only opportunity for a higher education. However, not all students who take online classes have the technical skills or knowledge to succeed before they enroll. Instructional time in any class is limited and cannot be spent teaching students the basic technical skills they need to succeed. Instructors may become frustrated at having to spend extra time to help their students develop the necessary technical skills. Thus, to remove the
burden from discipline instructors and to provide students with the technical skills they need to succeed in an online educational environment, the Computer Applications and Office Technologies Department (CAOT) has created a course titled *How to Succeed in an Online Course*. This course is offered two times a semester for students enrolling in an online class for the first time. It covers basic navigation, how to post to forums, take quizzes, submit assignments, and other common skills needed to be successful in an online environment, focusing on, but not limited to, ETUDES. ([Appendix 12: Course Outline for CAOT 133](#))

- **Technical Support.** ELAC has developed a support infrastructure to assist students with their technical needs related to the online learning management system known as ETUDES. This support is delivered by the Distance Education Coordinator.

An important resource for technical assistance is Login Help. The *ETUDES Student User Guide* contains lessons on how to use the ETUDES course management software. The *ETUDES Student User Guide* consists mainly of animated screen captures that demonstrate how to perform all the basic operations of important ETUDES tools. The goal is to provide students with detailed information in an easy to understand format. ([Appendix 13: ETUDES Student User Guide](#)).

- The *Getting Started* section contains tips and information intended to show students how to use ETUDES efficiently. Tips and information include how to order your course site, change your password, set your e-mail preferences, set your profile, take tests, stop annoying certificates, paste from word, print discussions and modules, and return to the Tools home page ([Appendix 14: ETUDES Getting Started](#)).

- The *My Workspace* section contains information on how to manage an ETUDES account, announcements from online classes, global calendar, tips and information and worksite setup. My Workspace is the default page ([Appendix 15: ETUDES My Workspace](#)).

Students can also request help with specific questions via email at this address: <onlinehelp@elac.edu>. ELAC will continue to build and improve on the resources that are available to online students in order to make online courses a positive learning experience. In building and improving upon these resources, the goal is to ensure that the students think of ELAC first in order to accomplish their online learning needs and success. ELAC recognizes that the technical and other online resources are vital to student success and has developed links to the services (described above).

**Monitoring Achievement of Outcomes**

Several methods are used to evaluate the success of Distance Education at East Los Angeles College, including

**Evaluating the Level of Student Learning.** Evaluating student learning depends on defining specific demonstrable learning outcomes and then assessing students by reference to the
Student Learning Outcomes (SLOs) are being established for all courses, including those taught through online modalities.

Distance Education faculty ensure that course objectives and content are developed and utilized through the assessment of all approved course-level Student Learning Outcomes.

**Evaluating Distance Education Faculty.** As with all faculty, Distance Education faculty are routinely evaluated. This evaluation process includes both a student evaluation of the faculty member and a department chair or peer review of the faculty member's course materials. The survey instrument utilized for student evaluation of Distance Education faculty differs where appropriate from the standard instrument. This instrument, *Student Evaluation of Online Instructor*, is specified in the AFT Agreement ([Appendix 16: Student Evaluation - Online Instructor](#)).

The same evaluation criteria that are used by department chairs or peer reviewers for on-campus faculty evaluations are used for Distance Education faculty. Chairs contact the Distance Education Coordinator to upload student evaluations when instructors are scheduled to be evaluated. The dean overseeing distance education compiles and prints the results and provides them to the department chair.

**DATA ON STUDENT SUCCESS AND RETENTION FOR DISTANCE EDUCATION**

ELAC is dedicated to a process of data-driven decision making. Through this process, administrators, faculty, and various decision-making groups and committees regularly evaluate data on student outcomes and indicators of success related to the College’s Strategic Plan.

Table 3 provides the general retention and success rates for those students enrolled in online classes. Although many students are succeeding, the success rate is not at the level that is acceptable to ELAC. Similar to the efforts being conducted for improving student success in traditional face-to-face courses, ELAC is working to improve the success rates in online courses. This includes efforts to use data in order to drive decisions and the use of the College’s governance structures.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Enrollment</th>
<th>Retained Enrollment</th>
<th>Successful Enrollment</th>
<th>Retention</th>
<th>Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2004</td>
<td>1609</td>
<td>1142</td>
<td>777</td>
<td>70.98%</td>
<td>48.29%</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>1505</td>
<td>1055</td>
<td>671</td>
<td>70.10%</td>
<td>44.58%</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>1317</td>
<td>935</td>
<td>595</td>
<td>70.99%</td>
<td>45.18%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>2004</td>
<td>1498</td>
<td>920</td>
<td>74.75%</td>
<td>45.91%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>2759</td>
<td>2061</td>
<td>1319</td>
<td>74.70%</td>
<td>47.81%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>3518</td>
<td>2744</td>
<td>1734</td>
<td>78.00%</td>
<td>49.29%</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>3756</td>
<td>2966</td>
<td>1987</td>
<td>78.97%</td>
<td>52.90%</td>
</tr>
</tbody>
</table>
As part of ELAC’s investigation, the Distance Education Committee, the Strategic Planning Committee, and the Educational Planning Subcommittee review data indicating the difference between ELAC’s teaching modalities and locations. Table 4 describes the compilation of six years of data for online and face-to-face course success rates. It is clear from this data that online courses are not producing equivalent success as are traditional courses. Differences in student success and progression are taken seriously at ELAC, and an additional analysis was conducted to determine what differences are maintained when online classes are compared with only those courses that are offered online and on campus through traditional face-to-face methods. These figures show smaller differences, but still indicate differences in retention and success of approximately 10 percent and 12 percent, respectively. While these figures depict a smaller difference in student outcomes, the differences are still an issue that receives ongoing attention through the Distance Education Committee.

Additional studies have looked at the complete grade distribution of online courses. As indicated in Table 4, a majority of the differences exist in the areas of Withdrawals and Fails. In its discussions, the Distance Education Committee has suggested that these two figures are related and that many of the Fails are in fact students who stopped attending the class without withdrawing from the course. This is a problem for the overall success rates of the online courses and for students.

Table 4: Grade Distributions – Six-Year Aggregation (2004-2009)

<table>
<thead>
<tr>
<th>Grade</th>
<th>All Courses</th>
<th>Equivalent Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ELAC (main campus)</td>
<td>Online</td>
</tr>
<tr>
<td>A</td>
<td>25.0%</td>
<td>17.8%</td>
</tr>
<tr>
<td>B</td>
<td>19.2%</td>
<td>14.7%</td>
</tr>
<tr>
<td>C</td>
<td>16.0%</td>
<td>12.6%</td>
</tr>
<tr>
<td>D</td>
<td>5.9%</td>
<td>5.5%</td>
</tr>
<tr>
<td>F</td>
<td>11.9%</td>
<td>20.0%</td>
</tr>
<tr>
<td>I</td>
<td>0.2%</td>
<td>0.1%</td>
</tr>
<tr>
<td>N</td>
<td>2.2%</td>
<td>1.4%</td>
</tr>
<tr>
<td>P</td>
<td>4.7%</td>
<td>2.3%</td>
</tr>
<tr>
<td>W</td>
<td>14.9%</td>
<td>25.8%</td>
</tr>
<tr>
<td>Total</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

The Committee has worked with faculty to develop procedures to track regular attendance and ensure that students are excluded throughout the semester and to limit fails that are related to attendance. The College has attempted to create policies and practices that address the problem of withdrawals. Further, ELAC has made efforts to improve student knowledge of these procedures for all courses. In addition, the Distance Education Coordinator regularly sends reminders to faculty with instructions on how to conduct appropriate attendance accounting procedures and the best means for excluding students at census (Appendix 17: E-mail to Instructors). It is believed that these improvements will result in a better accounting of student withdrawals and may lead to practices more conducive to student success.

Also, the Distance Education Committee has begun evaluation of success rates on a course-by-course basis. In an effort to create immediate impact on student outcomes, the Committee has
identified the lowest performing courses and charged the Distance Education Coordinator with engaging the departments hosting these courses in a dialog on student success and effective online pedagogy. This process has already begun with the Distance Education Coordinator contacting the Department Chairs and setting up meetings with faculty who teach online. With the assistance of the Office of Institutional Effectiveness, these departments will go through an evaluative process in which online instructors are involved in determining the weaknesses of the struggling courses, which may include pedagogy, course management systems, or other online limitations. The goal of these meetings is to determine what mechanisms need to be put in place in order for these courses to improve success rates. All these findings will be filtered to the Educational Planning Subcommittee in order to incorporate vital findings into the college’s overall educational plan.

To address these differences, ELAC has supported only a single online course system and mandated training for all faculty teaching in online modalities. In addition, the District contract calls for first-time online instructors to have a maximum class enrollment of twenty-five students (See Appendix 6: AFT Contract, Article 40.C - Distributive/Distance Learning). These ongoing efforts have been developed to improve the quality of the instruction delivered through online modalities. The growth in the number of trained online instructors and improvements in course management systems and pedagogy have assisted the College in addressing differences in student outcomes, and both retention and success have continued to improve in the last six years.

To continue the College’s efforts to improve the quality of online offerings, the Distance Education Committee, Educational Planning Subcommittee, Academic Senate, and East Los Angeles Shared Governance Council have approved a policy to mandate that all new online instructors complete a pedagogy course on online teaching ( Appendix 18: Distance Education Instructor Training Policy ).

Other approved policies include the following:

The East Los Angeles College Distance Education Teaching Policy requires that materials for online courses should be substantially completed by the first day of instruction. Additionally 100% of course material will be in the course shell by the end of census week. Materials are defined as

- Syllabus with dates
- Completion of 50% of modules
- Completion of 50% of assignments and discussions
- Completion of 50% of quizzes if applicable

The elac_support Policy provides a permanent ETUDES instructor username, which is both used and controlled by the Distance Education Coordinator. elac_support is automatically granted instructor status to all shells, unless the instructor has chosen to disable the function of elac_support. The benefits of this are that the Distance Education Coordinator can go into the course site and find out why a student may not be able to log in, or may not be seeing any course material on the site, as well as student-instructor evaluations posted upon request by the Department Chair. elac_support allows for the viewing of specific site information to help
provide the relevant information to both students and faculty who may have questions regarding the tool usage in their courses.

Similar to the requirement for training on ELAC’s online platform, it is anticipated that these efforts will continue to improve the online student outcomes, and the College will continue to monitor these outcomes through our shared-governance and decision-making processes.

**How Delivery Includes Interaction**

The College Curriculum Committee is the gatekeeper when a course is proposed to be offered via Distance Education. As part of the approval process, the proposing department must submit a Distance Education Addendum along with an updated Course Outline of Record. This Addendum specifies the types of interaction that will take place and how students will be evaluated. Typical examples of interaction include face-to-face orientations, live chat-room, office hours, bulletin-board public discussions, podcasting and private messages or emails between instructor and student. Student performance is assessed by timed exams, evaluation of written work submitted online, or by participation in online discussions. In order to have a course approved for Distance Education, the proposing department must make the case using the Addendum that the subject matter lends itself to this type of delivery and that the absence of face-to-face interaction can be compensated for by other means. The use of such tools as podcasting, Skype, Digital Voice Recorder, Cam Studio, VideoLAN, Audacity, and Illuminate all aid in the compensation for the lack of actual face-to-face interaction.

Members of the ACCJC Substantive Change Committee are invited to log into ETUDES as an “Accreditation Guest” to view a sample of an active online class: **Philosophy 19, section 1435** by following these steps:

- Web address: myetudes.org/portal
- User id: accredit-elac
- Password: welcome2etudes
- Click on the desired links

**Strategies to Improve Teaching and Learning**

ELAC offers a series of courses and programs to improve the teaching and learning strategies of Distance Education instructors. These activities include

- **Great Online Teachers Retreat.** ELAC, in collaboration with Valley College, has in recent years sponsored a yearly three-day retreat for 20 of the College’s online faculty. The retreat follows the Great Teachers Model of sharing successes and challenges in Distance Education. Fifteen faculty attended the retreat held in January 2010. Of those who participated, 94 percent rated it highly satisfactory and 5 percent rated it satisfactory. Topics include the challenges of assessment at a distance ([Appendix 19: Conference and Retreats](#)).

- **Pedagogy Course.** ELAC now offers an online pedagogy course, which is mandatory for first-time online teachers (but is open to anyone). This three-week course is designed to
help online instructors create new courses and modify existing courses to facilitate better student learning and understanding of their material, as well as teach them appropriate assessment methods for Distance Education. Feedback regarding the course was 100 percent positive with instructors requesting opportunities to keep the site open to continue to reference new material (Appendix 20: Pedagogy Course Syllabus and Certificate of Completion).

- **Reminders for Student Success.** The Distance Education Coordinator sends out bi-monthly reminders of ways to encourage student success. These include examples of announcements to let students know about Census week and the need to submit assignments or be dropped, opening letter to copy and paste to students, and date reminders about the last day to drop without a fee and the last day to drop with a “W”. This helps students avoid inadvertent “Fs” for neglecting to log on and participate in class (Appendix 21: Student Success - Student Census Week).

- **Instructor Resources.** There is a specific tab on the College website under Online Classes <http://www.elac.edu/online/instructorResources.htm> that shares information about ETUDES training, online Pedagogy Training, and workshops regarding specific tools to use in an online course, such as grading discussions, embedding videos and using the chat tool. Also available on this page are links to sites that provide helpful online teaching information and PDF forms for faculty to download to get reimbursed for trainings and conference attendance (Appendix 22: Online Instructor Resources).

- **Distance Education Committee.** Each monthly meeting ends with specific instructors sharing best practices about what is working in their sites. Instructors demonstrate their course sites and receive feedback regarding ADA compliance and assessment of student learning, and suggestions or commendations for their classes (Appendix 23: Examples - Distance Education Committee Meeting Minutes).

### INTERNAL AND EXTERNAL APPROVALS

**Statement of Required Approvals**

East Los Angeles College adheres to all required internal and external rules, regulations, and approval processes as required by Title 5, LACCD Board Rules, and Administrative Regulations. East Los Angeles College adheres to internal policies and procedures for all instructional delivery regardless of delivery method.

**Approval Processes and Compliance with Policies and Regulations**

**Curriculum and Instruction.** Title 5, Section 55378 requires that each proposed or existing course, if delivered by Distance Education, shall be separately reviewed and approved according to a District's certified course approval process. The Distance Education course should be reviewed through the six-year cyclical review process of Program Review pursuant to Title 5, section 55201.

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After the course is approved by the department/division, the College Curriculum Committee reviews each proposed and existing course offered through Distance Education and separately in accordance with the provision of Title 5, sections 55002, 55370, 55372, 55374, and 55376.

Further, the review and approval of Distance Education courses also follows the curriculum approval procedures outlined in Administrative Regulation E-65—Approval of Credit Courses: Standards and Procedures, adheres to Administrative Regulation E-89—Approval of Distance Education Courses, and follows agreed-upon curricular development, quality standards, and approval processes as developed by the Academic Senate in consultation with the administration as is stipulated in Article 40 (See Appendix 6: AFT Contract) of the Agreement Between the Los Angeles Community College District and the Los Angeles Faculty Guild (hereafter referred to as AFT Agreement).

Article 40 of the AFT Agreement also stipulates that colleges offering Distance Education courses shall “insure that faculty who are preparing to teach Distance Education courses at the college for the first time must either demonstrate proficiency in Distance Education instructional delivery methods or participate in Distance Education training sessions. Proficiency in Distance Education shall be determined by an agreed upon method formulated by the Distance Education Committee or by the Distance Education Coordinator. Faculty may use the training hours as part of their Professional Development (flex) obligation.”

Any instructors who will be teaching Distance Education courses are approved as Distance Education instructors by Distance Education Committee.

**Documentation of Contact Hours in Distance Education Courses.** The Los Angeles Community College District and the College maintain strict guidelines on the number of contact hours that must take place in order for students to receive course credit. The number of contact hours for traditional courses, meeting face-to-face with an instructor, is defined by the number of hours spent in classroom and/or labs.

Contact hours in compressed video courses or satellite courses, where student-instructor meetings are in a synchronous mode, may be recorded in the same manner as for traditional classes. However, contact hours in asynchronous learning, such as takes place in online courses, is more difficult to monitor. For this reason, “contact hours” in asynchronous learning environments are defined differently.

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

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

**Student Authentication.** In ensuring that the student enrolled in the course is the one who is completing the work, online instructors have the same tools and challenges as face-to-face
instructors. For example, an instructor—whether face-to-face or online—comes to know a student’s writing style and abilities and will notice any abrupt changes indicating an assignment was done by someone else. To verify the identities of students submitting course work online, the College relies primarily on the username/password protocols established by the ETUDES course management system. To log on, a student must provide his/her Student Identification Number and birthdate. To further comply with the criteria for authentication set by the California Community Colleges Chancellor’s Office, ETUDES is in the process of developing a student authentication program which requires that before students can take an exam or submit an assignment, they will be required to answer a random question that has been pulled from their ELAC admissions form. The student who is actually enrolled in the class will know the answer. If the answer is incorrect, the student will then go through a series of personal questions to reset the student verification process before being allowed to take the exam or submit an assignment. If the student does not answer the second series of questions, he/she will be denied access and the instructor will receive notification. ELAC Distance Education instructors are hoping to pilot this program within the year it is developed. Further, the Distance Education office will continue to explore new means to authenticate online students’ identity (Appendix 24: East Los Angeles College Distance Education Committee Manual).

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

ELAC also follows the guidelines outlined in Article 40 of the AFT Agreement with regard to class size, assignments, and load pertaining to Distance Education courses.

East Los Angeles College provides faculty compensation for Distance Education courses in the same manner as for teaching traditional courses. The College also provides faculty compensation for the development of online curriculum and courses as per provisions in Article 40 of the AFT Agreement. Such compensation must have prior approval by the department chair, the dean, and the Vice President of Academic Affairs.

The following sections of Article 40 pertain to compensation for Distance Education course development.

Excerpt of Article 40 of the Agreement between the Los Angeles Community College District and the Los Angeles Faculty Guild:

6. When a college and a faculty member agree on an assignment for the faculty member to develop a D/DL course or change the platform of an existing D/DL course, the faculty member shall be compensated in one or more of the following ways during the development phase of the assignment, the first time the course is offered at the college, or both, depending on the scope of the assignment:

a. An agreed upon amount of reassigned time with a fixed stipend of at least $1000 for developing a new D/DL course; or
b. An agreed upon amount of reassigned time or sum for substantive changes to a course. A substantive change shall include but not be limited to a change that the college requires the D/DL faculty member to make in response to significant changes in college or district platforms or delivery modes. This stipend constitutes “substantial support” by the District (see Article 41 D); or

c. An agreed upon amount of Load Banking Credits (if the faculty member is eligible to earn Load Banking Credits); or

d. Any combination of compensation methods as agreed to in writing between the faculty member and the Vice President of Academic Affairs, prior to the assignment start date, with a copy of the written agreement to the faculty member's department chair and the AFT Chapter President.

In accordance with Article 40, the first time a Distance Education course is offered at ELAC, the maximum size shall be 25 students, unless the assigned faculty member permits the class size to reach a maximum of 35. Thereafter, the class size shall not exceed 40 students unless the assigned faculty member permits additional students to enroll.

In addition, ELAC’s Distance Education Committee has adopted the following policy for the online teaching load:

East Los Angeles College Policy on Percentage Load Teaching Online Classes:

A full-time faculty member shall teach at least 60% of their regular assignment on campus. All of an adjunct assignment can be taught online. Any deviation from the 60% on-campus assignment needs to be approved by the department chair, the dean, and the Vice President of Academic Affairs.

The percentage load taught online should be consistent with the department and program goals and needs as stated in the program review and other planning documents. Regardless of the amount of teaching load done online, the instructor remains responsible for participating in committee work, department meetings, curriculum and student learning outcome development and evaluation, and office hours according to the AFT contract.

ACCJC Eligibility Requirements. The development of the Distance Education program has not impacted East Los Angeles College’s adherence to the 21 eligibility requirements for accreditation. All of the requirements were carefully reviewed to ensure that the College is meeting the particular needs of online students. Of particular importance are the following:

1. AUTHORITY. East Los Angeles College’s authority to operate as a degree-granting institution is the continuous accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, an institutional accreditation body recognized by the Commission on Recognition of Postsecondary Accreditation and the United States Department of Education. This authority is noted on the inside cover page of the College catalog.

2. MISSION. The Mission Statement appears in campus publications and is the basis for all operational efforts. The most recent revision occurred during the spring 2011 semester with input from all campus constituencies. It was approved by the Shared Governance
Council and then the Board of Trustees in May 2011. The Mission Statement and the accompanying goals (as presented on pages 2-4 of this report clearly endorse the Distance Education.

3. **GOVERNING BOARD.** An eight-member Board of Trustees, seven of whom are elected at large plus one student trustee, governs the nine-college Los Angeles Community College District. Trustees are elected to the Governing Board for four-year staggered terms from the entire district, which includes all of the Los Angeles Unified School District and several of the incorporated and unincorporated communities, within and adjoining the city of Los Angeles. The student trustee, elected by the student body, serves a one-year term on the Board, and acts on District business (except for closed session issues) in an advisory capacity. No member of the Board of Trustees shall have any financial interest in any contract or purchase order made by the Board (BR 7100.15). The Governing Board holds meetings twice a month. They are open to the public, with notices and agenda widely posted in advance. In order to be widely accessible to members of the large Los Angeles Community College District, the Board holds many of its meetings at the colleges. The District Academic Senate and the District’s seven bargaining units report to the Board on a regular basis.

4. **CHIEF EXECUTIVE OFFICER.** The Chancellor of the Los Angeles Community College District is selected by the Governing Board. Chancellor Daniel LaVista is the District’s chief executive officer whose primary responsibility is to the District. The President of the College is selected by the Governing Board in consultation with the Chancellor. The College’s chief executive officer, President Ernest H. Moreno, has served in this capacity since 1994, except for a 22-month period from June 2006 to April 2008 when he was assigned to oversee the operation of another district college.

5. **ADMINISTRATIVE CAPACITY.** East Los Angeles College administration is adequate in number, experience, and qualifications to provide appropriate administrative oversight. A Coordinator of Distance Education with .8 reassigned time from teaching duties oversees the Distance Education Program and reports to a dean in Academic Affairs. East Los Angeles College’s Distance Education Coordinator maintains an office in the Administration Building.

6. **OPERATIONAL STATUS.** East Los Angeles College is a comprehensive college that meets the varied educational needs of our community. Students are enrolled in a variety of courses, including online courses, which lead to certificates of completion for sequences of noncredit courses, certificates of achievement for state-approved programs of 12 or more units, skills certificates for non-state approved programs of 17.5 units and under, associate degrees, transfer, and personal development.

7. **DEGREES.** The majority of East Los Angeles College’s offerings are in programs that lead to degrees as described in the East Los Angeles College catalog. East Los Angeles College offers 30 Associate in Arts Degrees and 13 Associate in Science Degrees. Since a selection of courses from each of the five general education categories listed in the College’s Plan A (30 units) and Plan B (18 units) general education patterns can be
offered as Distance Education, currently over 50 percent of degree requirements can be completed through a mode of distance or electronic delivery for all associate degrees with the Plan A pattern and for three associate degrees with the Plan B pattern. Over 50 percent of requirements for seven Certificates of Achievement also currently can be completed through this mode of delivery (See Appendix 1: Online Certificates, Degrees, and Courses). In addition, with approval of this Substantive Change Proposal, the College plans to offer additional courses so that over 50 percent of requirements for three more Associate in Arts Degrees and seven Certificates of Achievement may be achieved through a mode of distance education delivery. The College also plans to adopt state-approved Associate Degrees for Transfer (AA-T or AS-T). Students achieving an AA-T or AS-T must complete the Intersegmental General Education Transfer Curriculum (37-39 units) or CSU General Education Breadth (39 units) which can be achieved online, thus permitting students to be able to complete over 50 percent of any AA-T or AS-T online.

8. EDUCATIONAL PROGRAMS. Regardless of the delivery method, including Distance Education, East Los Angeles College’s educational programs are consistent with its mission, are based on recognized fields of study, are of sufficient content and length, and maintain appropriate levels of quality and rigor for the degrees and programs offered. Program review, faculty evaluation, and curriculum review ensure that all courses and programs are of high quality and rigor. Students are evaluated based on attainment of the course objectives stated in the course outline of record. East Los Angeles College is transitioning toward incorporating measurable Student Learning Outcomes at the program level and regularly assessing them. Basic skills courses in reading, writing, and mathematics help students develop the proficiency necessary to advance to college-level curricula or to qualify for entry-level employment. Those with limited English proficiency may enroll in ESL courses. Community Services provides valuable short-term courses for personal development, leisure, recreation, and special interest.

Goal 2.3 of the Educational Master Plan (scheduled for update next year) demonstrates the College’s commitment to...Deliver diversified and innovative modes of instruction to meet student needs and reflect current pedagogical and technological trends, including offering Distance Education, alternative scheduling and intensive educational programs

a. Strengthen and expand Distance Education offerings by strengthening support for Distance Education instructors and students.

b. Develop methods to ensure that the educational quality of Distance Education is comparable to that offered on the main campus through collaboration between the Distance Education program and Academic Affairs

c. Develop methods to ensure that online students receive services of comparable scope and quality to those received by main campus students through collaboration between the Distance Education program and Student Services
9. **ACADEMIC CREDIT.** Academic credit for all courses regardless of mode of delivery or location is based on Title 5 – 55002 (Standards and Criteria for Courses and Classes) of the California Administrative Code.

10. **STUDENT LEARNING AND ACHIEVEMENT.** East Los Angeles College has adopted Institutional Learning Outcomes (core competencies) that identify expected outcomes in the areas of academic skills, personal growth and enrichment, and cultural and global awareness. All units, academic, student services, and administrative, are developing program- and course-level outcomes and assessments. Student success is measured by faculty, based on the successful completion of course objectives and student learning outcomes that are stated on the course syllabus. Student learning outcomes appear as an addendum to the course outline of record and are reported on the TracDat software. All courses, regardless of mode of delivery or location, follow the same course outline of record and the same student learning outcomes.

11. **GENERAL EDUCATION.** General education at East Los Angeles College is part of every degree program and has been structured to ensure breadth of knowledge, promote intellectual inquiry, demonstrate competence in writing and computational skills, and serve as an introduction to major areas of knowledge. Courses in general education meet the quality and rigor appropriate for higher education regardless of the mode of delivery.

12. **ACADEMIC FREEDOM.** East Los Angeles College abides by the policy on academic freedom stated in LACCD Board Rules (BR 1204.12) adopted in February 2006 and Article 4 of the LACCD/Los Angeles College Faculty Guild agreement, which states, “The Faculty shall have the academic freedom to seek the truth and guarantee freedom of learning to the students.” The campus maintains an environment of intellectual freedom and independence.

13. **FACULTY.** As of fall 2010, East Los Angeles College has 268 full-time faculty, including 20 full-time counselors. In addition East Los Angeles College employs over 637 adjunct faculty, working in a variety of positions within the academic and career technical departments, Child Development Center, and the Counseling office. Full-time and adjunct faculty, provide teaching and student support services for all of the educational programs at the institution in pursuit of East Los Angeles College mission. East Los Angeles College ensures the quality of its instructional faculty through a comprehensive evaluative process during hiring and regular assessment of teaching effectiveness through faculty evaluations. The names, degrees, and year of hire for full-time faculty are listed in East Los Angeles College catalog. Information on full-time hires occurring between catalog years and all adjunct, are held in the personnel office and in the SAP record keeping system. Faculty responsibilities are set forth in the Faculty Handbook and Adjunct Faculty Handbook and in the contract between the American Federation of Teachers College Guild and the Los Angeles Community College District. Included in faculty responsibilities is the development and review of curriculum through East Los Angeles College’s curriculum review process and the assessment of student learning within the classroom.
Faculty who wish to develop and/or teach in the Distance Education Program must undergo training designed to ensure quality of teaching. They must be certified in the use of ETUDES, the online course management program, and complete a pedagogy course that specifically focuses on online teaching.

14. **STUDENT SERVICES.** East Los Angeles College provides appropriate services to students and develops programs that meet the educational support needs of its diverse student population. East Los Angeles College provides services in the following areas: Admissions and Records; Articulation; Associated Student Union; Basic Skills/Citizenship/GED; Bookstore; CalWorks Program; Career/Job Placement Center; Child Development Center; College newspaper (*Campus News*); Community Services (not-for-credit programs); Cooperative Agencies Resources to Education (CARE); Counseling Department; Cultural Activities, including the Vincent Price Art Museum; Disabled Students Programs & Services; Enrollment Center; Extended Opportunity Program & Services; Financial Aid; Fiscal Office; Health Center; Honors Program; Intercollegiate Athletics; International Student Program; Learning Assistance Center; Library; Los Angeles County Sheriff Services; Matriculation; Mentor Program; MESA Program; Puente Program; Scholarships; Student Center; University Center; and Veterans Services.

15. **ADMISSIONS.** East Los Angeles College admissions policies are consistent with its mission and conform to the parameters outlined in the state law and College regulations. They are published in the East Los Angeles College catalog and the schedule of classes, as well as on the East Los Angeles College website. An individual must meet the published requirements to enroll at East Los Angeles College. Admissions services are available online to all students.

16. **INFORMATION AND LEARNING RESOURCES.** East Los Angeles College provides information and learning resources and services to support its educational mission. The resources are provided by many different programs, departments, centers and labs, with the bulk of the resources being provided by the Library and the Learning Assistance Center.

At present, the main campus library building is closed for renovation. Resources in the temporary library include a book collection of 65,453 print books, 111 print periodical subscriptions and 1,280 DVDs. To supplement the print collection and to provide greater accessibility in general, the libraries subscribe to several e-book collections totaling more than 50,000 titles. An additional 36,886 print books are in off-site storage and will be returned to the general collection after the renovation is completed in 2012. The temporary library owns 77 computers with 27 enclosed in a classroom lab for instructional purposes. Students use the lab computers when library workshops are not in session.

A satellite campus, the South Gate Educational Center, houses a small library. The collection consists of 3,800 print books (including reference books, circulating titles and
a reserve collection), plus 250 DVDs and 26 print periodicals. The SGEC library owns 10 computer workstations, a printer and a scanner.

The libraries subscribe to 18 online reference and article databases that are accessible on or off campus. Additional subscription services include resources such as EBSCO A-Z (a searchable list of all periodicals holdings in print and online) and EasyBib (an online citation and bibliography creator).

Both libraries provide a variety of instructional services to meet the research needs of students (as well as staff and faculty). These services include face-to-face information-competency workshops to teach students basic research methods, such as focusing a topic and locating books or articles in both print and electronic formats. Students can receive one-on-one research assistance from librarians on a research help desk either in person or by phone. Students can also access an online, self-paced tutorial about basic research methods divided into six modular units. Additionally, students can download a variety of handouts on research skills, such as citing sources and developing a research strategy, from the libraries shared homepage. Instruction librarians have also created many customized online research guides for courses built using LibGuides.

Synchronous online research help is available 24/7 through QuestionPoint chat, a virtual reference service accessible on the library’s homepage and staffed by a pool of academic librarians. Starting soon, distance education instructors will be given the opportunity to post a link to the live chat service in their course shells. ELAC’s instruction librarians are also available to provide remote research support directly to students in online courses using ETUDES’ chat function.

All Learning Assistance Center services, including the Online Writing Center (OWL), focus on assisting students to become self-regulated and responsible for their own learning. The central activity is peer tutoring in various forms: one-to-one, small group, class-specific workshops, by appointment and walk-in. Students are assisted with basic skills, study and test-taking skills, and support in reading, writing, mathematics, natural and social sciences, and other college-level courses. Supplemental tutoring and study groups are also available. The Computer Assisted Instruction Lab provides services that complement tutoring or serve as an alternative learning mode. Sixty-five computer stations and thirty tutoring stations are available for individual and class-specific work.

17. **FINANCIAL RESOURCES.** As one of the campuses of the Los Angeles Community College District (LACCD), East Los Angeles College participates in the budget planning of the entire District. The president, college administrators, and faculty are actively involved in districtwide budget meetings, which discuss the funding base for the fiscal year and the financial resources and revenues made available to LACCD from the State of California which becomes the budget allocation for each campus.

Once the allocation is received from the District Office, East Los Angeles College prepares the budget plans in consultation with the Vice Presidents of Academic Affairs, Workforce Education, and Student Services, and Associate Vice Presidents of Administrative Services. Other funding sources received from the federal, state, county,
and local governments are carefully planned and distributed according to guidelines received from the funding sources.

All funds received by the East Los Angeles College are carefully planned to support the mission of the College and all its educational programs and goals for the success of every student at East Los Angeles College. Budget plans are adhered to, implemented, and monitored on a periodic basis to comply with federal, state, county, and local governments’ laws, rules, and regulations and to ensure that they are in line with policies and procedures of the District Office and the campus.

18. **FINANCIAL ACCOUNTABILITY.** East Los Angeles College undergoes an annual audit by outside independent auditors hired by the District Office. The results of the audit together with its recommendations and exceptions are evaluated by the District and campus management and complied with. The audit report can be found in the College President's Office and in the District Office.

19. **INSTITUTIONAL PLANNING AND EVALUATION.** East Los Angeles College creates a Strategic Plan, including an Educational, Facilities and Technology Master Plan, every six years. These plans reflect East Los Angeles College’s strategic priorities, goals and action plans and are developed through an integrated system of research, planning and shared governance subcommittees with committee members representing various College constituencies. The Office of Institutional Effectiveness has established measures for all college goals and objectives in order to monitor the progress made in all college planning venues. The results of these measures are intended to be a basis for continued college planning and the decision-making processes. Course and Program Student Learning Outcomes, College Institutional Learning Outcomes (Core Competencies), and District-established Core Indicators are also utilized as measures of East Los Angeles College progress and student success. A six-year cycle of Comprehensive Program Review with annual program review updates are also used to evaluate the programmatic progress towards achieving departmental goals establishing Student Learning Outcomes and determining areas in need of improvement. All recommendations are approved through the East Los Angeles College Shared Governance Council and made publicly available. East Los Angeles College also has a Viability Review structure in place to assist the College in determining whether existing programs and services are meeting their stated purpose and East Los Angeles College’s mission and goals. The overall institutional planning structure and process is developed, evaluated, and revised as needed on an ongoing basis by the Program Review and Viability Committee. East Los Angeles College’s Distance Education Committee monitors the quality and effectiveness of its Distance Education offerings. The Distance Education Committee reports to the Educational Planning Subcommittee to ensure that the program is integrated into East Los Angeles College’s planning cycle and aligns with East Los Angeles College’s Mission and Strategic Plan.

20. **PUBLIC INFORMATION.** East Los Angeles College displays in writing and in practice the model of institutional integrity. The mission statement of East Los Angeles College is clearly articulated in East Los Angeles College catalog and East Los Angeles College
website as well as in East Los Angeles College plans and other public documents. East Los Angeles College catalog and class schedule and the website also provide the public with current information about degrees and curricular offerings, student fees, financial aid, refund policies, admission policies, and information about transfer requirements. The names and academic preparation of the faculty and administration are listed in the back of the catalog. The names of the Governing Board members are also listed.

21. **RELATIONS WITH THE ACCREDITING COMMISSION.** The Board of Trustees for the Los Angeles Community College District provides assurance that East Los Angeles College adheres to the eligibility requirements and accreditation standards and policies of the Commission in its policies and actions and in its validation of the Self Study and substantive change reports. East Los Angeles College describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out accrediting responsibilities. All disclosures by East Los Angeles College are complete and accurate.

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

- **Standard I – Institutional Mission and Effectiveness.** East Los Angeles College has a Board-approved statement of mission, which identifies the broad-based educational purposes it seeks to achieve. East Los Angeles College has developed and implemented integrated systems of research, evaluation, and planning to assess institutional effectiveness. The Distance Education Committee reports to the Educational Planning Subcommittee and the Academic Senate. East Los Angeles College is committed to identifying and focusing on education and student outcomes regardless of the delivery method as outlined in its *Educational Master Plan.*

- **Standard II - Student Learning Programs and Services.** Department plans for online courses are included in their program reviews and annual update plans. The Curriculum Committee considers and approves online courses in the same manner as for traditional courses, with an additional form that is attached to the course outline that specifically describes how material will be delivered in Distance Education course. East Los Angeles College represents itself clearly, accurately, and consistently to its students, its constituencies, and the public through its catalogs, schedule of classes, and other publications, as well as its website. Student support services are delivered online via East Los Angeles College webpage and the District webpage. In addition to their own technology resources, online students have access to technology in computer labs in academic departments, the Library, and the Learning Assistance Center. Many online library resources are available. East Los Angeles College Library resources include the following: Library database, live online reference, live question point chat, citation help, World Cat, and internet resources. ([Appendix 25: Online Library Services](#))
• **Standard III – Resources.** Resources are sufficient to support the online program. Before they can teach online, faculty must complete training in the use of the course management system, ETUDES, as well as complete a pedagogy course. Online students and department chairs evaluate online instructors. The Distance Education program is funded through the operating budget.

• **Standard IV – Leadership and Governance.** East Los Angeles College operates within the required governing board policies and regulations of the Los Angeles Community College District. Both the District and the College are committed to the support of Distance Education through their mission statements and the provision of online services for students. The Distance Education Committee reports to the Educational Planning Subcommittee and the Academic Senate, which consider all recommendations regarding Distance Education before they are reported to the Shared Governance Council.

**Internal and External Approval Processes of the Proposed Change.** This report was prepared under the leadership of the Distance Education Coordinator, Pauletta Daw, (dawpe@elac.edu), and the Dean of Academic Affairs, Kerrin McMahan (mcmahakm@elac.edu), in collaboration with members of the Distance Education Committee and the Accreditation Response Group. The report was circulated for review and approval by the shared governance bodies according to this schedule:

- May 17, 2011: reviewed by the East Los Angeles College Educational Planning Subcommittee
- May 24, 2011: approved by the Academic Senate
- July 11, 2011: approved by the East Los Angeles College Shared Governance Council
- July 27, 2011: Upon the recommendation of the District Institutional Effectiveness Committee, the Los Angeles Community College Board of Trustees approved the report.