



Substantive Change Proposal

OCTOBER 19, 2011

IDENTIFIED CHANGE:

ADDITION OF COURSES THAT CONSTITUTE 50% OR MORE OF A PROGRAM OFFERED THROUGH A MODE OF DISTANCE OR ELECTRONIC DELIVERY

INSTITUTION NAME:

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Associate of Arts or Science Degree Computer Network & Security Management Option
Associate of Arts or Science Degree Computer Web Support and Database Administration Option
Associate of Science Degree Fire Technology
Associate of Arts Degree Hospitality
Associate of Arts Degree Management – Small Business

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Certificate of Achievement Business Application and Database Management (Low Unit)
Certificate of Achievement Child Development
Certificate of Achievement Computer Science Information Technology
Certificate of Achievement Computer Web Support & Database Administration
Certificate of Achievement Computer Network and Information System Security (Low Unit)
Certificate of Achievement Computer Network Management (Low Unit)
Certificate of Achievement Computer Website Support and Administration (Low Unit)
Certificate of Achievement Event and Convention Planning
Certificate of Achievement Fire Technology
Certificate of Achievement Hospitality
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Certificate of Achievement Hotel Sales and Marketing
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DESCRIPTION OF THE CHANGE

In addition to the degrees and certificates that the Accrediting Commission for Community and Junior Colleges (ACCJC) approved to be offered online in 2008, West Los Angeles College (West) now offers eight Associate of Arts or Science degrees and 13 certificates for which the majority of the courses can be completed via distance education (online) as well as six Skills Certificate which can be completed entirely online.

The eight Associate of Arts or Science Degrees are:

- Anthropology
- Child Development
- Computer Science Information Technology
- Computer Network and Security Management
- Computer Web Support and Database Administration
- Fire Technology
- Hospitality
- Management – Small Business

The 13 Certificates of Achievements are:

- Business Application and Database Management (Low Unit)
- Child Development
- Computer Science Information Technology
- Computer Web Support and Database Administration
- Computer Network and Information System Security (Low Unit)
- Computer Network Management (Low Unit)
- Computer Website Support and Administration (Low Unit)
- Event and Convention Planning
- Fire Technology
- Hospitality
- Hotel Front Desk and Back Office Operations
- Hotel Sales and Marketing
- Management – Small Business

The Low Unit Certificates of Achievement only require 16 or 17 units of intermediate to advanced courses. They have been developed for students who already possess a computing background.

The 6 Skill Certificates are:

- Skill Certificate in Teacher/Private Pre-School
- Skill Certificate in Director/Private Pre-School
- Skill Certificate in Specialized Areas
 - Administration and Supervision of Early Childhood Programs
 - Health, Nutrition, Safety and Food Sanitation of Early Childhood Programs
 - Observation, Assessment, and Guidance in Early Childhood Programs
- Skill Certificate in Entrepreneurship

See the Table 1 – 4 charts in the appendix for the specific degree requirements for each program and the Table 5 chart listing the percentage of courses which are available online for each program.

COLLEGE MISSION

In spring 2000 West offered its first online course and in 2008 we received approval from the ACCJC to offer 15 degrees and 11 certificates online. This expansion of our Distance Learning Program online course offerings furthers the college's Mission Statement as stated on page 6 of West's 2010–2012 Catalog (Appendix A):

OUR VISION

WEST: A gateway to success for every student

OUR MISSION

West Los Angeles College provides a transformative educational experience.

West fosters a diverse learning community dedicated to student success. Through quality instruction and supportive services, the College develops leaders who encourage excellence in others.

A West education enriches students with the knowledge and skills needed to earn certificates and degrees, to transfer, to build careers, and to pursue life-long learning.

Reasons for Proposed Change and Relationship of Change to Mission

In order to provide a "transformative educational experience" and to keep up with the changing needs of our students, West supports a variety of instructional methodologies including online, hybrid and web-enhanced classes. Student surveys clearly indicate that many find online classes to be a convenient and effective way of completing their educational goals. Online classes aid in student persistence by enabling students with work and family obligations to complete their educational goals online.

In January 2011 West participated in the California Community Colleges Chancellor's Office survey of students who enrolled in and dropped a distance education course in the Fall 2010 term. There were 1,846 students from West Los Angeles College who were contacted and 514 that responded to the survey.

When asked to indicate how important several factors were in their decision to enroll in a distance education course the following items were cited as being very to somewhat important by the great majority of respondents:

- 84% "My work schedule is heavy and a distance education course is more convenient."
- 83.1% "Personal circumstances (family, health, etc.) made a distance education class more convenient."
- 77.4% "I had a good experience with a distance education course before."

It is also interesting to note that although this survey was only for students who had dropped one or more online classes over 86% indicated that they were very or somewhat likely to register for another online course.

Online Student Evaluation of Instructor survey results document high rankings for West's online instructors. For Fall 2010 and Spring 2011, 95 – 99% of the online students who completed the survey agree or strongly agree with each of the following:

- “A syllabus, which clearly outlined the course objectives and grading criteria, was posted on the Web by the first week of the term.” (99%)
- “The instructor clearly defines the course requirements and posted them on the Web.” (98%)
- “The online instruction related to the course objectives.” (98%)
- “I now feel able to communicate course material to others.” (96%)
- “The instructor's website is well prepared and organized.” (95%)

Appendix B includes full results for the Fall 2010 and Spring 2011 surveys.

These survey results document student demand for online classes and their satisfaction with this mode of delivery. These results and other input from students, faculty, Department Heads, Division Chairs, Advisory Committees and administrators led to the development of additional online courses resulting in additional programs that can be completed primarily, and in some cases, completely online.

Anthropology

In Fall 2007 the college's only full time Anthropology instructor participated in Etudes training in order to explore online instruction as an effective tool for teaching Anthropology. In Spring 2008 Human Biological Evolution (Anthropology 101) was first offered online. The online section was very popular and proved to be a valuable instructional instrument. Due to this success, since 2008 at least one section of Anthropology 101 a semester has been offered online.

The Laboratory in Human Biological Evolution (Anthropology 111) was developed online in order to satisfy the Intersegmental General Education Transfer Curriculum (IGETC), Associate Degree and General Education Biological Science laboratory requirements as well as California State University (CSU) General Education Certification. Developing Anthropology 111 online enabled the college to offer degrees almost completely online. The feasibility of a completely online Anthropology lab class was researched during the summer of 2009 and the virtual laboratory was first offered in Fall 2009. Online and hybrid sections of Anthropology 101 and 111 have since been included in the Accelerated College Transfer (ACT) program schedule.

The success of Anthropology 101 convinced the discipline that online offerings are a valuable way to reach a wider student population and provide the flexibility that many students require. In addition to being part of the requirements for an Associate of Arts in Anthropology, all offerings in Anthropology are transferable to University of California and CSU campuses and satisfy IGETC and General Education requirements. In consultation with the Division Chair, the college has been offering Cultural Anthropology (Anthropology 102), Archaeology (Anthropology 103), Linguistic Anthropology (Anthropology 104), Anthropology of Religion, Magic and Witchcraft (Anthropology 121) and North American Indians (Anthropology 132) online on a rotating basis. Anthropology 102 has been included in the ACT Program in a hybrid format. Anthropology 102 and 121 satisfy pre-entry requirements for nursing programs and as such, there is an even greater demand for these courses online than on campus.

Business

In 2007 the college submitted a substantive change proposal, which was approved in 2008, that included several business programs online including Accounting, Business, Business Administration, Marketing and Real Estate. Later that year Principles of Selling (Marketing 1) and Organizational and Management Theory (Management 2) were offered online. With the addition of these classes, and Cooperative Education (Business 931) in 2010, the Associate of Arts Degree and the Certificate of Achievement in Management – Small Business are now available almost entirely online.

According to the United State Department of Labor, Bureau of Labor Statistics, California has the highest employment level in Management Occupations with 777,910 management employees or 55.56 management employees per thousand jobs. In addition, as George Silvestri recommended in "*Considering Self-Employment: What to Think About Before Starting a Business*" (*Occupational Outlook Quarterly*, June 22, 1999) small business owners should: "Educate yourself by getting as much information as possible about your chosen business concerning the costs of employees, rental space, materials, equipment, and other necessary items."

In a 2009, the Economic Impact of The Small Business and Disabled Veteran Business Enterprise report stated that:

Small businesses are the lifeblood of the economy in the United States. Based on data from the U.S. Census Bureau, the Office of Advocacy at the U.S. Small Business Administration documented that small businesses accounted for over 92% of the net new jobs creation between 1989 and 2003. The smallest among the small businesses (those employing fewer than 20 employees) accounted for 85% of the net new job creation over the same period. In essence, the vast majority of the new jobs created in the economy come from the very small businesses. Of the total 21.8 million jobs created between 1989 and 2003, small businesses under 20 employees created 18.6 million jobs, small businesses with between 20 and 500 employees created 1.5 million jobs, and large businesses and companies (with over 500 employees) created only 1.7 million jobs. Similarly, while small businesses created net new jobs in 12 of those 14 years, large businesses eliminated more jobs than they created in five of those 14 years (<http://www.documents.dgs.ca.gov/dgs/PIO/SB/SmallBusinessStudy.pdf>).

Students who are interested in starting a small business, but don't want to complete an entire degree or certificate of achievement, have the option of completing five classes to earn a Skills Certificate in Entrepreneurship. With the development of Introduction to Entrepreneurship (Entrepreneurship 1) and Starting a New Business (Entrepreneurship 3) online in 2008 and Building and Growing a New Business (Entrepreneurship 2) online in Fall 2011 the college now offers a Skill Certificate in Entrepreneurship fully online.

Child Development

Many Child Development students struggle to maintain a balance between their educational pursuits and their child care responsibilities. Since online classes were first offered in 2000, the college has received frequent requests from Child Development students seeking online classes. The college has had to look at innovative approaches to ensure course access in an effort to meet the needs of students matriculating through the program to obtain their Child Development degree. The district Child Development Discipline Committee has also spent years discussing which courses should be offered online.

Child Growth and Development (Child Development 1) was first offered online in 2008 and in 2009 Child Health and Safety (Child Development 10) was introduced online. The design and content of these two courses allowed for effective instruction using an online format.

Last year, after identifying the eight core courses that would transfer to the CSU's, Child Development instructors determined that it would be advantageous for students if the college were to expand online course offerings and recommended offering Observation and Assessment in Early Childhood Education (ECE) Programs (Child Development 34) online. In addition, Supervision and Administration of ECE Programs I (Child Development 38) and Supervision and Administration of ECE Programs II (Child Development 39), which had been initially developed as hybrid courses, were also offered online. This was done to enable students to qualify for teaching permits in addition to meeting degree requirements.

In Fall 2011 Home, School, and Community Relations (Child Development 11), Guidance and Discipline in ECE Programs (Child Development 48) and Adult Supervision and Mentoring in ECE Programs (Child Development 65) were offered online for the first time.

The decision to expand online Child Development course offerings provides access to students that are already working in the field who are taking classes:

- To complete a degree
- For professional development
- In order to maintain their place or move up on the teaching permit scale

This is directly related to their ability to acquire employment and furthers the college's mission to provide students with the knowledge and skills "...to earn certificates and degrees, to transfer, to build careers, and to pursue life-long learning."

In August 2011 in "*Economic Impacts of Early Care and Education in California*" Jenifer MacGillvary and Laurel Lucia with the University of California, Berkeley Center for Labor Research and Education, reported:

Early care and education (ECE) is an important industry in California, serving more than 850,000 California children and their families and bringing in gross receipts of at least \$5.6 billion annually.

The industry not only benefits the children who receive care, but also strengthens the California economy as a whole.

The report's executive summary cites the following Early Care and Education (ECE) benefits:

- Promoting and facilitating parents' ability to participate in the paid workforce
- Increases worker productivity and improves businesses' bottom line
- Reduces absenteeism and decreases turnover
- Especially important to the careers and earnings of mothers
- Enables parents' to pursue education.

Computer Science Information Technology

Every year each Academic Division completes a Program Review and Unit Plan. In the "Effectiveness: Students and Student Success" section of the Computer Science Information Technology (CSIT) 2010 - 2011 Program Review the faculty noted that in order to better accommodate students whose schedules prohibited them from taking classes on-campus some classes were offered online instead of in the evening. In addition, the "Effectiveness: Functions and Services" section noted that "the decision was made to complement our occupational programs with an online curriculum ..." Finally, the "Reflection and Assessment" section reported that the "the online delivery approach has been verified and substantiated by enrollment trends ..." (Appendix C).

Online curriculum development was also one of the topics discussed at the April 2, 2011 meeting of the CSIT Advisory Committee when the committee first suggested to the CSIT Division that it would be beneficial to offer additional programs online. The committee agreed that since a significant percentage of the students participating in CSIT programs are working adults, programs should be offered in hybrid or online formats to accommodate students with varied schedules (Appendix D).

Students who prefer attending classes on-campus still have the option of completing these programs in a hybrid format, but students who cannot attend classes on campus need online programs. This is documented in a Fall 2009 student survey in which "use of a computer and the Internet to access course material" was highly ranked (Appendix E).

In addition, since all CSIT programs are already offered in a hybrid format, West is simply broadening the available delivery mode options to include fully online programs. This is a natural progression and will have little effect on the college other than increasing the available scheduling options for students.

Existing computer science programs at West respond to identified needs for workforce pre-employment training and retraining that covers multiple industries and is a critical component of the California economy. They serve the mission of both the California Community Colleges and West in the areas of computer information technology and transfer to four-year colleges.

Internet-related computer specialist, database administrator, computer network and information security occupations are expected to grow much more than the overall average for all occupations. Employment of these computer specialists is expected to grow as organizations continue to adopt and integrate increasingly sophisticated technologies. Job increases will be driven by very rapid growth in Internet and web systems design and related services, which is projected to be one of the fastest growing industries in the U.S. economy. Employment Development Department (EDD) Labor market information data show occupations with the greatest projected growth and indicates jobs for students completing the Associate Degree in Computer Science Information Technology are among the fastest growing occupations in the college's geographic area (greater Los Angeles County) as well as within the state.

EDD employer search results and local job research results show the demand for information technology professionals in Los Angeles City, County and the surrounding area is very strong, and there is a definite need for trained entry-level and mid-management level employees to fill these positions. The career potential for Internet-related computer specialists, database administrators and computer network and information security specialists will continue to be among the greatest. Therefore, it is reasonable to believe that there will be enough openings locally to permit placement of the number of students expected to complete these programs. In the past, people worked their way through information technology fields; today, formal education is a necessity.

Fire Technology

In 2000, due to significant improvement in employment opportunities in fire protection service, the college's Fire Technology course offerings were reinstated by adding them as electives to the Administration of Justice program. In response to growing student demand, in 2005 two additional online courses were offered; Fire Protection Systems and Equipment (Fire Tech 203) and Building Construction Related to the Fire Service (Fire Tech 204).

Demand continued to grow and in 2008 – 2009 a completely updated Fire Technology Program was approved as a stand-alone degree and certificate program which is offered on-campus or online. All courses and certificate requirements comply with the California State Fire Marshal training requirements as well as the approved program and certification requirements of the National Fire Academy.

In order to meet the needs of fire safety personnel with changing work schedules that often include shift work, the major requirements for an Associate of Science Degree and the Certificate of Achievement in Fire Technology are now available fully online.

Hospitality

The Hospitality Associate Degree and the Event and Convention Planning, Hospitality, Hotel Front Desk and Back Office Operations, Hotel Sales and Marketing Certificates of Achievement are offered in a two year sequence, both online and on-campus. In contrast to on-campus enrollment, there has been a significant increase in online course enrollment. In an effort to respond to student demand and industry trends the college offers more than 50% of Hospitality courses online. In the past three years more Hospitality courses have gradually been offered online, building on the established success of the college's online Travel offerings. The Hospitality degree and certificates include courses from both disciplines, Hospitality and Travel.

Hospitality Advisory Board members support the trend of online education for the Hospitality degree and all certificates. Hospitality is a high-growth international industry and online education provides access to local, national and international students. Advisory Board members have also re-enforced the need to integrate the use of computer skills as part of instruction. Providing online education achieves the goal of access and enhances student computer skills. According to several board members, online experience is crucial for student success and employment in the Hospitality industry.

As a result of the program review process, which includes analysis of trends and future curriculum and program planning, the Hospitality online course offerings have been expanded.

All of West's online courses have the same transferability as the college's on-campus courses and are accepted by the University of California (UC) system and the California State University (CSU) system. The University of Southern California (USC) also accepts West's online courses, with the exception of foreign language courses. As a result, expansion of our online course offerings increases our students' access to four year colleges and universities.

PLANNING PROCESS

The Distance Education Advisory Committee was established in 1998. In 1999 it was reestablished as the Distance Education Committee to make recommendations to the Academic Senate regarding distance education, to review administrative procedures related to distance learning, to evaluate new educational technologies related to distance learning and to evaluate new educational technologies, online course management systems and related topics.

West offered its first online class in Spring 2000 and since then enrollment in, and development of, online classes has continued to increase. Initially online course development was driven by instructor interests, but as the program has grown online course development has increasingly been driven by department and divisional objectives to meet certificate, degree or transfer requirements. This is clearly demonstrated by the broad faculty and Advisory Committee input which was solicited and has served as the foundation for the development of these programs online.

Since 1998, the Distance Learning Program has participated in the college program review and unit planning process, evaluating and setting goals for online learning at West. Each year the Distance Learning Program Unit Plan is forwarded to Academic Affairs for review and budgeting, and distance learning is integrated into the college's master and educational plans. Funds for the Distance Learning Program are provided out of the college budget and appropriate grants.

The Academic Senate, the American Federation of Teachers (AFT) Local 1521, the Curriculum Committee, the Distance Education Committee, the Educational Policies and Standards Committee (EPSC), the Technology Committee, the Faculty Position Identification and Prioritization (FPIP) Committee, the Facilities Committee and other college bodies are all involved in decision making and planning regarding distance learning.

In 2006 the Academic Senate confirmed the appointment of the Distance Education Committee Chair, Vice Chair, five members including two AFT representatives and one alternate each for the Academic Senate and the AFT. The committee advised the college in its decision making regarding distance education issues. It was a standing sub-committee of the senate's EPSC until Spring 2011 when the committee reporting structure was changed.

The Distance Education Committee now reports directly to the Academic Senate. The Mission Statement, Committee Charge and Membership have also been revised as follows:

MISSION STATEMENT

The West Los Angeles College Distance Education Committee advises the Academic Senate in its decision-making regarding Distance Education issues. It is a standing committee of the Academic Senate. The committee will discuss and refer any issues regarding working conditions and other labor issues to the appropriate bargaining unit(s).

Committee Charge

- Develop the recommended college policy on distance learning, including but not limited to the various methods associated with online course delivery.
- Develop agendas and submit approved minutes of each meeting to the Senate.

- Report periodically to the Academic Senate on:
 - Courses and sections that are delivered by distance learning and their total census date enrollment based on data provided by the college researcher.
 - Support services that are offered to distance learning faculty and any additional support services that are recommended by the committee.
- Other duties as assigned.

Membership consists of faculty named by the Academic Senate, with resources from Distance Learning and Student Services named by the Academic Senate (Appendix F).

In Spring 2011 the Technology Committee was reconstituted and charged with the review and coordination of the 2009 – 2016 Technology Master Plan (TMP). The Committee was tasked to:

- Review the TMP to assess the progress towards reaching the core goals.
- Identify areas where updates to the TMP are needed.
- Identify the strategies and prioritize the steps for the implementation of the TMP goals.
- Monitor progress of the implementation of the goals.
- Align the TMP of West Los Angeles College with the Los Angeles Community College District Technology Plan making recommendations relating to hardware, software and the necessary infrastructure to support instructional technologies.

The committee is co-chaired by a full time faculty member and an administrator, currently the Vice President of Academic Affairs (VPAA). Membership consists of:

- Three administrators chosen by the College President, one of which will be the VPAA.
- Two classified staff including the Information Technology Director plus one representative of the AFT Classified Guild.
- Six Faculty including three representatives from the AFT Faculty Guild and three representatives appointed by the Academic Senate.

The College President appointed the Dean of Distance Learning to serve as a resource to the committee and the Distance Learning Program's Multimedia Specialist currently serves as the committee's AFT Classified Guild Representative.

The 2002–2008 Educational Master Plan included “Enrollments in online distance learning will increase” as one of the assumptions. This assumption proved accurate; for example, enrollment in CSIT online sections grew 195% between Fall 2005 and Fall 2011 (Appendix G). The 2011 – 2014 Educational Master Plan (Appendix H) consists of five goals, one of which is to “Ensure highest levels of educational quality within West’s diversified modes of instructional delivery.” Objectives to accomplish this goal are:

- Support a variety of learning communities
- Make online student services available to all students
- Support highest quality online and hybrid courses

Starting in 2007 the CSIT Division held a series of divisional meetings which focused on ways to assist students in the successful completion of the required courses for several certificate and degree programs (Appendix I). The division decided that the majority of the required courses for all CSIT programs should be developed for delivery online to offer students greater scheduling flexibility.

It is evident from the increases in the number of CSIT degrees and certificates awarded each year that this strategy has proven effective. In 2007 only seven CSIT degrees and certificates were awarded. That number has grown substantially. In 2011, 48 CSIT degrees and certificates were awarded, twice as many as in 2010 (Appendix J).

In April 2011 the CSIT Advisory Committee agreed that programs should be offered in hybrid or online formats to accommodate students with varied schedules. Both full-time and adjunct faculty were involved in the subsequent development of these online courses and participated in the required curriculum approval process. As a result, a number of CSIT courses were presented to, and approved by, the Curriculum Committee for online delivery (Appendix K).

At a Divisional Council meeting in Spring 2011 the CSIT Division Chair announced plans to increase the number of degrees and certificates offered fully online. Upon subsequent review of the college's other programs it was determined that programs in Anthropology, Business, Child Development, Entrepreneurship, Fire Technology and Hospitality had also met the threshold of offering at least 50% of specific programs online. The full time faculty members and Divisions Chairs of those disciplines assisted with the preparation of this proposal.

The Substantive Change Proposal was first reviewed by the Distance Education Committee (DEC) meeting on August 17, 2011. On September 26, 2011, the committee recommended that the Academic Senate approve the proposal and forward it to the President for consideration. On September 28, 2011 the Curriculum Committee reviewed and approved the proposal and forwarded it to the Academic Senate for consideration. The Divisional Council received the proposal on October 4, 2011. The Academic Senate approved the proposal at their October 11, 2011 meeting. The proposal was also approved by the district Institutional Effectiveness Committee on October 19, 2011.

The proposed change is in accordance with West's current Educational Master Plan and has been requested by the college's faculty. It serves to implement the college's mission by providing increased access to the college's instructional programs. As described in the Needs and Resource Assessment and the Online Student Services sections below, over the last 11 years West has developed the infrastructure to support the expansion of the college's Distance Learning Program. The college has expanded online access to student services and increased the resources available to support online instructors and their students.

NEEDS AND RESOURCE ASSESSMENT

The assessment of the needs and resources necessary to support a growing distance education program started before West offered its first distance learning class, and continues. The Distance Education Committee tracks progress carefully. The Distance Learning Program Unit Plan (Appendix L) serves as an annual mechanism documenting these needs. As part of the unit planning process an annual Distance Learning Program budget is submitted to the Office of Academic Affairs. Basic program needs including personnel, supplies, equipment, software rental, etc. are included in this budget. Student Services has developed additional resources, as has the district.

ONLINE STUDENT SERVICES

Online student services which are provided by the district for both on-campus and online students include:

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

In recent years the college has also developed additional online support services including:

A Comprehensive Distance Learning Program Website

In August 2011 the Distance Learning Program launched a redesigned and updated website to provide access to a comprehensive collection of online resources for both students and faculty. The website integrates the latest web and design standards with current best practices, meeting the World Wide Web Consortium's (W3C) markup validation service requirements. It complies with Section 508.

West has moved away from obsolete HTML code which was previously used to maintain the website. For example, layout uses DIVS and CLASSES instead of TABLES. The use of XHTML, a more modern updated web programming language, improves the functionality of the site across multiple hardware and software platforms. In addition to using updated web programming, other technologies such as cascading style sheets (CSS), jQuery, JavaScript and .ASP server-side were also incorporated as part of the website redesign.

The new website is a more dynamic portal which includes multimedia such as animation, social media, videos and podcasts. A Vimeo video channel, screencasts, audio podcasts, a Twitter account and links to instructor-generated content have all been added.

In the new layout content is broken up into smaller blocks of information instead of being displayed on long scrolling pages that are unappealing and difficult to navigate. The navigational menu is consistent throughout the new website making it easy to move from one resource to another by clicking a link at the top of any page rather than relying on the browser's back button.

The website is now compatible with mobile devices such as the iPhone, iPad, and/or any Android-enabled device. An Etudes app for mobile access will be available later this year, and West is also

developing an iPhone app which would give students up to date information regarding course schedules, registration, campus maps, etc.

The site includes the latest course schedules and a directory of online student services including:

- 24/7 Online Student Help Desk
- Etudes login instructions, video tutorials and FAQs
- Information about how to enroll in and add courses
- System requirements
- An Online Student Orientation
- Schedules for online and hybrid courses
- Access to the Online Writing Lab and online tutorial services
- Pre-Assessment Questionnaire for new online students
- An Online Student Success video
- A direct link to the College Bookstore website where students can access information regarding required and recommended course materials and purchase materials to be picked up on campus or shipped to their home or business
- Online library services
- Biographies, photos, and email addresses of online instructors
- Instructor resources
- College news and events
- A link to the main college website
- A Contact Us link
- Electronic access to the library catalog
- An e-book collection
- Remote access to periodical and research databases
- 24/7 online reference assistance

Assessment Services

- Scheduling assessment tests
- Practice tests
- Assessment testing schedule
- Online orientation

Counseling Website

- Counselors and their contact information
- Hours, office location and FAQs
- Live online chat
- Online student transfer information system (ASSIST) link
- Associate Degree checklist
- California State University checklist
- University of California General Education checklists
- Counseling discussion board
- DegreeWorks video tutorial
- Access to DegreeWorks to monitor academic progress towards transfer, degree and certificate completion and view Student Education Plan

Transfer Program Website

- Office location, hours and contact information
- List of transfer services and requirements
- Links to the Accelerated College Transfer (ACT) Program and the Transfers Honors Program
- Access to Transfer eChat, live chat with university representatives from Brandman University, Pepperdine University, Regis University, UC Los Angeles, UC Merced, CSU Dominguez Hills, CSU Los Angeles, CSU Northridge and many more.

Financial Aid Website

- Online application
- Office location, hours and contact information
- How to apply
- Eligibility requirements
- Types of aid
- Scholarships
- Board of Governors Grant (BOGG) fee waiver information
- Student loans
- How Financial Aid Works
- Forms
- Grant application deadlines
- Daily financial aid news

The Distance Learning Center established a Twitter account in Spring 2011. Twitter provides tech savvy students access to the most current information on the go, with news from Distance Learning at West. Twitter supports quick notification about cancelled courses, new courses, important deadlines and other information that students need to be aware of in a timely fashion.

ONLINE TUTORIAL SERVICES

In Spring 2007 West began offering free online Writing Lab and Tutorial Services to students enrolled in pre-collegiate courses, English 21 and English 28. Prior to developing this program the college researched the essential elements and features of writing lab services. Current successful online tutoring technologies were also investigated as were state tutoring regulations.

Since then free online tutorial services at West have expanded significantly. The Online Writing Lab (OWL) is available to any registered student at West. The OWL offers support for any course required writing assignments or other student needs such as college applications and scholarship essays. An Online Subject Tutoring program has also been in place since its pilot in Summer 2008. Mathematics, Spanish, Psychology, Economics are just a few of the subjects offered using similar tutoring strategies and instructional technologies.

Online tutoring is delivered using Etudes, the same online course management system that is used for online, hybrid and web-enhanced classes. Students simply enroll in a non-credit, 0 unit, Supervised Learning Assistance section to receive access to tutorial services. Online tutoring or “academic coaching” is provided by paid student tutors hired by West. All tutors are current, or former, West students and have previous experience tutoring on-campus.

A certified Etudes developer designed and created the online tutoring course shell using a similar format to that of our other online courses. Etudes offers the necessary course management tools

including announcements, a discussion board, assignments and a chat room. It is section 508 compliant.

Discussion and chat technologies as well as other Web 2.0 technologies support tutor/tutee interaction. Students are able to read tutor comments and review suggestions on previously completed assignments. As the semester progresses online tutors track students' writing improvement based on a tutorial services rubric. For example, students may see a math procedure scribed using an electronic tablet or receive ongoing support through subject Discussion Boards or scheduled Chats.

The Online Subject Tutoring Program is constantly evolving as technology advances. Fall 2011 tutorial courses will include the Etudes Activity Meter, a new student tracking tool. Etudes is also developing a mobile phone application which will enable students to access tutorial services anytime, anywhere. Though instructional technologies change, the goals of the tutoring program are constant: to provide academic support using sound tutoring strategies and to provide equal access to this support to all West students.

West's online tutorial programs have succeeded through the support of knowledgeable and dedicated online tutoring staff at minimal operational costs to the college. The OWL averages approximately 200 student contact hours per semester and the Online Subject Tutoring program averages over 100 student contact hours per semester. Due to grant funding there are no program costs to the college, and the service is free to students. Each program requires approximately 20 hours of paid online tutor services per week. Each online tutor is qualified to tutor multiple subjects or courses.

The future for online tutoring services at West is bright. A robust and successful distance learning program has provided the infrastructure to reach the desired student success outcomes of an online tutoring program. The OWL is an institutionalized entity supported by the Language Arts Program. The Title V Cooperative grant continues to support and encourage innovation and student success through technology. Creation and posting of student-created tutorial videos, similar to the Khan Academy (<http://www.khanacademy.org/>), is just one of many projects slated for the upcoming semester. Low-tech strategies may be needed to create a student culture receptive to early tutor intervention. On-campus orientations initiated by instructors have been successful.

Educational technologies will continue to shape our culture of teaching and learning. Data collection of online tutor usage and student testimonials will help with the continued evaluation of the online tutoring programs at West to create best practices for student success.

Online Tutoring links:

<http://www.wlac.edu/online/owl.asp>

<http://www.wlac.edu/online/tutoring.asp>

EVIDENCE OF INSTITUTIONAL PROVISION FOR HUMAN, ADMINISTRATIVE, FINANCIAL AND PHYSICAL RESOURCES

West's regular full-time and adjunct faculty develop and teach its online courses. Online instructors are hired using the same processes and hiring criteria which are used to hire on-campus instructors. Online instructors must also successfully complete training to get online teaching certification. West has always required its online instructors to complete such training, years before it became an AFT contract requirement. In addition to the required training, a variety of workshops and other training opportunities are available to online instructors and to instructors interested in teaching web-enhanced or hybrid courses.

The Vice President of Academic Affairs is responsible for oversight of all academic programs including online course offerings. The Dean of Distance Learning and Instructional Technology has direct responsibility for the Distance Learning Program. The Dean of Distance Learning and Instructional Technology reports to the Vice President of Academic Affairs and has overall responsibility for the daily operations of the program including course development management, enrollment and technical support as well as training coordination. Division Chairs are responsible for scheduling and hiring instructors for online classes. This reporting structure is described in West's Distance Learning Program Organizational Chart (Appendix M). The Office of Research and Planning provides essential research support to the Administrative and Divisional Councils, the Academic Senate, the Distance Education Committee and other groups and individuals involved in planning and decision making processes related to distance education.

The Vice President of Administrative Services oversees the licensing and contracts with Etudes, Inc. for the college's learning management software. The district Information Technology Lead for Student Information System (SIS) Integration works with the Dean of Distance Education and Instructional Technology to ensure that student enrollment files for online classes are updated and uploaded into course shells daily.

In the past three years there has been a significant improvement in the staffing for the Distance Learning Program. In 2008 an Information Technology Instructional Assistant was added to the staff and in 2009 a second Instructional Assistant was added. In 2009 the Secretary position was reclassified as a Senior Secretary, and the Distance Education Coordinator was promoted to fill a new position, the Dean of Distance Learning and Instructional Technology. More recently, in 2010, the Instructional Assistant Information Technology position was reclassified as a Multimedia Specialist. Staff still includes a part-time student worker.

These new positions and reclassifications have significantly enhanced the level of staff support for the Distance Learning Program. From 1999, when West first started offering distance learning classes, until 2007 program staffing consisted entirely of an Instructor Special Assignment and a part-time student worker. With these new positions West is able to provide a much higher level of support to online students and instructors. The Multimedia Specialist maintains the Distance Learning Program website and runs the Online Student Help Desk, as well as assisting faculty with the integration of multimedia into their classes. In addition, he is supervising the use of captioning grant funds to ensure that videos in our online classes are close-captioned.

West continues to work diligently to combine high-tech support including dynamic course management software, online technical support and a comprehensive website with "high touch" support. Student emails and phone calls are returned daily, and staff is available to assist students one-on-one by phone or in person. Distance Learning Program staff assists students who cannot

conveniently visit campus to accomplish all necessary interactions with the college so that problems are resolved quickly.

Financial Resources

The district pays district Information Technology Department salaries and maintains the SIS system. The initial design and programming necessary to code and test the automated student parser for online classes required 90 hours at \$38.00 an hour for a district Program Analyst totaling \$3,420.00. In addition, the district spends roughly \$2,400 at the beginning of each semester to resolve problems and modify the parameter file.

The college pays for all the course management system costs as well as necessary personnel, supplies and equipment for the Distance Learning Program.

For fiscal year (FY) 2011 – 2012, the projected course management system costs are \$89,500, which covers the necessary software to support all online, hybrid and web-enhanced classes. Additional projected costs include \$367,150 for Distance Learning Program staff salaries and benefits, \$16,000 for online course development stipends and \$800 for supplies.

Online teaching assignments are part of every Division's FTE allocation and the college's overall FTES strategy. Salaries for online teaching assignments of approximately \$5,000 per section are not included in the Distance Learning Program budget but are paid by the college. It is estimated that instructional assignment costs and benefits for online classes totaled approximately \$2,025,000 for FY 2010 – 2011.

The costs of teaching assignments and other Distance Learning Program costs are more than offset by apportionment income generated from student enrollment in online courses. Full Time Equivalent Student (FTES) funding was \$4,547.48 per credit for FY 2010 – 2011. Resident FTES enrollment in online classes resulted in over seven million dollars in revenue. Enrollment of 51.9 FTES for Summer 2010, 745.6 FTES for Fall 2010 and 818.2 FTES for Spring 2011 totaled 1,615.6 FTES resulting in revenues totaling over seven million, three hundred thousand (\$7,300,000) dollars. This does not take into account enrollment in hybrid courses of an additional 280 FTES generating \$1,273,294.40.

Physical Resources

In January 2007 the Distance Learning Program moved into a 1,068 square foot space on the fourth floor of the Heldman Learning Resource Center. The facility has been upgraded to provide four phone lines, a fax line, Internet access for five faculty/staff computers and a computer lab accommodating up to 12 computers. The Dean of Distance Learning and Instructional Technology occupies an adjacent office.

Equipment for the Distance Learning Program and online instructors has always been a college priority.

- The new Learning Studio opened in Spring 2010 semester and includes a Smartboard and a Smart Tablet podium. This allows trainers to incorporate videos, online resources, DVD excerpts, and podcasts into their training sessions and provides for live lecture capture. The facility is now fully functional, equipped with 25 laptops and wireless Internet access.
- Part-time instructors have access to a computer lab with five computers and a printer.

- Many online instructors are full-time faculty, and two are administrators. Full-time faculty and administrators have campus offices with computers.
- Through grants West has provided some faculty with laptops they can use off-campus.
- The Distance Learning Center is equipped with 10 desktop personal computers, 25 laptops/notebooks, six printers, a scanner and a fax machine.

PROCESSES TO INITIATE, MAINTAIN, AND MONITOR THE CHANGE

Online student services are routinely discussed at Student Services Council meetings and larger Joint Administrative and Divisional Council meetings. Any concerns or new recommendations are brought to the Administrative and Divisional Council meetings; responsibility for follow up and/or resolution is assigned by the College President and a deadline is set for the responsible party to respond to the Council.

The annual Distance Learning Unit Plan documents human resource needs. District human resources processes for both certificated and classified staff are well established and the Distance Learning Program has used them to successfully reclassify two staff positions since December 2009.

The Dean of Distance Learning and Instructional Technology has overall responsibility for the management of established budgets and for making annual budget requests as part of the unit planning process.

The newly renovated Distance Learning Center provides adequate physical resources for the program with room for growth.

QUALITY ASSURANCE

As required by Title 5 regulations, before an online course is developed it is separately reviewed and approved according to the district's course approval procedures. Course outlines are either created or updated and all online courses have been approved by the Articulation Officer, the Chair of the Library and Learning Resources Division, the Department/Cluster Chairperson, the Curriculum Committee, the Academic Senate, the Vice President of Academic Affairs and the College President.

In addition to a new or updated course outline a Distance Education Approval Form (Appendix N) is required. This form certifies that:

- The same standards of course quality are applied to the distance education courses as are applied to traditional classroom courses.
(Course Quality Standards - Title V, section 55372)
- Determination and judgments about the quality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation E-65 and college curriculum approval procedures.
(Course Quality Determination - Title 5, section 55374)
- Each section of the course which is delivered through distance education includes regular personal contact between instructor and students.
(Instructor Contact - Title 5, section 55376)

As a result of an EPSC Report on Distance Education to the Academic Senate, in 2005 a Distance Education Addendum (Appendix O) was added to these requirements. The Addendum requires

documentation of each course objective and an explanation of how distance learning strategies will be used to help students achieve the objective.

These forms and completed examples are all easily available to instructors online (<http://www.wlac.edu/online/forms.asp>). Approved forms are kept on file in the Office of Academic Affairs.

In 2000 West was the first college in the district to offer instructors stipends of \$1,000 per unit for online course development.

The Distance Education Coordinator for West served on an AFT ad hoc distance education advisory board. One of the AFT Contract Negotiators for the 2002–2005 contract had previously taught online for West. For the first time, the 2002–2005 contract between the district and the Los Angeles College Faculty Guild (AFT) included a requirement that instructors developing online courses are to be compensated with an agreed-upon amount of release time or with a stipend of at least \$1,000.

In addition the contract requires that colleges offering Distributive/Distance Learning (D/DL) courses shall “insure that faculty who are preparing to teach online courses for the first time must either demonstrate proficiency in D/DL instructional delivery methods or participate in D/DL training sessions.” West requires instructors to complete an online training course before teaching an online class and did so even before this contract took effect. The current contract also addresses class size, with a lower enrollment cap the first time a D/DL class is offered at a college.

Online instructors are evaluated on the same schedule as their on-campus counterparts. Division Chairs must provide them with advance notification to secure access to their online classes. The current AFT contract includes a mandated Online Student Evaluation of Instructor form which is made available to students using an online survey. Results are forwarded to the appropriate Division Chair.

Starting in Summer 2008 West paired experienced online instructors with instructional designers to develop the online courses required to complete Business Administration and Liberal Arts degrees. A course template was developed to create a common look and feel for all the courses in order to facilitate student navigation and improve retention. The Quality Matters course review rubric was used to improve the quality of these courses. In each subsequent semester a new group of West instructors worked with instructional designers, or another instructor who had already completed this process, to develop additional courses. By next year the required courses for both degrees will be completed.

A workshop to assist Division Chairs and Department Heads with the evaluation of online classes was first offered in September 2010. Topics include appropriate evaluation criteria and models for evaluation rubrics. A similar workshop is offered for online instructors to help them improve their classes.

In accordance with the Educational Master Plan, the Distance Education Committee is working to enhance the educational effectiveness of the Distance Learning Program. The Committee is working on an online instructors' handbook which will include a course review rubric among many important resources for instructors teaching online.

Student Authentication

In order to enroll in an online course a prospective student must login to the district's SIS using their Student Identification (ID) Number and a PIN code consisting of their birth month and day. Student's who do not know their Student ID number can look it up by using their Social Security Number. Students who wish to add an online class that is already full must use the email account listed in the SIS to make the initial request and include their Student ID number and a phone number. As an added precaution, once a student has enrolled in an online class their Etudes password can be changed. In the Welcome Letter that is sent at the start of each semester students are instructed not to share their login information with anyone.

In an online course almost all student communication is text based. Instructors quickly learn a student's writing style and skill level. Any deviation from the student's "voice" in routine discussion posts and private messages as compared to the style and ability demonstrated in more high stakes essays and papers can be quickly identified and investigated.

The identities of students submitting course work online are verified through the username and password protocols established between the district's Information Technology Department and the Etudes course management system. To log on students must use a formula consisting of part of their first and last name and part of their Student ID Number for their user name and part of their birth date for their password.

Etudes is in the process of developing a student authentication program which will require students to answer random "challenge" questions based on information from the SIS. If the student answers incorrectly a series of additional questions will have to be answered correctly before the student can proceed with their assignment or exam. If the student does not answer the second series of questions access will be denied and their instructor will be notified.

Student Success

Student success data by mode of instructional delivery is compiled and reported by the district's Office of Institutional Research and Planning. The success rate for online classes increased 8%; from 49% in Fall 2005 to 57% in Fall 2009. The success rate for hybrid classes increased 23% in two years, from 49% to 72%.

The retention rate in online classes has also increased from 78% to 84%; the retention rate has increased even more dramatically in hybrid courses, from 62% to 85% in just two years, from Fall 2007 to Fall 2009 (Appendix Q).

In May 2010 the district's Office of Institutional Research and Information reported on successful course completions for 2007 - 2008 and 2008 - 2009. Success rates in online classes typically fall below those of on-campus classes; however in several disciplines including Family and Consumer Studies, History, Learning Skills, Management, Marketing, Political Science, Sociology and Speech successful course completions were higher for online classes than for their on-campus counterparts. (<http://www.wlac.edu/accreditation/documentation/substantivechange/Success%20in%20regular%20and%20online%20classes%20by%20discipline.xls>)

TRAINING

Before teaching online, West faculty must complete Etudes Certification (Appendix P), and they have access to the Cyber Teachers' Institute (Appendix R) consisting of three professional development classes that focus on best online teaching practices.

Etudes has regularly added significant upgrades to its course management system, including improvement of content authoring tools, automatic grading of student discussions and new assignment, testing, and surveying modules. The most recent upgrade enables students and instructors to see all the deadlines in a course on one page, and identifies inactive students to instructors. These upgrades are immediately available to instructors and live webinars are offered to assist them with any significant transitions or new tool releases.

In addition to Etudes and Cyber Teachers' Institute training opportunities, the Office of Teaching and Learning (OTL) provides training and education for faculty to evaluate and improve their use of instructional technologies through its on-going Tech Fair. Workshops encourage faculty-to-faculty exchanges in using technology in courses and student services. Faculty and staff lead workshops for other faculty and staff on innovative uses of technology to improve the student experience in online, hybrid, and web-enhanced courses. OTL develops faculty as trainers for other faculty as well as providing a forum for sharing best practices on instructional technology. Tech Fair workshops are offered every fall and spring semester and are open to all faculty and staff.

The Spring 2010 Tech Fair featured a keynote address by Rushton Hurley, the Executive Director of NextVista.org and MERIT Program Director at the Krause Center for Innovation at Foothill College, titled *"Education, Technology, and Digital Media: What's Changed, What Hasn't"*.

Of the four Tech Fair tracks, the Web 2.0 and Social Software track which focuses on tools that support the joint creation of content, user-centered design, and collaboration such as GoogleDocs, and wikis is of particular interest to online instructors.

Examples of Tech Fair workshops which online instructors have attended include:

- Apple Genius Bar @ West
- Blogging for Education
- Creating Video & Incorporating Music Into Lectures
- Digital Storage & Etudes
- Digital Storytelling Using Omeka
- Educational Use of Video
- The "Edutainment" Approach to Student Engagement in the Online Classroom
- ePortfolios Using eFolio: An Introduction
- Etudes Enhancements
- Etudes Questions and Answers
- Evaluating Online Classes
- Facebook Pages: Turn Friend-Centered Accounts Into Viable Learning Resources
- Google+ The Educators Platform
- Google Voice

- How Good is My Online Class
- Integrating Mobile Devices in Instruction
- Intro to Etudes: West's Course Management System
- Introduction to Jing and Camtasia
- iPhoto 4U & More
- Mahara.Wlac.Edu
- Mobile Computing: Education on the Move
- Mobl21 Mobile Learning
- Online Cheating and Plagiarism
- Online Counseling – Reaching All Students
- Online Tutoring Program
- Podcasting in Education
- PowerPoint & Jing to Add Your Voice to Online "Lectures"
- QR Codes Evolution and Google Goggles™ in the Classroom++
- Searching Online Library Resources
- Social Media for Creatives & Everyone Else
- Student Blogs in ETUDES
- Taking Your ETUDES Course to the Next Level
- Teaching Anywhere/Anytime with Google Docs
- Turnitin: Anti-Plagiarism Software
- Using Jing & Snagit to Capture Process as Well as Product
- Using Live Video Sessions to Engage Online Students and Schedule Virtual Office Hours
- Using Survey Monkey for Course Evaluation
- You Can't Fight YouTube, So Join It: Learn to Upload Your Lessons
- YouTube 101: Tips for Utilizing YouTube & Other Online Videos in Your Course
- Ways to Evaluate an Online Instructor
- What Works in Your Online Class?
- Why I Started a Blog
- West Magazine: Creating Community Online
- Working in the Cloud: Best Online Services for Storing and Sharing Your Data
- Webinar Essentials

In addition to on-campus workshops, Tech Fair presentations are also available as webinars, online workshops that can be accessed with an Internet connection and phone line. Details are available at <http://www.wlac.edu/techfair/>

Training opportunities like these have had a significant, positive impact on instructors' willingness to embrace technological change. Online instructors also have access to individual assistance by email and by phone. In addition, instructors can make an appointment or drop by the Distance Learning Center to discuss whatever technology-related questions they might have with the Multimedia Specialist. Topics covered range from resolution of computer hardware problems, the integration of video and audio into courses and advanced Etudes questions and troubleshooting.

The Distance Learning Center has developed initiatives to assist new and continuing instructors teaching online, hybrid and web-enhanced classes through an email distribution list, extensive online resources, on-campus and online workshops.

Resources which are available online for instructors include:

- Video repositories, instructional software, Web 2.0 tools and tutorials
- Etudes materials

- Training workshop handouts
- Curriculum forms and examples
- Anti-plagiarism resources

In Spring 2011 the Distance Learning Center published an online newsletter for faculty which included distance learning news, training information and other instructor resources.

These resources are updated and added to on an ongoing basis throughout the year (Appendix S).

Another valuable resource which instructors are encouraged to take advantage of is the Etudes Users' Group. This is an online resource available to all Etudes certified instructors. This forum offers many valuable resources to instructors statewide, not the least of which is a discussion board where instructors can go to read about, ask and answer Etudes related questions. Etudes trainers respond to instructors' questions, usually in less than 24 hours, and other instructors often offer their own valuable information.

In addition to providing the comprehensive training opportunities listed above, West publicizes and provides funds to instructors who attend conferences for professional development. Many online instructors take advantage of these opportunities. Popular conferences for online instructors include the annual Etudes Summit, League for Innovation in the Community College and the National Institute for Staff and Organizational Development conferences.

This investment leads directly to enhanced student learning outcomes, improved retention, increased instructor satisfaction and guarantees overall instructional quality.

Alongside all of these training and professional development activities and resources, the college also provides substantial support to online students. By quickly taking care of the needs of online students, West enables instructors to focus on teaching the content of their courses. Support services in this category include:

- **24/7 Online Student Helpdesk**
This discussion board is available to students 24 hours a day, 7 days a week. Questions are answered within a few hours and all posts are archived so students can learn from those who came before them. There are "Login" and "Orientation and Etudes" sections to provide students with easy access to basic information and common login problem solutions.
- **Online Student Success Resources**
New online students have access to a free Online Student Success Tutorial, Etudes video demonstrations as well as a one-unit Online Student Success Lab. This course is designed to introduce new online students to the basics of how to succeed in an online class. This course also helps new online instructors to better empathize with and ensure the success of their online students.
- **Walk-in, Email and Phone Support**
The majority of our online students also take on-campus classes and many stop by the Distance Learning Center to get personal assistance with questions they have about their online classes. Students get assistance with registration, enrollment, accessing student services, computer and Etudes troubleshooting, etc. In addition to visiting the Center in person, student phone calls and emails are always promptly answered.

INTERNAL AND EXTERNAL APPROVALS

Before a course can be offered online it must be approved by West's Curriculum Committee which is composed of elected representatives from the full-time faculty of each of the college's 13 divisions. In addition, the Associated Student Organization, Administration, Classified Staff, the AFT union, and the Academic Senate each send one voting member. The chair is appointed by the senate. Prior to the Curriculum Committee meeting each month there is a technical review session, where curriculum documents that have been developed and approved by departments are presented by faculty or Division Chairs and examined to make sure they fit the five curriculum criteria of mission, need, quality, feasibility, and compliance. Course outlines must include detailed content, course objectives, as well as institutional and program Student Learning Outcomes. Courses that pass the tech review screening are then presented at the monthly Curriculum Committee meeting.

The committee examines and discusses each course and then votes whether to recommend it to the senate. West's senate has imposed an additional requirement that all online courses submit an additional "Distance Delivery Strategies" addendum in which the instructor must explain how each course objective is met by specific online teaching strategies. In addition to a new or updated course outline, a Distance Education Approval Form is required by the district. Tech Review agendas and Curriculum Committee minutes are emailed to all faculty and administrators, and are posted on the college website. The Curriculum Chair appears at the senate each month to formally ask the Senate to approve curriculum recommendations, and while this is usually given, the senate has the power to withhold approval if it feels a course is not rigorous enough. When the senate approves the Curriculum Committee recommendations, the documents then go to the administration including the Dean of Curriculum, Retention and Educational Services, the Vice President of Academic Affairs and the College President for final approval. Once the College President approves a course it goes to the district and is placed on the agenda of the Board of Trustees. Only after the trustees approve a course is the college permitted to include it in the Schedule of Classes.

The District Vice Chancellor was consulted regarding this Substantive Change Proposal and confirmed that other than the described curriculum approval process there is no additional requirement for district or board approval.

EVIDENCE THAT THE ELIGIBILITY REQUIREMENT WILL BE FULFILLED

The Accrediting Commission for Community and Junior College (ACCJC) last visited West in spring 2006. A Progress Report and visit in March 2007 and a Progress Report for March 2008 have since been completed. The college's accreditation is continued through 2012. The Progress Report for March 2007 indicated progress on six key recommendations. The Progress Report of March 2008 focuses on two continuing college recommendations and two district ones. All reports were accepted by ACCJC. West continues to meet the Eligibility Requirements for Accreditation (Adopted June 1995; Revised January 1996; Revised January 2004) in the following areas:

Authority

West Los Angeles College is a public two-year community college operating under the authority of the State of California, the Board of Governors of the California Community Colleges and the Board of Trustees of the Los Angeles Community College District. The 1967 Legislature authorized a Board of Trustees for the Los Angeles Community College district. The college's authority has existed since 1969 with accreditation status renewed regularly. The college awards 45 Associate Degrees, 26 State-Approved Certificates of Achievement and 35 Skill Certificates (non transcribed). West is

authorized to operate as an educational institution to award degrees by the State of California (ref. California Code of Regulations, Title 5, division 6). The development and offering of online courses fall within the scope of this authority (re. California Code of Regulations, Title 5, div. 6, chap. 6, sub chap. 1, article 3, §55205 &seq.).

Mission

The mission statement of the Los Angeles Community College is included in the Board Rules (Board Rule 1201). It was last amended in February 2007. West's current mission statement, in keeping with the district's mission statement, may be found in the 2010 -2012 Catalog. The mission statement was approved by the Board of Trustees on May 15, 2010. The mission statement was last reviewed by the college community at the leadership retreat on November 6, 2009. As a result of that review, the college, through its participatory governance and decision-making processes, developed a new mission statement. The college plans to review its mission statement in 2015 for revision and updating.

Governing Board

The governing board of the Los Angeles Community College District consists of seven members, elected by voters to be responsible for the quality, integrity and financial stability of the institution and for ensuring that the college's mission is carried out. A student trustee is selected by the Associated Student Organizations of the nine colleges. The board is an independent, policy-making body, in accordance with the California Education Code. The minutes of the regularly scheduled board meetings reflect public and constituent interest in activities and decisions for the district's nine colleges. The board adopted a "Statement of Ethical Values and Code of Ethical Conduct" in October 2005, which establishes principles to which the individual members of the board will adhere (Board Rule 2300.10). The board also has a Conflict of Interest Code in accordance with the Political Reform Act, government Code Section 8100 et seq. to ensure the board is an "independent policy-making body capable of reflecting constituent and public interest in board activities and decisions." The board is responsible for ensuring that institutional financial resources provide a sound educational program, and this includes courses offered online. Board members are elected from trustee areas by the registered voters for terms of four years for at large trustees. Elections are held every two years, with three members being chosen at one election and four members at the other. The President and Vice President of the Board of Trustees are elected by the board for one-year terms at the annual organizational and regular meeting. A student member is elected annually--the term is June 1 through May 31 of each year.

On February 7, 2007, the Board of Trustees amended the district Mission Statement found in Chapter I, Article II of the Board Rules:

1200 MISSION. "Changing Lives in a Changing Los Angeles"

In an era of civic renewal, economic change, and cultural revitalization that is unprecedented in the history of Los Angeles, we—the faculty, staff, and administrators of the nine Los Angeles community colleges—dedicate ourselves to the goal of expanding access to educational opportunity across the many, diverse communities that contribute to the greater Los Angeles area.

We serve all Angelenos by providing an unparalleled array of educational offerings, including programs that prepare students for successful careers, for transfer to four-year colleges and universities, for the improvement of essential life and workplace skills, and for civic engagement and life-long learning.

To achieve this mission, we strive to create supportive instructional environments that challenge students to meet rigorous academic standards, to become active, self-directed learners, to develop critical and creative habits of mind, and to develop an abiding appreciation for other peoples and other cultures.

Chief Executive Officer

The Chief Executive Officer of Los Angeles Community College District is the Chancellor, Dr. Daniel LaVista, who has served in this capacity since August 1, 2010. His full-time responsibility is to the institution and to administering the Los Angeles Community Colleges District with its nine colleges in accordance with board policies and rules. The chief executive officer of West Los Angeles College is Dr. Nabil Abu-Ghazaleh, who commenced his duties and responsibilities on August 1, 2011. As president, Dr. Abu-Ghazaleh's primary responsibilities are to provide effective leadership to complete the self study process, balance the college budget, manage enrollment, and administer the Proposition A/AA and Measure J bond construction projects. Neither Dr. LaVista nor Dr. Abu-Ghazaleh serves as the chair of the governing board. The Chancellor of the district and the President of the college are appointed by the Board of Trustees and serve as the chief executive officers, with full-time responsibility to the district and college and possessing the requisite authority to administer board policies. Both the Chancellor and the College President encourage and support the development of online courses and programs.

Administrative Capacity

West Los Angeles College has sufficient staff, with appropriate preparation and experience, to provide the administrative services necessary to support its mission and purposes. Certificated administrators meet minimum qualifications in a discipline and qualifications defined for specific positions as developed by the college and approved by Human Resources in the district office. Classified administrators are hired through the Personnel Commission testing process and meet appropriate qualifications for the position. Since the last substantive change request, West has reorganized its administrative staff to include a Dean of Admissions and Records, hired both a Dean of Support Services and a Dean of Research and Planning. Since 2006, when the college had six deans, an additional four deans have been hired to support grants and contract education programs. To support these positions, additional classified staff has also been added. With recent hires, there is sufficient administrative staff to provide oversight of and support for online courses and programs.

Operational Status

Since its inception in February 1969, the college has remained in continuous operation, with students actively pursuing their educational goals, including degree programs. Since its beginning in 1969, the college has been in continuous operation offering degrees and certificates. Over the past five years, West has grown in headcount-- from 8,088 in Fall 2006 to a high of 11,140 in Fall 2010. West offers day, evening and Saturday classes in a variety of lengths to better accommodate students' needs. Online courses are extensions of existing courses and programs.

Degrees

West's 2010-2012 Catalog lists 45 associate degrees and 26 certificates of completion. It also details graduation requirements-- unit, scholarship, competency, residence and course. Additional information regarding transfer, major departmental requirements and California State University general education and the Intersegmental General Education Transfer Curriculum (IGETC) courses that satisfy lower-division general education requirements at any California State University and University of California campus are included. In fulfilling its mission, from July 2010 until June 2011, West awarded 313 associate degrees and 181 certificates for programs of at least one year but less than two years. Transfers to California State University totaled 205 in 2008-09 and 141 in 2009-2010 while transfers to the University of California were 43 in 2008-09 and 36 in 2009-10.

Educational Programs

West offers a wide variety of educational and vocational programs for both credit and non-credit students. For credit students, West offers general education, transfer, vocational programs, and certificates consistent with the missions of the college, the district Board of Trustees and California Community Colleges. The degree programs are two years in length. The names of the degree programs, certificates and skill certificates are listed in the college catalog. West's courses adhere to levels of quality and rigor appropriate to the degree offered. Vocational programs meet requirements of the agencies responsible for oversight of these programs, such as the Federal Aviation Administration for the aviation maintenance program. The college has identified institutional student learning outcomes (SLOs), course and program-level outcomes, Student Services service area outcomes and Administrative Services service level outcomes. Valid articulation agreements with state and private four-year institutions result from associate degrees that meet high standards. Online courses and program are designed and conducted with the same level of academic quality and rigor as traditional, on-campus, face-to-face courses and programs.

Academic Credit

The college catalog clearly describes institutional policies and transfer requirements as well as the awarding of credit. West awards credits based on the Carnegie formula. The college catalog provides information on academic credit. The award of credit is the same for both online courses and for courses offered through other methods of instruction.

Student Learning and Achievement

Institutional student learning outcomes are detailed in the college Catalog and posted on the college website. The outcomes provide over-arching guidance, along with the college vision, mission and values statements, to college programs and curriculum. Program-level student learning outcomes provide the focus for program roadmaps. Faculty include course-level student learning outcomes on all course outlines of record, as well as on all class syllabi as required by the faculty contract. All course outlines are reviewed and updated in accordance with Title 5 and district guidelines. Faculty assesses the student learning outcomes for courses throughout each term. West's course-level assessments follow a three-semester cycle for each course. Courses are assessed, are revised, and changes are implemented during this cycle. All courses, regardless of mode of delivery or location, follow the same course outline of record.

General Education

West's mission and vision, coupled with the institutional student learning outcomes, ensure that students achieve educational breadth and depth and are in keeping with the general education requirements of Board Rule 6201.14 on General Education Requirements and the Accreditation Standards of II.A.3. To meet the General Education Requirements for the Associate Degree, students may choose from Plan A – for students whose majors as described in the catalog require less than 36 units – or Plan B – for students whose majors require 36 or more units. Plan B requires 18 units of General Education requirements. The A.A. degree requires a minimum of 60 units. Students completing these courses must earn a “C” (2.0) grade point average or better in all work attempted. Degree credit reflects the level of quality and rigor appropriate to higher education, with six required general education areas: Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education and Mathematics. West maintains articulation agreements with UC and CSU systems and private institutions of higher learning across the United States. Although the general education requirements for an Associate of Arts degree cannot all be met online, online courses have been designed to help students meet the college's general education requirements.

Academic Freedom

The board's Educational Philosophy states that "We further recognize that academic freedom is essential to excellence in education." (Board Rule 1200). This statement ensures that the college maintains an atmosphere where intellectual freedom and academic independence prevail. Faculty and students are free to examine and test knowledge appropriate to disciplines, according to the general academic community even as the board recognizes "the necessity to adapt to the changing educational needs of the Los Angeles Community Colleges' communities and to the growing diversity among students." This information is posted at the district's website. Online instruction does not affect the academic freedom of faculty or students.

Faculty

West's full time faculty number 97 with more than 20 hired within the last five years in critical areas such as Math, Administration of Justice, Dental Hygiene, History, Counseling and English as a Second Language. Each tenure-track faculty member meets the teaching and minimum qualifications for the discipline they teach and area they serve. More than 300 adjunct faculty also provide key instructional, library and counseling support. Orientation for newly hired and adjunct faculty occurs in the fall semester. Faculty has primary responsibility for developing, reviewing and assessing curriculum. The Academic Senate policy on ethical and professional standards applies to the faculty and provides a guide to ethical behavior. Qualified full-time and part-time faculty members who meet or exceed the minimum qualifications for their disciplines develop and teach online courses.

Student Services

Student Services provides a multitude of important services including counseling, matriculation, admissions, financial aid, Extended Opportunity Programs and Services (EOPS), Disabled Students Programs and Services (DSPS), health services and child care to support student learning. Each area has developed its service-specific SLOs and ways to assess these to further assure quality. Enhancements to student services includes the purchase of the Student Accountability and Record System (SARS), an online, telephone-based system, which provides students with an equitable way to access counseling services, help the college contact students and track student use of important services. To better meet the needs of West's predominantly minority student body, four federally funded TRiO and two Title V grants were sought and obtained to provide a supportive learning environment for economically disadvantaged, at-risk, first generation students. A Student Equity Plan provides analysis of student demographics and plans for promoting diversity and insuring equal opportunity and access. Student assessment relies on valid, approved instruments. To celebrate the diverse backgrounds of West's students, the Associated Student Organization sponsors cultural and civic enrichment activities. EOPS conducts workshops for student success and also provides tutoring. Art exhibits and music concerts sponsored by the Humanities and Fine Arts Division further enhance the college experience for our students. A Student Services building, which will house counseling, matriculation, EOPS, DSPS, health services, student government, clubs and dining services will open during the 2011-2012 academic year. The college accepts applications for admission online. Students can register for classes, check their class schedules, grades, transcripts, financial aid status or fee information online, via the district's Student Information System, linked on the college's homepage.

Admissions

According to regulatory statutes, the college is an “open-door” institution, admitting anyone eighteen years or older. Students under this age may be admitted on a case-by-case basis to enroll in advanced courses unavailable to them through the normal school system. Enrollment in online courses follows the same statutes and board policies as for traditional courses.

Information and Learning Resources

West provides access to information and learning resources and services through an automated library system, offers research and periodical databases, an e-book collection and the district-wide online catalog. West has continued to provide service to support the educational program. A strong instruction program consists of seven for credit classes – offered online – and an information competency tutorial. The library’s Instructional Research Lab (LIRL) offers 73 Internet-enabled computer stations for access to an online catalog of 62,000 print books, 1,500 e-books and 1,200 videos. The library subscribes to several web-based journals collections and other databases. LIRL is equipped with 23 computer stations with one reserved for the instructor, hosts library instruction, including orientations to online research. To accommodate students with disabilities, videos are being close-captioned, and one station is equipped for the visually impaired. The first floor of the library houses Learning Skills, tutoring, the Writing Lab and the Foreign Language Lab. Many of the popular periodical and reference resources are available electronically as is 24/7 online reference service. The college library’s online reference page was designed and is maintained by the library’s faculty librarians.

Financial Resources

Financial planning and information is in keeping with the allocation mechanism of the district, the district’s budgeting process and West’s planning and budgeting cycle. The institutional funding base, financial resources and plans for financial development are adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability. The college has made a commitment to fund the development and offering of courses via online delivery to the same extent as for traditional courses.

Financial Accountability

The district is required to have an independent audit of its financial statements annually. Because the district is the legal entity composed of nine individual colleges, those colleges are audited along with, and as a part of, the annual audit. The annual audit includes an audit of internal controls, state and federal compliance and provides an opinion on our financial statements. The last “Report on Audited Basic Financial Statements” dated June 30, 2010 was prepared by KPMG, LLP, presented to the Board of Trustees and accepted on April 27, 2011.

Institutional Planning and Evaluation

West updated the Educational Master Plan to cover 2011-2014. The Facilities Master Plan was updated in 2010 with a Final Supplemental EIR. The 2009-2016 Technology Master Plan was updated in 2009. The 2008-2011 Student Services Master Plan is currently being updated. The annual planning and budgeting cycle includes comprehensive program review and annual planning and resource request process. All units in Academic Affairs, Student Services and Administrative Services conduct program review which is the basis for program planning and improvement to student learning and achievement of goals. The college has integrated the institutional, program and course student learning outcomes development and assessment into this process. The Planning Committee and the Budget Committee are standing committees of the College Council which is the main body to make recommendations to the president. The Planning Committee, Budget Committee and Program Review Committee evaluate the effectiveness of the planning and budgeting process through the annual committee self evaluation procedure to ensure continuous improvement. The Academic

Senate has purview over “academic and professional matters” while bargaining units deal with contract labor matters. The development of online courses and programs is included in the college’s Educational Master Plan and other planning documents.

Public Information

The college provides a printed catalog, also available on the college’s website. Included in the publication is the Student Grievance Procedure. Brochures and flyers, including those published by Financial Aid, also convey various parts of the required information. The inclusion of online courses will not affect this function. The catalog includes the following information:

- About the College Governance; Master Plan; Mission, Values Statement, Educational Philosophy;
- Objectives of the General Education Program; General Education Philosophy; Accreditation;
- Institutional Student Learning Outcomes
- Admission, Matriculation and Registration Fees and Refunds
- Financial Aid
- Veterans Educational Benefits
- Student Programs and Services
- Academic Regulations
- Student Rights and Responsibilities
- Student Organizations and Activities
- Transfer to a Four-Year College or University
- Graduation Requirements
- Programs of Study and Course Description
- Associated Student Organization

Much of this information is also found in the Schedule of Classes which is available in hard copy and online.

Relations with the Accrediting Commission

West adheres to eligibility requirements and accreditation standards as indicated in its self-studies. It maintains integrity in describing itself to all accrediting agencies and communicates changes in its accredited status. West agrees to disclose information required by the Commission to carry out its accrediting responsibilities. Further, the college will comply with Commission requests, directives, decisions and policies, and makes complete, accurate and honest disclosure. The submission of this substantive change report is in accordance with the college’s commitment to the Commission.

EVIDENCE THAT THE ACCREDITATION STANDARDS WILL BE FULFILLED

As described above, the continued expansion of West's distance learning programs has not impacted the college's adherence to the eligibility requirements for accreditation. All requirements have been reviewed to ensure that the needs of online students are met.

Standard I: Institutional Mission and Effectiveness: The addition of online delivery of courses directly supports the college’s mission:

West Los Angeles College provides a transformative educational experience. West fosters a diverse learning community dedicated to student success. Through quality instruction and supportive services, the College develops leaders who encourage

excellence in others. A West education enriches students with the knowledge and skills needed to earn certificates and degrees, to transfer, to build careers, and to pursue life-long learning.”

To fulfill its mission, West’s additional delivery of online classes increases opportunities for access for our students.

Standard 2: Student Learning Programs and Services

Instructional Programs: Online delivery methods increase students’ accessibility to education. Students now have additional options for access to the college’s high-quality programs. Those limited by their work schedules, transportation, distances and other factors can also access West’s classes and programs.

Student Support Services: Development of online programs will require the college to determine how online students can best be supported, and this may require expansion of services. Student service supports are available to students enrolled in online courses, but West recognizes that as students rely increasingly on online access, the college must consider what parallel supports should be provided.

Through the expanded college website, many academic resources are available, including the college catalog, schedule, course descriptions, information on associate degrees and checklists of the transfer core curriculum which fulfills the lower division general education requirements for the California State University and the University of California. For high school students, the JumpStart page describes concurrent enrollment for interested high school students. Students can apply for admission, register for classes, complete an online orientation, consult with a counselor to create or update a Student Educational Plan, purchase course textbooks, request assessment and counseling appointments, check grades and request a transcript--all online. From the Distance Learning Program home page, students can access an online writing lab as well as online counseling and tutoring. Matriculation provides follow-up services to online students through the Academic Hurdlers program, which sends all online students a matriculation checklist. This gives students an opportunity to express various needs for student services.

In addition, the Associate Dean of the Associated Student Organization (ASO) has created an online Frequently Asked Question page.

Disabled student services offers some online accommodations for students with disabilities such as extended time on tests or assignments and, if necessary; electronic text of books on CD; and liaison with instructors about enrollment in the Distance Learning program.

The college’s financial aid website includes an online application, information on how to apply as well as information on eligibility, types of aid, scholarships, student loans, forms, grant application deadlines, how financial aid works and Board of Governors Grant (BOGG) Fee Waiver Information.

West offers an online writing lab and tutorial services to students. Online tutoring is available using the same online course management system as is used for online classes enabling students to toggle between their online classes and the tutorial services site.

Spring 2005 data of online classes’ success report 79% retention rate and a 54% success (A, B, C, P) rate. By Spring 2011 the retention rate had increased to 84% and the success rate had increased to 57%.

Library and Learning Support Services: The library provides a wide variety of learning resources to support the online student. These include electronic access to the library catalog, periodicals and research databases as well as an e-book collection. Detailed information describing the variety of resources can be found at <http://www.wlac.edu/library>. The home page includes tutorials on How to Use Online Databases and a Research Help Center and a listing of library services including a library orientation form. On the library webpage under Online Research Tools, the library also provides access to the online catalog and periodical and research databases. Library faculty have also developed an extensive library curriculum program of seven online Library Science courses, three of which transfer to both UC/CSU and focus on the use of online resources such as the Internet and specialized databases.

Library Science 88 - Business Resources on the Internet - 1 Unit

Library Science 101 - Library Research Methods (UC:CSU) - 1 Unit

Library Science 102 - Internet Research Methods (UC:CSU) - 1 Unit

Library Science 103 - Information Literacy: Search Strategies, Tools and Resources (UC:CSU) - 2 Units

Library Science 104 - Advanced Internet Research (CSU) - 1 Unit

Library Science 117 - Online Legal Research - 1 unit

Library Science 130 - Travel and the Internet - 1 Unit

Standard 3: Resources

Human Resources: In accordance with applicable state codes, all faculty and staff involved with online courses and programs will continue to meet all the minimum qualifications and be held to the same standard as regular faculty and staff. Instructors are required to successfully complete the Introduction to Etudes training prior to teaching an online course. This 3-week online training workshop covers the core tools, features and functionality of Etudes. (Appendix O). In addition, online pedagogical classes are offered in a series of three Cyber Teachers' Institute classes (Appendix P) which are available online and instructors who complete these classes can be fully reimbursed for all costs by the West's Academic Senate through the usual conference reimbursement procedure.

Other training opportunities include over 100 Tech Fair workshops and webinars each semester and are detailed in the Training section of this report.

Physical Resources: The Distance Learning Program occupies a 1,068 square foot space on the fourth floor of the library (HLRC). This upgraded facility includes an adjacent office for the Dean of Distance Learning and Instructional Technology and a small computer lab for instructors

Faculty also have access to the Learning Studio which includes a Smartboard and a Smart Tablet podium. This allows trainers to incorporate videos, online resources, DVD excerpts, and podcasts into their training sessions and provides for live lecture capture. The facility is now fully functional, equipped with 25 laptops and wireless Internet access. Part-time instructors have access to a computer lab with five computers and a printer.

Equipment for the Distance Learning Program and online instructors has been, and continues to be, a college priority. At the present time, 10 on-campus computers and 25 laptops/notebooks are assigned to the program. Other dedicated equipment includes six printers, a scanner and a fax machine.

Technology Resources: The district's and college's technology plans and the college's Educational Master Plan, address the growing use of computer technologies in distance education as part of offering instruction in alternative modes of delivery to increase student access. Maintenance and upgrading of campus infrastructure and computers for faculty, staff and students all contribute to this effort.

Financial Resources: West contracts with and pays for an external service, Etudes, to provide student and faculty access to online instruction. These direct costs are offset by apportionment income. The district pays the salaries of the Information Technology Lead for SIS and Program Analyst. The institutional funding base, financial resources, and plans for financial development are adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability. The college has made a commitment to fund the development and offering of courses via online delivery to the same extent as for traditional courses.

Standard 4: Leadership & Governance

Decision-Making Roles & Processes: West Los Angeles College's governance structure includes a Distance Education Committee which reports to the Academic Senate and advises the Academic Senate in its decision-making regarding Distance Education issues. Current priorities identified by the Distance Education Committee include the development of an online instructors' handbook and to work on distance learning issues raised by the college's updated Educational Master Plan.

The college's Technology Committee is charged with the review and coordination of the 2009 – 2016 Technology Master Plan (TMP) including the identification of "...technologies to support various online instructional delivery methods." This includes the provision of the "technological resources students and faculty need in a robust online program" and the design and implementation of "ways to offer student assessments, student counseling, library and financial aid services online" (Appendix S).

In addition to the Distance Education Committee, the Academic Senate and the Technology Committee, the American Federation of Teachers (AFT) Local 1521, the Curriculum Committee, the Educational Policies and Standards Committee (EPSC), the Faculty Position Identification and Prioritization (FPIP) Committee, the Facilities Committee and other college bodies are all involved in decision making and planning regarding distance learning.

West's Distance Learning Program is fully integrated into the existing, and evolving, shared governance structure of the college including all of these institutions which play various roles in decision making and planning.

TABLE 1
ASSOCIATE DEGREE MAJORS AVAILABLE
PRIMARILY/ENTIRELY ONLINE

ASSOCIATE OF ARTS DEGREE – ANTHROPOLOGY**MAJOR CODE 0702.00**

(23 UNITS, PLAN A) + All other West requirements for Associates Degree

REQUIRED COURSES		UNITS
ANTHROPOLOGY 101	Human Biological Evolution	3
ANTHROPOLOGY 102	Human Ways of Life: Cultural Anthropology	3
ANTHROPOLOGY 103	Archaeology: Reconstructing the Human Past	3
ANTHROPOLOGY 104	Human Language and Communication	3

5 OR 6 UNITS FROM THE FOLLOWING:

ANTHROPOLOGY 109	Gender, Sex, and Culture	3
ANTRHO 111	Human Biology Lab	2
ANTHROPOLOGY 119	Introduction to Forensic Anthropology	2
ANTHROPOLOGY 121	Anthropology of Religion, Magic, and Witchcraft	3
ANTHROPOLOGY 132	Native Peoples of North America	3

3 UNITS FROM THE FOLLOWING:

HISTORY 1	Introduction to Western Civilization I	3
HISTORY 2	Introduction to Western Civilization II	3
PSYCH 1	General Psychology I	3
SOC 1	Introduction to Sociology	3
SOC 2	American Social Problems	3

AT LEAST 3 UNITS FROM THE FOLLOWING:

BIOLOGY 3A	Introduction to Biology	3
ENV SCI 1	The Human Environment: Physical Processes	3
ENV SCI 2	The Human Environment: Biological Processes	3
GEOG 1	Physical Geography	3
GEOLOGY 1	Physical Geology	3

TOTAL UNITS**23****RECOMMENDED COURSES****UNITS**

CSIT 901	Introduction to Computers and Their Use	3
MATH 227	Statistics	4
PHILOS 8	Deductive Logic	3
PHILOS 9	Symbolic Logic	3

ASSOCIATE OF ARTS DEGREE - CHILD DEVELOPMENT**MAJOR CODE: 1305.00**

(40 UNITS, PLAN B)+All other West Requirements for Associate Degree

REQUIRED COURSES		UNITS
CD 1	Child Growth and Development	3
CD 2	Early Childhood: Principles and Practices	3
CD 3	Creative Experiences for Children I	3
CD 4	Creative Experiences for Children II	3
CD 10	Child Health	3
CD 11	Home, School and Community Relations	3
CD 22	Practicum in Child Development I	4
CD 23	Practicum in Child Development II	4
CD 30	Infant and Toddler Studies I	3
	OR	
CD 34	Observing and Recording Children's Behavior	3
CD 38	Admin. and Supervision of Early Childhood Programs I	3
CD 39	Admin. and Supervision of Early Childhood Programs II	3
CD 65	Adult Supervision and Early Childhood Mentoring	2
FCS 21	Nutrition	3
Total		40

ASSOCIATE OF ARTS OR SCIENCE DEGREE - COMPUTER SCIENCE INFORMATION TECHNOLOGY OPTION**MAJOR CODE 0702.00**

(30 UNITS, PLAN A OR PLAN B) + All other West requirements for Associate Degree

REQUIRED COURSES		UNITS
CO SCI 902	Introduction to Computer Science	3
CO SCI 917	Beginning Micro-Assembly Language	3
CO SCI 934	Operating Systems	3
	OR	
CO SCI 935	Introduction to Linux+	3
CO SCI 936	Introduction to Data Structures	3
CO SCI 939	Programming in C	3
CO SCI 965	Introduction to Computer Networks	3
CO SCI 990	Object-Oriented Programming in Java	4

ELECTIVES (8 UNITS FROM THE FOLLOWING)

Any CO SCI courses	<u>8</u>
TOTAL UNITS	30

**ASSOCIATE OF ARTS OR SCIENCE DEGREE - COMPUTER NETWORK AND SECURITY
MANAGEMENT OPTION****MAJOR CODE 0708.11**

(30 UNITS, PLAN A OR PLAN B) + All other West requirements for Associate Degree

REQUIRED COURSES		UNITS
CO SCI 934	Operating Systems OR	3
CO SCI 935	Introduction to Linux+	3
CO SCI 965	Introduction to Computer Networks	3
CO SCI 972	Introduction to Cisco Network Fundamentals	3
CO SCI 974	Introduction to Cisco Routers	3
CO SCI 980	Introduction to Computer and Information Security I	3
CO SCI 982	Introduction to Microsoft Server Operating System	3
CO SCI 985	Network and Information System Security	3

ELECTIVES (9 UNITS FROM THE FOLLOWING)

CO SCI 967	Linux. Apache. MySQL. Virtual and Cloud Computing	3
CO SCI 981	Administering Computer Networks and Security	3
CO SCI 983	Microsoft Networking Infrastructure Administration	3
CO SCI 984	Introduction to Windows Active Directory Services	3
CO SCI 987	Information Storage Management/Virtual Server	3
CO SCI 988	Microsoft SQL Server	3
CO SCI 989	Microsoft Exchange Server	3

TOTAL UNITS**30**

ASSOCIATE OF ARTS OR SCIENCE DEGREE - COMPUTER WEB SUPPORT & DATABASE ADMINISTRATION OPTION**MAJOR CODE 0709.00**

(31 UNITS, PLAN A OR PLAN B) + All other West requirements for Associate Degree

REQUIRED COURSES		UNITS
CO SCI 933	Database Design (Microsoft Access) OR	3
CO SCI 953	Database Management Using Oracle	3
CO SCI 937	E-Commerce Essentials OR	3
CO SCI 980	Introduction to Computer and Information Security I	3
CO SCI 938	Web Application Programming Using VB.net OR	3
CO SCI 963	Web Application Using ASP.net	3
CO SCI 952	Web Page Development Using Macromedia Flash OR	3
CO SCI 957	Introduction to Web Page Development	3
CO SCI 958	Web Development Using HTML OR	4
CO SCI 962	Web Programming Using JavaScript	4
CO SCI 967	Linux. Apache. MySQL. Virtual and Cloud Computing OR	3
CO SCI 982	Introduction to Microsoft Server Operating System	3
CO SCI 987	Information Storage Management/Virtual Server OR	3
CO SCI 988	Microsoft SQL Server OR	3
CO SCI 989	Microsoft Exchange Server	3

ELECTIVES (9 UNITS FROM THE FOLLOWING)

ANY COURSE NOT TAKEN FROM ABOVE OR

CO SCI 930	Advanced Microsoft Application Software	4
CO SCI 934	Operating Systems	3
CO SCI 935	Introduction to Linux+	3
CO SCI 948	Advanced Spreadsheet for Business Analysis	3
CO SCI 981	Administering Computer Networks and Security	3
CO SCI 985	Network and Information System Security	3
CO SCI 987	Information Storage Management/Virtual Server	3
CO SCI 990	Object-Oriented Programming in Java	4

TOTAL UNITS**31**

ASSOCIATE OF ARTS OR SCIENCE DEGREE - FIRE TECHNOLOGY**MAJOR CODE 2133.00**

(24 UNITS, PLAN A) + All other West requirements for Associate Degree.

REQUIRED COURSES		UNITS
FIRETEK 202	Fire Prevention	3
FIRETEK 203	Fire Equipment and Systems	3
FIRETEK 204	Building Construction Related to the Fire Service	3
FIRETEK 205	Fire Behavior and Combustion	3

ELECTIVES (AT LEAST 9 UNITS FROM THE FOLLOWING)

FIRETEK 206	Hazardous Materials	3
FIRETEK 207	Wild Land Fire Fighting	3
FIRETEK 208	Fire Hydraulics	3
FIRETEK 209	Structural Fire Fighting	3
FIRETEK 210	Company Officer	3
FIRETEK 213	Fire Investigation	3
FIRETEK 216	Occupational Health and Safety	3
FIRETEK 217	Fire Apparatus	3
TOTAL UNITS		24

ASSOCIATE OF ARTS DEGREE - HOSPITALITY**MAJOR CODE: 1307.00**

(36 UNITS, PLAN B) + All other West requirements for Associate Degree

REQUIRED COURSES		UNITS
TRAVEL 100	Introduction to the Travel Industry	3
TRAVEL 300	Introduction to the Hospitality Industry	3
TRAVEL 305	Hotel Restaurant Supervision	3
HOSPT 302	Introduction to Hotel/Motel Operations	3
HOSPT 303	Hotel Front Office Operations	3
HOSPT 310	Hospitality Sales	3
HOSPT 311	Hospitality Marketing	3
HOSPT 325	Guest Relations Management	3
HOSPT 330	Managing Technology and E-Commerce	3

AND 9 UNITS FROM THE FOLLOWING:

TRAVEL 140	Travel Industry Sales, Service, and Marketing	3
TRAVEL 175	Meeting/Convention and Incentive Planning	3
TRAVEL 931	Cooperative Education – Travel	3
HOSPT 320	Hospitality Law	3
TOTAL UNITS		36

ASSOCIATE OF ARTS DEGREE – MANAGEMENT – SMALL BUSINESS**MAJOR CODE 0506.40**

(35 UNITS, PLAN A) + All West requirements for Associate Degree

REQUIRED COURSES		UNITS
ACCTG 1	Introductory Accounting 1	5
BUS 1	Introduction to Business	3
BUS 38	Business Computations	3
LAW 1	Business Law I (Same as BUS 5)	3
MGMT 1	Principles of Management	3
	OR	
MGMT 13	Small Business Entrepreneurship	3
MGMT 2	Organization & Management Theory	3
MKTG 1	Principles of Selling	3
MKTG 21	Principles of Marketing	3
BUS 931	Cooperative Education – Business	3
	OR	
MGMT 931	Cooperative Education – Management	3
	OR	
MKTG 931	Cooperative Education-Marketing	3
LAW 2	Business Law II	3
SPEECH 101	Oral Communication I	3
TOTAL UNITS		35

RECOMMENDED COURSES		
CO SCI 933	Database Design and Programming	3
BUS 32	Business Communications	3
ENTREP 1	Introduction to Entrepreneurship	3
ENTREP 2	Starting a New Business	3
ENTREP 3	Building and Growing a New Business	3
TOTAL UNITS		15

TABLE 2
CERTIFICATES OF ACHIEVEMENT AVAILABLE
PRIMARILY/ENTIRELY ONLINE

CERTIFICATE OF ACHIEVEMENT – BUSINESS APPLICATION AND DATABASE MANAGEMENT (Low Unit)
MAJOR CODE 0701.01

REQUIRED COURSES		UNITS
CO SCI 930	Intermediate Microsoft Office Application	4
CO SCI 933	Database Design (Microsoft Access)	3
CO SCI 934	Operating System	3
CO SCI 937	E-Commerce Essentials	3
CO SCI 938	Web Application Programming Using VB.net	3
CO SCI 948	Advanced Spreadsheet for Business Analysis	3
CO SCI 953	Database Management Using Oracle	3
CO SCI 967	Linuz.Apache.MySQL.Virtual and Cloud Computing	3
CO SCI 980	Introduction to Computer and Information Security	3
CO SCI 987	Information Storage Management/Virtual Server	3
CO SCI 988	Microsoft SQL Server	3
CO SCI 990	Object Oriented Programming in Java	4
TOTAL UNITS		16

CERTIFICATE OF ACHIEVEMENT - CHILD DEVELOPMENT
MAJOR CODE 1305.00
 (31 UNITS)

Certificate of Achievement in Child Development – (31 units) requires 10 courses (State Approved). The student must complete 7 out of 11 courses (including CD 22) within the Los Angeles Community College District. West Los Angeles College requires that CD 22 (Practicum) be completed in residency at West Los Angeles College.

REQUIRED COURSES		UNITS
CD 1	Child Growth and Development	3
CD 2	Early Childhood: Principles and Practices	3
CD 3	Creative Experiences for Children I	3
CD 4	Creative Experiences for Children II	3
CD 10	Child Health	3
CD 11	Home, School and Community Relations	3
CD 22	Practicum in Child Development I	4
CD 30	Infant and Toddler Studies I	3
	OR	
CD 34	Observing and Recording Children's Behavior	3
CD 38	Admin. and Supervision of Early	3
FCS 21	Nutrition	3
TOTAL		31

CERTIFICATE OF ACHIEVEMENT – COMPUTER SCIENCE INFORMATION TECHNOLOGY
MAJOR CODE 0702.00
 (30 UNITS)

REQUIRED COURSES UNITS

CO SCI 902	Introduction to Computer Science	3
CO SCI 917	Beginning Micro-Assembly Language	3
CO SCI 934	Operating Systems OR	3
CO SCI 935	Introduction to Linux+	3
CO SCI 936	Introduction to Data Structures	3
CO SCI 939	Programming in C	3
CO SCI 965	Introduction to Computer Networks	3
CO SCI 990	Object-Oriented Programming in Java	4

ELECTIVES (8 UNITS FROM THE FOLLOWING)

Any CO SCI courses	8
TOTAL UNITS	30

**CERTIFICATE OF ACHIEVEMENT - COMPUTER WEB SUPPORT & DATABASE
 ADMINISTRATION**
MAJOR CODE 0709.00
 (31 UNITS)

REQUIRED COURSES**UNITS**

CO SCI 933	Database Design (Microsoft Access) OR	3
CO SCI 953	Database Management Using Oracle	3
CO SCI 937	E-Commerce Essentials OR	3
CO SCI 980	Introduction to Computer and Information Security I	3
CO SCI 938	Web Application Programming Using VB.net OR	3
CO SCI 963	Web Application Using ASP.net	3
CO SCI 952	Web Page Development Using Macromedia Flash OR	3
CO SCI 957	Introduction to Web Page Development	3
CO SCI 958	Web Development Using HTML OR	4
CO SCI 962	Web Programming Using JavaScript	4
CO SCI 967	Linux. Apache. MySQL. Virtual and Cloud Computing OR	3
CO SCI 982	Introduction to Microsoft Server Operating System	3
CO SCI 987	Information Storage Management/Virtual Server OR	3
CO SCI 988	Microsoft SQL Server OR	3
CO SCI 989	Microsoft Exchange Server	3

ELECTIVES (9 UNITS FROM THE FOLLOWING)

ANY COURSE NOT TAKEN FROM ABOVE OR

CO SCI 930	Advanced Microsoft Application Software	4
CO SCI 934	Operating Systems	3
CO SCI 935	Introduction to Linux+	3
CO SCI 948	Advanced Spreadsheet for Business Analysis	3
CO SCI 981	Administering Computer Networks and Security	3
CO SCI 985	Network and Information System Security	3
CO SCI 987	Information Storage Management/Virtual Server	3
CO SCI 990	Object-Oriented Programming in Java	4

TOTAL UNITS**31****CERTIFICATE OF ACHIEVEMENT – COMPUTER NETWORK AND INFORMATION SYSTEM SECURITY (Low unit)****MAJOR CODE 0708.01**

(16 UNITS)

The curriculum is intended to help students develop skills to design, administer, and manage the heterogeneous corporate network and information system with security emphasis. The courses examine and illustrate network security with industry leading network operating systems. Individual courses will assist students in preparing for related industry certification exams.

REQUIRED COURSES**UNITS**

CO SCI 965	Introduction to Computer Networks	3
CO SCI 980	Introduction to Computer and Information Security I	3
CO SCI 985	Network and Information System Security	3

ELECTIVES (7 UNITS FROM THE FOLLOWING)

CO SCI 967	Linux. Apache. MySQL. Virtual and Cloud Computing	3
CO SCI 981	Administering Computer Networks and Security	3
CO SCI 982	Introduction to Microsoft Server Operating System	3
CO SCI 983	Microsoft Networking Infrastructure Administration	3
CO SCI 984	Introduction to Windows Active Directory Services	3
CO SCI 987	Information Storage Management/Virtual Server	3
CO SCI 988	Microsoft SQL Server	3
CO SCI 989	Microsoft Exchange Server	3
CO SCI 992	Computer A+ Hardware Laboratory	1

TOTAL UNITS**16**

CERTIFICATE OF ACHIEVEMENT – COMPUTER NETWORK MANAGEMENT (Low unit)

(17 UNITS)

MAJOR CODE 0706.01

Microsoft Network training at West prepares students to pass Microsoft Certification exams. These industry-demand certifications are important to those who wish to pursue a career working with Microsoft network. This program provides support professionals' core foundation for supporting Microsoft domain network.

REQUIRED COURSES		UNITS
CO SCI 972	Introduction to Cisco Network Fundamentals	3
CO SCI 974	Introduction to Cisco Routers	3
CO SCI 982	Introduction to Microsoft Server Operating System	3

ELECTIVES (8 UNITS FROM THE FOLLOWING)

CO SCI 967	Linux. Apache. MySQL. Virtual and Cloud Computing	3
CO SCI 980	Introduction to Computer and Information Security I	3
CO SCI 981	Administering Computer Networks and Security	3
CO SCI 983	Microsoft Networking Infrastructure Administration	3
CO SCI 984	Introduction to Windows Active Directory Services	3
CO SCI 985	Network and Information System Security	3
CO SCI 987	Information Storage Management/Virtual Server	3
CO SCI 988	Microsoft SQL Server	3
CO SCI 989	Microsoft Exchange Server	3
CO SCI 991	Cisco Router Laboratory	1
CO SCI 992	Computer A+ Hardware Laboratory	1

TOTAL UNITS**17****CERTIFICATE OF ACHIEVEMENT – COMPUTER WEBSITE SUPPORT AND ADMINISTRATION (Low Unit)****MAJOR CODE 0709.05****(16 UNITS FROM THE FOLLOWING)****UNITS**

CO SCI 933	Database Design and Programming	3
CO SCI 937	E-Commerce Essentials	3
CO SCI 938	Web Application Programming Using VB.net	3
CO SCI 952	Web Design Using Flash	3
CO SCI 953	Database Management Using Oracle	3
CO SCI 957	Introduction to Web Page Design	3
CO SCI 958	Web Page Development Using HTML	3
CO SCI 962	Web Development with JAVA Script	3
CO SCI 963	Web Application Using ASP.net	3
CO SCI 967	Linux.Apache.MySQL.Virtual and Cloud Computing	3
CO SCI 987	Information Storage Management/Virtual Server	3
CO SCI 988	Microsoft SQL Server	3
CO SCI 990	Object-Oriented Programming in Java	4

TOTAL UNITS**16**

CERTIFICATE OF ACHIEVEMENT – EVENT AND CONVENTION PLANNING
MAJOR CODE: 1307.08

(18 UNITS) **UNITS**

TRAVEL 175	Meeting/Convention and Incentive Planning	3
HOSPT 302	Introduction to Hotel/Motel Operations	3
HOSPT 320	Hospitality Law	3
HOSPT 340	Introduction to Professional Food Service	3
HOSPT 345	Event Management	3

AND 3 UNITS FROM THE FOLLOWING:

TRAVEL 140	Travel Industry Sales, Service, and Marketing	3
TRAVEL 175	Meeting/Convention and Incentive Planning	3
TRAVEL 931	Cooperative Education – Travel	3

TOTAL UNITS **18**

CERTIFICATE OF ACHIEVEMENT – FIRE TECHNOLOGY
MAJOR CODE 2133.00

(18 UNITS)

REQUIRED COURSES **UNITS**

FIRETEK 201	Introduction to Fire Protection	3
FIRETEK 202	Fire Prevention	3
FIRETEK 203	Fire Equipment and Systems	3
FIRETEK 204	Building Construction Related to the Fire Service	3
FIRETEK 205	Fire Behavior and Combustion	3

ELECTIVES (AT LEAST 3 UNITS FROM THE FOLLOWING)

FIRETEK 206	Hazardous Materials	3
FIRETEK 207	Wild Land Fire Fighting	3
FIRETEK 208	Fire Hydraulics	3
FIRETEK 209	Structural Fire Fighting	3
FIRETEK 210	Company Officer	3
FIRETEK 213	Fire Investigation	3
FIRETEK 216	Fundamentals of Personal fire Safety & Emergency Action	3
FIRETEK 217	Fire Apparatus	3

TOTAL UNITS **18**

CERTIFICATE OF ACHIEVEMENT – HOSPITALITY
MAJOR CODE: 1307.05

(36 UNITS)

Same major requirements as for Associate degree. No General education requirements.

CERTIFICATE OF ACHIEVEMENT – HOTEL FRONT DESK AND BACK OFFICE OPERATIONS

MAJOR CODE: 1307.06

(18 UNITS)

REQUIRED COURSES		UNITS
TRAVEL 300	Introduction to the Hospitality Industry	3
HOSPT 302	Introduction to Hotel/Motel Operations	3
HOSPT 303	Hotel Front Office Operations	3
HOSPT 325	Guest Relations Management	3
HOSPT 330	Managing Technology and E-Commerce	3

AND 3 UNITS FROM THE FOLLOWING:

TRAVEL 100	Introduction to the Travel Industry	3
HOSPT 310	Hospitality Sales	3
TRAVEL 931	Cooperative Education – Travel	3

TOTAL UNITS

18

CERTIFICATE OF ACHIEVEMENT – HOTEL SALES AND MARKETING

MAJOR CODE 1307.07

(18 UNITS)

REQUIRED COURSES		UNITS
TRAVEL 100	Introduction to the Travel Industry	3
TRAVEL 300	Introduction to the Hospitality Industry	3
TRAVEL 305	Hotel Restaurant Supervision	3
HOSPT 310	Hospitality Sales	3
HOSPT 311	Hospitality Marketing	3

AND 3 UNITS FROM THE FOLLOWING:

TRAVEL 140	Travel Industry Sales, Service, and Marketing	3
TRAVEL 931	Cooperative Education – Travel	3

TOTAL UNITS

18

CERTIFICATE OF ACHIEVEMENT – MANAGEMENT - SMALL BUSINESS

MAJOR CODE 0506.40

(35 UNITS)

REQUIRED COURSES		UNITS
ACCTG 1	Introductory Accounting 1	5
BUS 1	Introduction to Business	3
BUS 31	Business English	3
BUS 38	Business Computations	3
LAW 1	Business Law I (Same as BUS 5)	3
MGMT 1	Principles of Management	3
MGMT 2	Organization & Management Theory	3
MGMT 6	Public Relations	3
MGMT 13	Small Business Entrepreneurship	3
MKTG 1	Principles of Selling	3
MKTG 21	Principles of Marketing	3

TOTAL UNITS

35

RECOMMENDED COURSES

BUS 32	Business Communications	3
ENTREP 1	Introduction to Entrepreneurship	3
ENTREP 2	Starting a New Business	3
ENTREP 3	Building and Growing a New Business	3

TABLE 3

**SKILLS CERTIFICATES IN CHILD DEVELOPMENT
AVAILABLE PRIMARILY/ENTIRELY ONLINE**

SKILLS CERTIFICATE IN TEACHER/ PRIVATE PRE-SCHOOL**MAJOR CODE 1305.11**

The student must complete 3 out of 4 required courses within the LACCD.

REQUIRED COURSES		UNITS
CD 1	Child Growth and Development	3
CD 2	Early Childhood: Principles and Practices	3
CD 3	Creative Experiences for Children I	3
CD 4	Creative Experiences for Children II	3
CD 11	Home, School and Community Relations	3
TOTAL UNITS		12

SKILL CERTIFICATE IN DIRECTOR/PRIVATE PRE-SCHOOL**MAJOR CODE 1305.00**

REQUIRED COURSES		UNITS
CD 1	Child Growth and Development	3
CD 2	Early Childhood: Principles and Practices	3
CD 3	Creative Experiences for Children I	3
	OR	
CD 4	Creative Experiences for Children II	3
CD 11	Home, School and Community Relations	3
CD 38	Admin. and Supervision of Early Childhood Programs I	3
	OR	
CD 39	Admin. and Supervision of Early Childhood Programs II	3
TOTAL UNITS		15

SKILLS CERTIFICATE – ADMINISTRATION AND SUPERVISION OF EARLY CHILDHOOD PROGRAMS**MAJOR CODE 1305.16**

REQUIRED COURSES		UNITS
CD 10	Child Health	3
CD 11	Home, School and Community Relations	3
CD 38	Administration and Supervision of Early Childhood Programs I	3
CD 39	Administration and Supervision of Early Childhood Programs II	3
CD 48	Positive Guidance in Early Childhood Settings	3
CD 65	Adult Supervision and Early Childhood Mentoring	2
TOTAL UNITS		17

SKILLS CERTIFICATE – HEALTH, NUTRITION, SAFETY AND FOOD SANITATION OF EARLY CHILDHOOD PROGRAMS
MAJOR CODE 1305.17

REQUIRED COURSES		UNITS
CD 1	Child Growth and Development	3
CD 10	Child Health	3
FCS 21	Nutrition	3
HEALTH 11	Principles of Healthful Living OR	3
HEALTH 12	Safety Education and First Aid	3
TOTAL UNITS		12

SKILLS CERTIFICATE – OBSERVATION, ASSESSMENT, AND GUIDANCE IN EARLY CHILDHOOD PROGRAMS
MAJOR CODE 1305.18

REQUIRED COURSES		UNITS
CD 1	Child Growth and Development	3
CD 2	Early Childhood: Principles and Practices	3
CD 11	Home, School and Community Relations	3
CD 34	Observing and Recording Children's Behavior	3
CD 48	Positive Guidance in Early Childhood Settings	3
TOTAL UNITS		15

TABLE 4
SKILL CERTIFICATE IN ENTREPRENEURSHIP
AVAILABLE ENTIRELY ONLINE

SKILL CERTIFICATE IN ENTREPRENEURSHIP
MAJOR CODE 0506.41

REQUIRED COURSES		UNITS
ENTREP 1	Introduction to Entrepreneurship	3
ENTREP 2	Starting a New Business	3
ENTREP 3	Building and Growing a New Business	3
FIN 2	Investments	3
FIN 8	Personal Finance and Investments	3
TOTAL UNITS		15

TABLE 5
PERCENTAGES OF PROGRAMS OFFERED ONLINE

ASSOCIATES OF ARTS DEGREES	Required	Electives
Anthropology	100%	N/A
Child Development	58%	N/A
Computer Science Information Technology	100%	100%
Computer Network and Security Management Option	100%	100%
Computer Web Support/Database Administration Option	81%	100%
Fire Technology	100%	100%
Hospitality	83%	100%
Management - Small Business	91%	100%
CERTIFICATES OF ACHIEVEMENT		
Business Application and Database Management	56%	N/A
Child Development	58%	N/A
Computer Science Information Technology	100%	100%
Computer Web Support & Database Admin.	81%	100%
Computer Network and Information System Security	100%	N/A
Computer Network Management	100%	100%
Computer Web Support and Administration	100%	N/A
Event and Convention Planning	67%	N/A
Fire Technology	100%	100%
Hospitality	83%	100%
Hotel Front Desk and Back Office Operations	100%	N/A
Hotel Sales and Marketing	67%	100%
Management - Small Business	83%	N/A
SKILLS CERTIFICATES - Child Development		
Skill Certificate in Teacher/Private Pre-School	75%	N/A
Skill Certificate in Director/Private Pre-School	60%	N/A
SKILL CERTIFICATE IN SPECIALIZED AREAS - Child Development		
Administration and Supervision of Early Childhood Programs	100%	N/A
Health, Nutrition, Safety and Food Sanitation of Early Childhood Programs	100%	N/A
Observation, Assessment, and Guidance in Early Childhood Programs	80%	N/A
SKILLS CERTIFICATES Available entirely online		
Skill Certificate in Entrepreneurship	100%	N/A

APPENDIX A

West Los Angeles College 2010– 2012 Catalog

<http://www.wlac.edu/academics/catalog.html>

APPENDIX B

Student Evaluation of Online Instructor Survey Results

	Strongly Agree	Agree			Disagree	Strongly Disagree	Don't know/NA	Total	No Response
The instructor clearly defined the course requirements and posted them on the web.	163	49	212	98%	2	2	0	216	
A syllabus, which clearly outlined the course objectives and grading criteria, was posted on the web by the first week of the term.	177	36	213	99%	2	1	0	216	
The instructor's web site is well prepared and organized.	156	48	204	95%	6	0	0	215	1
The online instruction related to the course objectives.	154	54	208	98%	3	0	0	212	2
I now feel able to communicate course material to others.	131	74	205	96%		0	7	214	2
The instructor regularly informs me of my grades and provides feedback on my performance.	138	53	191	89%	15	3	5	214	2
The instructor responds to email in a timely manner.	132	50	183	86%	8	2	21	214	2
The instructor interacts with students in ways that are free of discrimination.	155	46	201	93%	1	0	13	215	1
I would recommend this instructor to others.	154	45	199	94%	2	1	9	211	5
The instructor motivates me and encourages my interest in the subject.	119	63	182	85%	13	1	18	214	2
The instructor creates an environment in which it is safe to seek help, ask questions, or express opinions which differ from those of the faculty member.	142	57	199	92%	6	1	10	216	0
The instructor is knowledgeable in the subject area.	165	36	201	94%	1	1	10	213	3
The instructor points out where the course material is relevant to daily life.	118	64	182	85%	11	2	18	213	3
The instructor treats students with respect.	169	38	207	96%	1	0	7	215	1

APPENDIX C, CSIT Program Review,

http://www.wlac.edu/accreditation/documentation/substantivechange/CS_Program_Review_103010.pdf

APPENDIX D, CSIT Advisory Committee Meeting,

www.wlac.edu/accreditation/documentation/substantivechange/WLAC_CS_Advisory_Meeting_Minutes_042611.pdf

APPENDIX E, Fall 2009 Student Survey,

<http://www.wlac.edu/orp/research/Student-Survey-Fall-2009.pdf>

APPENDIX F, Distance Education Committee Self-Evaluation Form,

www.wlac.edu/accreditation/documentation/substantivechange/DE_Committee_Self_Eval.doc

APPENDIX G

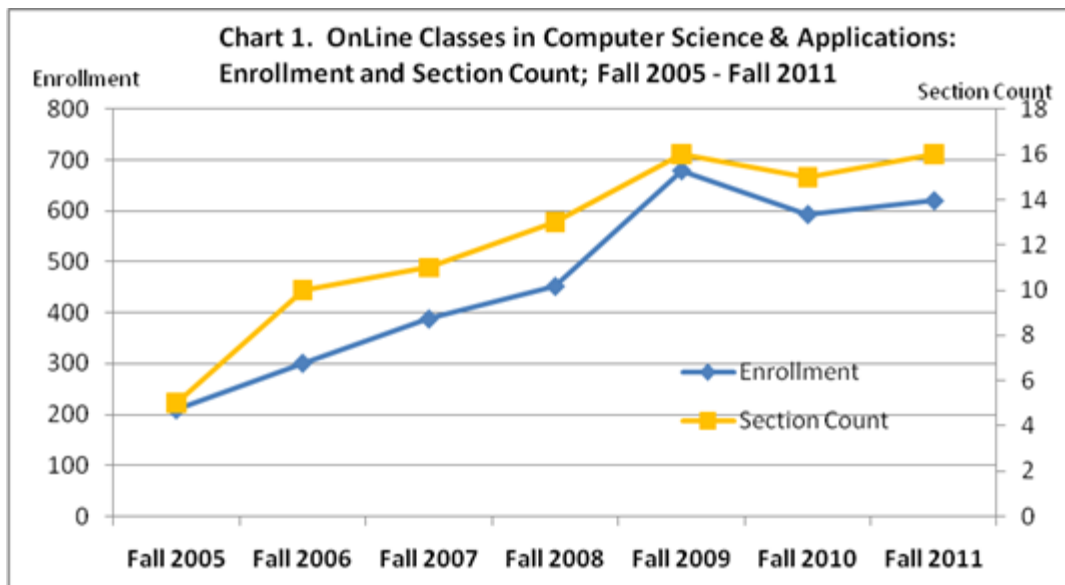
Computer Science Information Technology Enrollment Chart

Table 1. Enrollment in Online Sections in Computer Science & Applications

Term	Enrollment	% Growth
Fall 2005	210	
Fall 2006	301	43%
Fall 2007	388	29%
Fall 2008	452	16%
Fall 2009	679	50%
Fall 2010	593	-13%
Fall 2011	620	5%
Growth Fall 2005-Fall 2011		195%

Table 2. Section Count of Online Sections in Computer Science & Applications

Term	Section Count	% Growth
Fall 2005	5	
Fall 2006	10	100%
Fall 2007	11	10%
Fall 2008	13	18%
Fall 2009	16	23%
Fall 2010	15	-6%
Fall 2011	16	7%
Growth Fall 2005-Fall 2011		220%



APPENDIX H, WLAC 2011 – 2014 Educational Master Plan

<http://www.wlac.edu/academicsenate/documents/EducationalMasterPlan2011-2014.pdf>

APPENDIX I, CSIT Divisional Meeting Minutes

http://www.wlac.edu/accreditation/documentation/substantivechange/CS_Meeting_Minutes082908.doc

http://www.wlac.edu/accreditation/documentation/substantivechange/Division_meeting_082709.doc

APPENDIX J, Computer Science Information Technology Degrees and Certificates Awarded

http://www.wlac.edu/accreditation/documentation/substantivechange/West%20degrees-certificates%202006-07_2010-11.pdf

APPENDIX K

CSIT DE Curriculum Approval Chart

COURSE	DE FORM	APPROVAL DATE (Mo/Yr)	NOTES
CO SCI 901	YES	11/04	
CO SCI 902	YES	8/11	
CO SCI 917	YES	5/06	
CO SCI 930	YES	8/11	
CO SCI 933	YES	8/11	
CO SCI 934	YES	8/11	
CO SCI 935	YES	5/06	
CO SCI 936	YES	8/11	
CO SCI 937	YES	8/11	
CO SCI 938	YES	8/11	
CO SCI 939	YES	8/11	
CO SCI 953	YES	8/11	
CO SCI 957	YES	8/11	
CO SCI 958	YES	9/08	
CO SCI 962	YES	8/11	
CO SCI 963	YES	8/11	
CO SCI 965	YES	5/07	
CO SCI 967	YES	8/11	
CO SCI 972	YES	12/07	
CO SCI 974	YES	3/08	
CO SCI 980	YES	9/05	
CO SCI 981	YES	8/11	
CO SCI 982	YES	10/05	
CO SCI 983	YES	3/06	
CO SCI 984	YES	3/06	
CO SCI 985	YES	8/11	
CO SCI 987	YES	8/11	
CO SCI 988	YES	8/11	
CO SCI 989	YES	9/06	
CO SCI 990	YES	10/07	
CO SCI 991	YES	11/07	

APPENDIX L, Distance Learning Program Unit Plan

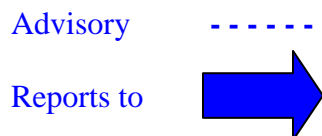
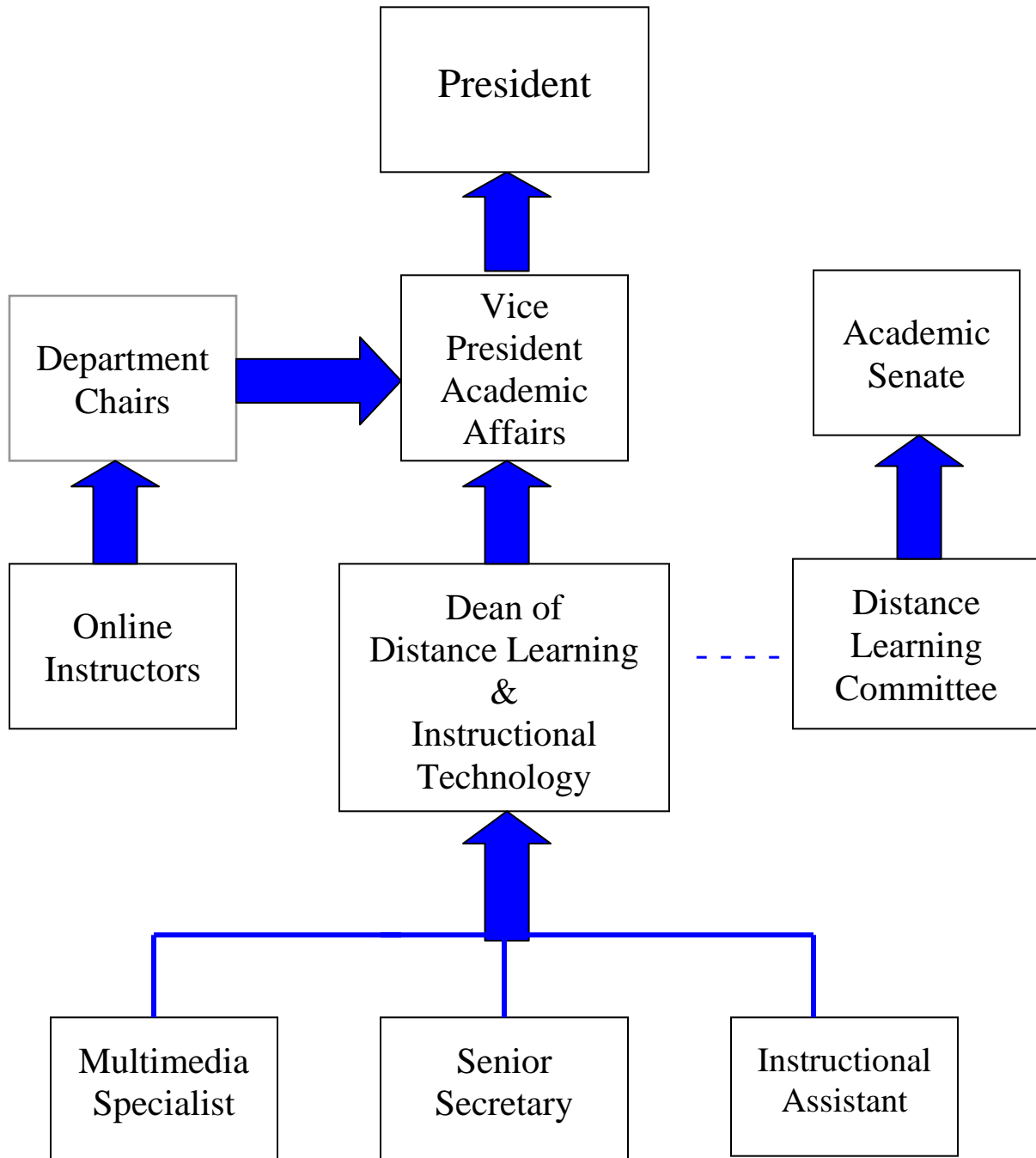
http://www.wlac.edu/orp/planning/program_review/GoalReport2.pdf

http://www.wlac.edu/orp/planning/program_review/PRActionResourceReq1.pdf

http://www.wlac.edu/orp/planning/program_review/PRUpdateSpr11.pdf

APPENDIX M

Distance Learning Program Organizational Chart



APPENDIX N

DISTANCE EDUCATION COURSE APPROVAL FORM

Title 5, Section 55213 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.

Approval Process

- Courses are initiated by and approved at college level by faculty in the discipline and/or department/division/cluster.
- The Curriculum Committee reviews each proposed and existing course offered through distance education separately in accordance with the provision of Title 5, sections 55205 "51% rule," 55207 "Course Quality Standards," 55209 "Course Quality Determinations," 55211 "Instructor Contact," 55213 "Separate Approval," 55215 "Faculty Selection," 55217 "Number of Students," and other Title 5 Guidelines applicable to Distance Education.
- The review and approval of distance education courses shall follow the curriculum approval procedures outlined in Administrative Regulation E-65 – Approval of Credit Courses: Standards and Procedures.

Certification: The college curriculum committee certifies that the following requirements have been met for the following course:

Subject Title: _____ **Course Title:** _____ **Course No.** _____

Course Quality Standards (Title 5, section 55207)

The same standards of course quality are applied to the distance education courses as are applied to traditional classroom courses.

___ **Course Quality Determinations (Title 5, section 55209)**

Determination and judgments about the quality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation E-65 and college curriculum approval procedures.

___ **Instructor Contact (Title 5, section 55211)**

Each section of the course which is delivered through distance education will include regular effective contact between instructor and students.

We certify that the information and answers above properly represent this course.

Department/Cluster Chairperson

Date

Curriculum Committee Chairperson

Date

Vice President, Academic Affairs

Date

College President

Date

Appendix O

WEST LOS ANGELES COLLEGE

Using Distance Delivery Strategies to Achieve Course Objectives in ENGLISH 211 “FICTION”

The online format enables instructors to evaluate a great variety of each student's written interactions with assigned texts. Since textual interactions are posted, in writing, for thorough review by the instructor and classmates alike, students put significant critical thought into drafting both initial message addressing discussion prompts as well as responses to each other. Required written student interaction adds another layer of analysis in text interpretation and critical analysis that is particular to the online classroom.

Explain the function of the plot in several stories.

This will be accomplished online via instructor-moderated discussion which will be assessed by instructor for depth, quality of analysis and demonstrated understanding of plot concepts. Students will also be required to respond meaningfully to each other, demonstrating reflection and understand of classmate contributions. Responses will also be assessed.

Analyze the development of several characters in one or more stories.

Online students will submit written assignments to demonstrate character analysis skills which will be assessed for depth, quality of analysis and demonstrated understanding of character roles.

Provide a detailed explanation of the way in which setting contributes to the meanings of a story.

Online students will conduct internet research on setting and purpose and discuss research findings with classmates which will be assessed for depth, quality of analysis and demonstrated understanding of the setting. Students will also be required to respond meaningfully to each other, demonstrating reflection and understand of classmate contributions. Responses will also be assessed.

Identify and explain the function of point of view (third-person narrator, first-person narrator) in several stories.

Online students will conduct internet research on the function of point of view and post research findings to discussing forum with examples which will be assessed for depth, quality of analysis and demonstrated understanding of narrative concepts.

Examine the use of symbolism in several stories.

Instructor-moderated discussion on symbolism will be used to explore specific symbols and their meanings relevant to assigned readings. Contributions will be assessed for depth, quality of analysis and demonstrated understanding of symbolism.

Explain the ways in which various elements of a story contribute to its theme.

Online students will conduct internet research on critical interpretation of theme and submit written research-based assignments complete with proper citation of online sources. which will be assessed for depth, quality of analysis and demonstrated understanding of thematic concepts.

Analyze the use of style, tone, and irony in various stories.

Online students will post specific examples of irony to the forum and discuss the author's purpose in using it. Tone and style will also be discussed. Contributions will be assessed for depth, quality of analysis and demonstrated understanding of style, tone, and irony concepts.

Make several connections between the events in a story and events in your own life.

Online students will submit written assignments to demonstrate understanding of significant plot points which will be assessed for depth, quality of analysis and demonstrated understanding of connections.

Analyze several works by the same author and/or different authors to trace the development of a specific theme--for instance, love, death, the search for identity, or conflict with society.

Online students will search internet databases for critical theory relevant to prevalent themes in assigned works, and discuss findings which will be assessed for depth, quality of analysis and demonstrated understanding of thematic concepts. Students will also be required to respond meaningfully to each other, demonstrating reflection and understand of classmate contributions.

Appendix P, Etudes Training Schedule

<http://etudesproject.org/training-schedule-etu101-online.htm>

Appendix Q, West Los Angeles Program Review and Successful Course Completion Data

http://www.wlac.edu/orp/planning/program_review/Pr-data-allWLAC.pdf

<http://www.wlac.edu/accreditation/documentation/substantivechange/DE%20Course%20Completion%20F09-Spr11.pdf>

Appendix R, Cyber Teacher's Institute

<http://etudes.org/training-schedule-cti.htm>

Appendix S, Online Instructors Resources and Materials

<http://www.wlac.edu/online/instructors.asp>

Appendix T, WLAC 2009 – 2016 Technology Master Plan

http://www.wlac.edu/masterplan/WLAC_TMP_2009.pdf