

Appendix A

Los Angeles Mission College Viability Review of Educational Programs

Overview

- Program Viability Review is a Senate- directed process meant to assure that the College’s instructional resources are used in response to the College’s Mission, its Educational Master Plan, the needs of its students, and the requirements of the community it serves.
- Viability review involves a *special* process. It is only invoked under *unusual* circumstances: it is not part of the regular Program Review process, and it is not a process that should be applied to all departments, disciplines, or programs in a regular fashion.
- The term *program* as it relates to this review process includes all degree and vocational state-approved certificate instructional programs (credit and non-credit), all specially funded programs, all instructional disciplines, and all departments or other campus units offering instruction.
- Board Rule 6803 requires that each college, in consultation with its Academic Senate, develop procedures for initiating and conducting a viability review of educational programs.
- Board Rule 6803.10, Education Code 78016, and Title 5, §51022(a) require that a viability review be conducted prior to program discontinuance (termination).
- This policy and the process of program viability will be complimentary to existing approved Department Establishment and Modification Policies

Outcomes

Viability review committees make recommendations that include but are not limited to the following:

1. *Program Initiation*
The institution or adoption of a new program, a new discipline, or a new department
2. *Program Discontinuance*
The discontinuance (termination) of an existing program, discipline, or department
3. *Program Modification and Improvement*
A plan of action to enhance the performance and effectiveness of an existing program, discipline, or department
4. *Departmental Reorganization*
The restructuring of an existing program, discipline, or department for greater effectiveness, including the joining of smaller departments into a larger one, or splitting a larger department into smaller ones.

Establishing a Special Viability Review Committee

The process of Viability Review is carried out by a special study committee organized by the Educational Planning Committee (or until an EPC is established, the committee will be established by the Senate) in all cases of program initiation or program discontinuance. The process may be initiated by a request or motion on the part of any of the following: the College President; the Vice President of Academic Affairs,

the Educational Planning Committee (as the result of Program Review and/or Educational Master Planning), and/or the Academic Senate.

In cases of program modification and improvement or departmental reorganization Viability Review is carried out only if there is no consensus within the Educational Planning Committee (or Senate in the absence of an EPC) or when at least a quarter of the Educational Planning Committee calls for such a review.

The Review Committee exists until it files its recommendations. Membership on the Review Committee should include:

1. The Academic Senate President or Designee
2. 2 Educational Planning Committee members (selected by the Educational Planning Committee)
Note: Until the Education Planning Committee is established, the Senate President will appoint these two members.
3. 2 Department Chairs (selected by the Senate president and AFT president)
4. The Curriculum Committee Chair or designee
5. 1 AFT representative
6. The Vice President of Academic Affairs or designee
7. 1 Academic Dean

Possibly, up to two additional members from other institutions when either program initiation or program discontinuance are being considered.

Note: Members of the discipline or program under review will not be appointed to the Viability Committee, but will serve as resources.

Information Gathering

Decisions made in the course of the Program Viability Process must be based on a broad and thoroughgoing investigation of factors relating to the benefits of a program for students, for the college, and for the community served by Mission College. They must, therefore, take into consideration information that goes far beyond simple measures of current student demand or weekly student-contact hours. The following general types of information should be gathered as needed and weighed in the process of formulating the Review Committee's recommendations:

1. Relation of the program to the College Mission
2. Relation of the program to the Educational Master Plan
3. Recent Program Review or accrediting agency recommendations
4. Measures of student demand
5. Measures of labor-market demand
6. Measures of demand in the service area
7. Current program effectiveness (including a cost vs. benefits analysis)
8. Outside expert opinion
9. Projected impact on overall educational program, students, faculty, college budget, community

Process

- Once a Special Review Committee has been formed, it will meet to elect a chair and establish a specific plan for the study it is about to undertake.

- This plan should include data gathering, solicitation of position papers from faculty, staff, and students involved, interviews with faculty in the affected area and in related instructional areas, interviews with students and administrators, consultations with outside experts and faculty and/or administrators from other institutions, administration of surveys, and/or use of focus groups. At least one well-publicized open forum should be held to allow any concerned member of the campus community or of the College's service area the opportunity to voice opinions and express concerns. In addition, the committee shall consult when necessary with District, regional, and State agencies and institutions overseeing specific types of programs, such as certain vocational programs.
- Within 90 days of the committee's formation, it will produce a *Program Viability Report* specifying the outcome of its deliberations and making specific recommendations for action, complete with timelines.
- This Viability Report must include the following:
 1. A summary of the process used by the committee
 2. A review of all data consulted
 3. A detailed assessment of the recommendations' impact on the College's overall educational program and budget, as well as its impact on all students, faculty, and staff involved.
- **Program Discontinuance**
 - In general, program discontinuance should be recommended only after a serious attempt has been made to improve program effectiveness and efficiency, unless it is clear that future efforts at remediation are not warranted.
 - Pursuant to Board Rule 6803.10, a viability review is required prior to program discontinuance and must consider the following:
 1. The effects on students and student success if the program is discontinued;
 2. Provisions that can and should be made for students in progress to complete their training;
 3. The impact that discontinuance of the program will have on the comprehensiveness and balance of offerings across the college curriculum and within the district;
 4. How the program's discontinuance would impact the educational and budget-planning process used at the institution;
 5. How the program's discontinuance affects the region;
 6. The effects of the program's discontinuance on transfer to four-year colleges and universities;
 7. The effects of the program's discontinuance on local businesses and industries;
 8. The effects of the program's discontinuance on faculty and staff.

Making the Decision

- Viability Review Committee recommendations shall be forwarded to the Academic Senate for approval. The Viability Review Committee's recommendations shall be forwarded also to the Educational Planning Committee once this committee is established, and the Office of Academic Affairs for review and comment.
- The Senate's decision shall be taken to the College President in consultation with the Academic Senate President and the AFT Chapter President. [Article 17, §A.2 AFT Faculty Guild Collective Bargaining Agreement]

- “The College President and College Academic Senate President shall make program discontinuance recommendations to the Board of Trustees for approval. The recommendation shall include a description of the viability review process and the reasons for the recommendation.” [Board Rule 6803.10]

Copies of this *Vitality Review of Educational Programs*, signed by the College President, the Academic Senate President, and the AFT Chapter President (Article 17, & A.2 AFT Faculty Guild Collective Bargaining Agreement), shall be on file the Office of Academic Affairs and the Office of the Academic Senate.

Signed by:

College President Jose Leyba Date: 6/5/2006

Senate President Angela C. Echeverri Date: 6/5/2006

AFT Chapter President: Gary Prostek Date: 6/5/2006

Appendix B

- ✓ The following is a list of awards for students who took any PACE course(s) between spring 2008 and fall 2012 (this was 4,248 total students)
- ✓ The list includes all degrees and certificates awarded to these students starting in June 2008 to the present (and that have been entered into the system as of mid-June, 2013)
- ✓ Under each “College Award Title” are the dates the awards were given [i.e., one student received an Accounting AA degree in August 2009, two students received Accounting AAs in December 2010, and one student received an Accounting AA in December 2012, for a total of four Accounting AAs (which is the number in bold for Accounting)]
- ✓ Although there were 724 total AA/AS degrees awarded during this time period, these were given to 492 unique students (i.e. some students received multiple degrees)

College Award Title	AA Degrees	AS Degrees	Certificates	Skill Certificates	Grand Total
Accounting	4				4
200908	1				1
201012	2				2
201212	1				1
Administration of Justice		30			30
200806		2			2
200812		1			1
200906		1			1
200908		1			1
200912		3			3
201006		3			3
201012		1			1
201106		6			6
201112		2			2
201206		8			8
201212		2			2
ADVANCED GRAPHIC DESIGN FOR MULTIMEDIA	1				1
201212	1				1
Advanced Skills in Graphic and Web Design			1		1
201208			1		1
Art	2				2
200906	1				1
201012	1				1
Baking Skill Award				1	1
200809				1	1
Basic Police Academy Preparation				3	3
200906				2	2
201106				1	1
Bilingual Food Service Technology	4				4
200806	2				2
201106	2				2
Bilingual/Bicultural Pre-School			6		6
200806			1		1
200812			1		1
201004			1		1
201005			1		1
201006			2		2
Business Administration	1				1
200906	1				1
CHICANO STUDIES	10				10

200808	1			1
200906	2			2
200908	1			1
200912	2			2
201012	1			1
201106	1			1
201206	2			2
Child Care - School-Age			1	1
201001			1	1
Child Development	89		61	150
200806	6		4	10
200807			4	4
200808	2			2
200809			4	4
200811			2	2
200812	11		2	13
200902			4	4
200903			3	3
200906	12		10	22
200907			6	6
200908	2			2
200909			2	2
200912	6		2	8
201001			2	2
201004			9	9
201005			3	3
201006	22		4	26
201106	17			17
201206	9			9
201212	2			2
Child Development - Infant/Toddler			2	2
200901			1	1
201305			1	1
Child Development - Pre-School			35	35
200806			4	4
200812			1	1
200903			1	1
200906			6	6
200912			2	2
201001			1	1
201004			1	1
201005			1	1
201006			5	5

201011			1		1
201102			2		2
201106			2		2
201107			1		1
201206			1		1
201209			2		2
201212			1		1
201305			3		3
CHILD DEVELOPMENT ADMINISTRATION				1	1
201305				1	1
Child Development Skill Award	5			5	10
200812	1				1
200903				1	1
201004				3	3
201005				1	1
201006	2				2
201106	1				1
201206	1				1
Computer Applications and Office Technologies	2				2
200812	1				1
201212	1				1
Computer Science	1				1
201206	1				1
Computer Science - Business Emphasis	1				1
201006	1				1
CSU General Education			132		132
200809			1		1
200812			2		2
200901			1		1
200903			1		1
200906			14		14
200908			3		3
200911			1		1
200912			4		4
201006			14		14
201012			1		1
201106			25		25
201112			7		7
201206			47		47
201208			2		2
201212			7		7

201303			2		2
Culinary Arts			3		3
200808			1		1
200809			1		1
200906			1		1
Dietary Services Supervisor Skill Award				1	1
200907				1	1
English	3				3
201112	1				1
201206	2				2
Family Child Care Provider	38			20	58
200806	3			2	5
200807				2	2
200808	1				1
200809				2	2
200811				1	1
200812	5			1	6
200902				1	1
200903				1	1
200906	6			2	8
200907				2	2
200908	1				1
200909				1	1
200912	2			1	3
201004				3	3
201005				1	1
201006	8				8
201106	7				7
201206	4				4
201212	1				1
Food Mgmt Production Service & Related Techniques	4				4
200806	2				2
201106	2				2
Foods and Nutrition	1				1
201206	1				1
General Studies: Arts and Humanities	2				2
201106	1				1
201206	1				1
General Studies: Communication and Literature	1				1
201212	1				1

General Studies: Natural Sciences	22			22
200906	3			3
200912	4			4
201006	2			2
201012	2			2
201106	2			2
201112	1			1
201206	4			4
201212	4			4
General Studies: Social and Behavioral Sciences	58			58
200906	6			6
200908	4			4
200912	4			4
201006	5			5
201008	1			1
201012	4			4
201106	11			11
201206	20			20
201212	3			3
Gerontology	2			2
201206	2			2
HEALTH SCIENCE	1	42		43
200806		1		1
200812		1		1
200906	1	4		5
200912		2		2
201006		3		3
201012		4		4
201106		10		10
201112		1		1
201206		13		13
201212		3		3
Health Sciences	1	4		5
200806		1		1
200906	1			1
201006		1		1
201012		1		1
201206		1		1
IGETC			17	17
200905			1	1
200908			1	1
201006			1	1
201012			1	1

201106			2		2
201206			9		9
201304			2		2
Interdisciplinary Studies	50				50
200806	17				17
200808	6				6
200812	3				3
200902	1				1
200906	7				7
200912	3				3
201006	6				6
201106	4				4
201112	1				1
201206	2				2
KEYBOARDING				1	1
200809				1	1
Law Enforcement Academy			1		1
200909			1		1
Law Enforcement Officer Candidate				3	3
200906				2	2
201106				1	1
Legal Assisting (Paralegal)	4		8		12
200811			2		2
200906			2		2
200912	4				4
201204			2		2
201208			2		2
Liberal Arts	42				42
200806	10				10
200808	6				6
200812	3				3
200902	1				1
200906	9				9
200908	5				5
201006	4				4
201008	1				1
201106	2				2
201206	1				1
Liberal Arts: Arts and Humanities	1				1
200906	1				1
Liberal Arts: Business	39				39
200906	3				3
200908	3				3
200912	1				1

201006	11				11
201008	1				1
201012	3				3
201106	9				9
201112	1				1
201206	6				6
201212	1				1
Liberal Arts: Communication and Literature	4				4
201006	1				1
201106	1				1
201206	2				2
Liberal Arts: Natural Sciences	13				13
200912	1				1
201008	1				1
201106	3				3
201112	2				2
201206	6				6
Liberal Arts: Social and Behavioral Sciences	117				117
200812	2				2
200906	12				12
200908	3				3
200912	5				5
201002	1				1
201006	11				11
201008	2				2
201012	3				3
201106	26				26
201112	4				4
201206	39				39
201208	2				2
201212	7				7
Liberal Studies-Multiple Subject Teacher Prep.	26				26
200906	4				4
200908	2				2
201006	4				4
201106	4				4
201206	10				10
201208	1				1
201212	1				1
Mathematics	7				7
200906	1				1

201006	2				2
201106	1				1
201206	1				1
201212	2				2
Mathematics for Transfer	1				1
201212	1				1
Microcomputer Applications Management				1	1
201208				1	1
Microcomputer Programming				1	1
201208				1	1
Multimedia: Animation and 3D Design Concentration	1				1
201212	1				1
Multimedia: Animation Concentration	1			1	2
201012	1				1
201305				1	1
Multimedia: Graphic and Web Design	2				2
201212	2				2
Multimedia: Video Production Concentration	1				1
201212	1				1
Multimedia: Video/Sound Production				1	1
201208				1	1
Multimedia:Animation	2				2
201212	2				2
Multimedia:Design for Animation & Interactive Media	1			1	2
201012	1				1
201305				1	1
Multimedia:Video/Sound Production	1			1	2
201208				1	1
201212	1				1
Office Administration	2				2
200812	1				1
201212	1				1
Office Assistant				1	1
200806				1	1
Painting and Drawing	2				2
200906	1				1
201012	1				1

Physical Science	1			1
201106	1			1
POLITICAL SCIENCE	3			3
200806	1			1
200912	1			1
201106	1			1
Psychology	32			32
200812	1			1
200906	6			6
200912	1			1
201006	3			3
201012	3			3
201106	7			7
201206	11			11
Restaurant Management Skill Award	4			4
200806	2			2
201106	2			2
SOCIOLOGY	22			22
200806	2			2
200808	2			2
200906	2			2
200908	1			1
200912	1			1
201006	2			2
201012	1			1
201106	3			3
201112	2			2
201206	5			5
201212	1			1
Spanish	5			5
200906	1			1
200912	1			1
201006	2			2
201206	1			1
Teacher's Assistant - Exceptional Children			4	4
201005			1	1
201109			1	1
201202			1	1
201205			1	1
Transfer Graduation Plan	10			10
200806	5			5
200812	1			1

200902	2				2
200906	2				2
(blank)	1		2		3
200808			1		1
200809			1		1
200906	1				1
Grand Total	648	76	219	96	1039

Appendix C

EPC-Program Review-PACE-Spring 2009

LAMC Unit Effectiveness Review: (PACE)

Report for the Educational Planning Committee 5/4/09. Mark Pursley, PACE
Director

1. Please highlight any changes since you submitted your unit assessment (e.g. enrollment trends of the units as of Fall 08).

PACE average class sizes have increased since the fall 2007 data on the program review report. Our ACS for fall 2008 shows improvement (23.18 at semester's end) and our current ACS for spring 09 is 34.31. Better communication with counseling and department chairs, along with scheduling changes (especially- offering fewer sections of a course in a semester) are continuing to improve enrollment numbers. Recent changes in the college schedule, including cross listing of PACE courses with department offerings should have a significant impact on PACE enrollment.

2. What do you see as the strengths of each of your units?

Outstanding faculty: Teaching working adults in an accelerated format poses unique challenges. In consultation with department chairs, LAMC PACE has acquired a core group of instructors who work effectively in an accelerated format and who are flexible to the special concerns of working adult students. Their skill and commitment is an important contributing cause for the high rates of student success in PACE courses.

Committed staff: PACE Program Assistant Laura Villegas and PACE Director Mark Pursley have demonstrated their commitment to student success over many years. The PACE office provides academic advisement, problem resolution, and empathetic support for students enrolled in PACE courses and other students who wander in to our office area.

PACE Tracks: The PACE academic tracks were created so that students with specific transfer goals receive only the classes they need to satisfy graduation and transfer requirements. This helps demystify the CSU, IGETC, preparation for major, and graduation requirements for students.

Close connections with transfer partners: The PACE Director maintains close relationships with the primary public and private transfer institutions that PACE students consider as transfer options. The director regularly attends meetings at and invites representatives from CSUN PACE, CSUDH PACE, UCLA, Pepperdine University, University of Redlands, University of La Verne, University of Phoenix, and others. Two full time instructors from CSUN PACE (Sheryl Thompson, English, and Richard Tontz, Economics), teach part time for LAMC PACE, so our students already have some connections when they transfer to CSUN and some informed judgments about academic expectations at the transfer institution.

Emphasis on collaborative learning: PACE instruction relies heavily on study groups or learning teams. A cohort of students will frequently maintain the same learning team over several semesters of course work in PACE. This provides a system of peer support that is another contributing cause to the high student success rates in PACE courses.

Close connections with the honors program: Unlike many community college Honors Programs that are accessible only to daytime students, LAMC Honors recruits heavily from the PACE student population, enabling a number of returning students to receive scholarships and pursue upper division level honors research at our UC transfer institutions.

3. What do you see as the challenges?

Effective marketing: PACE currently has no funds for a professional brochure to market PACE effectively to our target demographic. Campus recruiters have rarely mentioned PACE when they make presentations at high schools or college fairs.

Maintaining quality faculty: Many of our best PACE instructors have retired or received full time teaching appointments. To replace a PACE faculty member, close cooperation with the academic departments and the academic affairs office is essential, including a time consuming selection process. In some cases, department chairs have appointed faculty who have not performed well in the PACE format. One problem instructor can cause serious harm to PACE's word-of-mouth marketing system among the student population. (This recently occurred with Environmental Science in spring 2006 and Math 115 from spring 2005 to fall 2008).

Counseling: There is no designated PACE counselor so PACE students have sometimes seen counselors who were not well-informed about PACE. Some students reported that counselors had advised them against taking courses in PACE, based on the false assumption that accelerated courses are "harder" than traditional 16 week courses. More recently, this situation has greatly improved as the counseling department has graciously permitted the PACE director to make presentations once a year at counseling department meetings. Still, the lack of a designated PACE counselor is a challenge.

Visibility on Campus: Many students who would benefit from PACE are not aware of the program. A page in the fall schedule explaining PACE is a helpful corrective. Our main competitor, ITV, is mentioned on the LAMC.edu Homepage, PACE is not.

Classrooms: Most PACE instructors use PowerPoint to deliver lectures. PACE students would benefit if PACE courses met in smart class rooms. It would also be helpful if certain smart classrooms were designated for PACE courses on evenings and weekends.

4. How does your unit planning support the mission of the college?

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

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

More effective marketing strategies, that target the working adult demographic, will improve community access to education. Working adult students who lack the time and resources to attend college three or four evenings per week need to be informed about the advantages that PACE offers.

The addition of a part time student worker would increase the service and support offered by the PACE office, improving student success.

Continued communication with academic departments and counseling to ensure that PACE course offerings are meeting the career and transfer goals of our students while maximizing enrollment.

Establishing a PACE Advisory Committee to review current tracks and discuss the implementation of new tracks could serve a fruitful purpose.

5. What are your visions for changes, revisions and growth?

Ongoing discussions with department chairs, counseling, and the Dean of institutional Research to ensure that the existing PACE Tracks are best suited for meeting the career and transfer goals of our students. The possible addition of new tracks, including vocational tracks, is an interesting possibility. Moorpark College had vocational PACE tracks, including one for Administration of Justice. Oxnard College PACE offers an AS in Legal Assisting and another for Child Development. We have added an AJ 1 course to the Social Science Track for fall 2009 to help gauge student interest. A Medical Assistants program is another possible option.

Over the past few years we have been experimenting with hybrid courses in PACE. We have entertained the idea of creating a hybrid track, where students attend face-to-face sessions only on alternate Saturdays. So far, the results are mixed, with higher initial enrollments in hybrid courses but lower levels of student success. Finding the right instructors for this format is crucial. We will continue to explore this option.

In the past, PACE has had mixed success with offsite locations, however, we will continue to explore possibilities for holding courses at local businesses or high schools to better serve working adult students in neighboring communities.

Day PACE. Years ago, PACE had mixed success with a Wednesday daytime track. For students who work nights and weekends, a day PACE track may have some appeal.

6. What resources are needed to support as well as to build the programs in your Department?

A professional brochure to market the program.

A student worker for 12 hours a week to provide coverage in the office evenings and Saturdays.

7. What is the status of SLO assessments in your department?

Learning outcomes for PACE students are the same as those specified by the academic disciplines for their non-PACE students. Academic performance inevitably will be demonstrated through coursework in many disciplines and by other measures as may be developed by these disciplines.

No academic departments have yet requested PACE instructors to assess SLO's in PACE courses.

8. What is the status of the course outlines of record and course updates in your department?

PACE does not routinely update course outlines. However, the PACE Director has completed course updates for history 86, Anthropology 104, and Education 203 when PACE students needed these courses and no regular faculty were available.

Appendix D

EPC Program Review Response-PACE 2008-9

Los Angeles Mission College

Educational Planning Committee

Program Review Meetings with Department Chairs EPC Response:

Department PACE

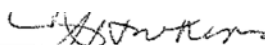
Commendations:

- Thoughtful, comprehensive report
- Attention to scheduling needs of students to increase enrollment
- Student oriented program that focuses student progress through tracks
- Meetings with department chairs to review offerings, staffing and scheduling of courses
- Close connections with transfer programs/honors/universities

Recommendations:

- Increase marketing and recruitment, including development of aPACE brochure and web page visibility
- Develop an orientation for faculty to address pedagogy and challenges of teaching with accelerated timelines
- Pursue the idea of an advisory board to make recommendations, offer suggestions and support
- Evaluate facilities needs for designated classrooms, office space and create a proposal
- Consider a proposal for a full time faculty member (e.g. math) to provide continuity for students
 - Complete Service Area Outcomes perhaps modeled after student services

Signatures of Co-Chairs:

Alma Johnson-Hawkins 

Janice Silver 

Date: May 18, 09

Appendix E

EPC Program Review-PACE-Feb 2011

LAMC Unit Effectiveness Review: (PACE)

Report for the Educational Planning Committee 1/24/11. Mark Pursley, PACE Director

1. Please highlight any changes since you submitted your unit assessment (e.g. enrollment trends of the units as of Fall 10).

PACE average class sizes continue to surpass the college average. With the current shortage of courses, enrollments are high throughout the campus. When given a choice, however, many students prefer courses in an accelerated format.

2. What do you see as the strengths of each of your units?

Outstanding faculty remains at the core of PACE's success: Teaching working adults in an accelerated format poses unique challenges. In consultation with department chairs, LAMC PACE has acquired a core group of instructors who work effectively in an accelerated format and who are flexible to the special concerns of working adult students. Their skill and commitment is an important contributing cause for the high rates of student success in PACE courses.

Committed staff: PACE Program Assistant Laura Villegas and PACE Director Mark Pursley have demonstrated their commitment to student success over many years. The PACE office provides academic advisement, problem resolution, and empathetic support for students enrolled in PACE courses and other students who wander in to our office area.

PACE Tracks: PACE programs were created as transfer programs for working adults who find themselves unable to move forward in their careers without a four year degree. Evening and weekend scheduling, pairing of courses, an eight week accelerated format, and an emphasis on collaborative learning, continue to be attractive for working adult students, many of whom do not feel comfortable in exclusively online courses. The PACE academic tracks were created so that students with specific transfer goals receive only the classes they need to satisfy graduation and transfer requirements. This helps demystify the CSU, IGETC, preparation for major, and graduation requirements for students.

Close connections with transfer partners: The PACE Director maintains close relationships with the primary public and private transfer institutions that PACE students consider as transfer options. The director regularly attends meetings at and invites representatives from CSUN PACE, CSUDH PACE, UCLA, Pepperdine University, University of Redlands, University of La Verne, University of Phoenix, Woodbury University, and others. As the CSU population continues to swell, more of our students are looking to private colleges that offer course scheduling designed for working adults.

Emphasis on collaborative learning: PACE instruction relies heavily on study groups or learning teams. A cohort of students will frequently maintain the same learning team over several semesters of course work in PACE. This provides a system of peer support that is another contributing cause to the high student success rates in PACE courses.

3. What do you see as the challenges?

Effective marketing: PACE currently has no funds for a professional brochure to market PACE effectively to our target demographic. Counseling continues to refer working adult students to our office and enrollment is not an issue, but we do need to improve our visibility on campus so that students who can benefit most from our program are aware of what it has to offer.

Maintaining quality faculty: This continues to be an issue. Not all faculty flourish in an accelerated classroom environment. An instructor has only 12 class meetings to deliver 16 weeks of academic content. This requires efficient use of class time and creative strategies for out of class (tba) hours. As the responsibility for staffing PACE courses has shifted from the PACE Director to Department Chairs, we have seen more retention issues. It would be helpful if adjuncts were interviewed by the department chair and the PACE Director before being assigned to PACE. Currently, there has been a tendency to offer instructors a PACE course if nothing else is available for them in the department. This strategy does not always produce a good fit.

Changing regulations: The PACE accelerated format relies on TBA hours. Originally those hours were fulfilled using approved videos from the Carnegie foundation. While this worked well for some courses, the expansion of the PACE curriculum brought courses for which there were no approved videos. Consequently, PACE instructors began using other videos, CD roms, and internet resources to fulfill the tba hours. Recent memos from the state chancellor's office have raised concerns about the permissibility of these practices. The best remedy for this uncertainty seems to be offering all eight week PACE courses as hybrids.

Classrooms: Most PACE instructors use PowerPoint to deliver lectures. PACE students would benefit if PACE courses met in smart class rooms. It would also be helpful if certain smart classrooms were designated for PACE courses on evenings and weekends. A permanent location for the PACE office near designated PACE classrooms would benefit the program.

Course offering cuts: Reductions in class offerings mandated by academic affairs has created hardships for PACE. The PACE bridge (non-transferable math and English courses) have been almost entirely eliminated. This has made it difficult for new PACE students to get started in the program since it is difficult for them to get the prerequisites they need. It has also prevented us from offering transfer courses that are unique to one track (Economics 2, for example, was eliminated for spring 2011). The elimination of all PACE offerings in the summer of 2010 was particularly difficult for our students and seemed unfair and unwarranted to us.

4. How does your unit planning support the mission of the college?

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

- *Encouraging students to **become critical thinkers and lifelong learners**;*

- *Ensuring that students **successfully transfer** to four-year institutions, find meaningful employment,*
- ***Improve their basic skills**, and enrich their lives through continuing community education;*
- *Providing **services and programs that improve the life of its immediate community.***

More effective marketing strategies, that target the working adult demographic, will improve community access to education. Working adult students who lack the time and resources to attend college three or four evenings per week need to be informed about the advantages that PACE offers.

The addition of a part time student worker would increase the service and support offered by the PACE office improving student success.

Continued communication with academic departments and counseling to ensure that PACE course offerings are meeting the career and transfer goals of our students while maximizing enrollment.

Establishing a PACE Advisory Committee to review current tracks and discuss the implementation of new tracks could serve a fruitful purpose.

5. What are your visions for changes, revisions and growth?

The current Dean of Academic Affairs has offered a number of interesting suggestions for changes in PACE offerings. One idea is to add career/technical certificates to the current transfer curriculum.. LA Valley College’s accelerated degree program (VCAP) offers a Child Development Certificate (as does Moorpark College PACE). Valley has recently eliminated its Elementary Teaching Track and added a GSIT certificate. Preparation for a transfer Computer Science AA is an additional option. Another idea is a sequence of Health Science lab courses offered in an accelerated format. We have also discussed adding an Environmental Science or other “green” track. Further research and discussion of these and other possibilities is clearly warranted. Whether such programs should be added to PACE or developed by other departments to supplement their course offerings should be carefully researched and discussed.

Day PACE. Years, ago, PACE had mixed success with a Wednesday daytime track. For students who work nights and weekends, a day PACE track may have some appeal.

6. What resources are needed to support as well as to build the programs in your Department?

A professional brochure to market the program.

A student worker for 12 hours a week to provide coverage in the office evenings and Saturdays.

A permanent location for the PACE office and designated smart classrooms.

A professionally designed PACE website that can be routinely updated by the Director.

7. What is the status of SLO assessments in your department?

Learning outcomes for PACE students are the same as those specified by the academic disciplines for their non-PACE students. Academic performance inevitably will be demonstrated through coursework in many disciplines and by other measures as may be developed by these disciplines.

No academic departments have yet requested PACE instructors to assess SLO's in PACE courses.

8. What is the status of the course outlines of record and course updates in your department?

All eight week PACE courses need updated outlines to be offered as hybrids without tba hours.

9. Progress towards EPC recommendations.

Advisory Board: An Advisory Board task force was formed with a number of faculty, department chairs, administrators, and a student agreeing to participate. One meeting was held but only three members of the task force were able to attend. **Facilities needs:** Current PACE classroom needs are for three rooms Monday, Tuesday, and Wednesday 6-10 PM; two rooms Thursday 6-10 PM; and seven rooms Saturday 8:00 AM to 4:30PM.

Faculty Orientation: Scheduling problems and late hires have so far prevented us from holding a special orientation for new PACE faculty. A 30 minute flex day session would probably be sufficient. I have met individually with most new PACE hires, but we haven't always got the contact information from departments in time to even schedule those meetings. If the proposal mentioned earlier with respect to hiring is implemented, we could ensure better communication between PACE, the departments, and new PACE faculty.

Service Area Outcomes: Students who attend a PACE Orientation or seek information at the PACE office will: Understand PACE scheduling including: differing drop dates for PACE courses and traditional courses; the distinction between session A and session B courses; the distinction between regular PACE Saturdays and PACE Bridge Saturdays. Know who to contact for academic advisement and be aware of the need to consult with college counselors for additional help with academic planning. Understand the differences between the five PACE tracks and how each leads to different transfer opportunities. Appreciate the unique challenges and benefits of taking courses in an accelerated format.

Appendix F

EPC Program Review Response-PACE 2010-11



Los Angeles Mission College

One of the nine Los Angeles Community Colleges

Educational Planning Committee

Date: February 7, 2011

Dear Mark;

The Educational Planning Committee would like to thank you for presenting your program review to the committee January 24th 2011.

This process enabled us to learn a great deal about your program, your strengths, challenges and plans for growth, and will therefore be better able to support your needs and requests as our college moves forward.

Enclosed please find the written report from the committee with our commendations and recommendations. We look forward to reviewing your progress on the recommendations at the next annual update of your program review.

Please let us know if you have any questions or comments regarding the enclosed report.

Sincerely,

Alma Johnson-Hawkins, Co-Chair

Janice Silver, Co-Chair

Date



Los Angeles Mission College

Educational Planning Committee

Program Review Meetings with Department Chairs

EPC Response:

Department PACE

Commendations:

- Establishment of a core of quality faculty
- Enrollment in PACE delivery format sections above college average
- Inclusion of service area outcomes
- Development of close relationships with representatives from transfer partners
- Personal commitment to students

Recommendations:

- Clarify the definition and identification of PACE program and students
- Establish a comprehensive advisory board
- Define the mission and goals for the program
- Address the need for solid data (e.g. students in each track, completion of the program, transfer)
- Clarify visions for change and growth
- Clarify how PACE supports the mission of the college
- Pursue closer collaboration with department chairs regarding scheduling and staffing
- Continue exploring marketing strategies such as brochures and a website
- Pursue development of resources and orientation for PACE instructors

Signatures of Co-Chairs:

Alma Johnson-Hawkins _____

Janice Silver _____

Date: _____

Appendix G

LOS ANGELES MISSION COLLEGE

The Benefits of PACE Programs to Student Success
PACE Viability Study: Review of the
Literature

Diana I. Bonilla

5/29/2012 The Benefits of
PACE Programs to
Student Success

No longer confined by the conventions of the past, we have entered a new world of learning in higher education. On-line learning, technologically mediated learning, accelerated learning, for profit as well as non-profit institutions, and a burgeoning adult learner market have transformed higher education. This paper will provide a research-based overview of accelerated learning as a program and educational format in higher education today and how these programs provide a successful means to obtaining post-secondary degrees that leads to a better quality of life.

Almost 75 percent of undergraduate students today are considered “non-traditional” (National Center for Education Statistic, 2002). These students are typically a few years older than most high school graduates, are financially independent, attend college part-time, and delay their enrollment into college beyond high school graduation. Given the demands of their jobs, and families they prefer programs that are time efficient and responsive to their needs and lifestyles. (Aslanian, 2001).

In general, adult education is a rapidly growing business. The National Center of Educational Statistics (2001) reports that 41 percent of students enrolled in degree-granting higher education institutions in fall 1998 were adults (Digest of Education Statistics 2000, Table 175). These 6 million students (age 25 and older) require a college education to acquire their careers and to gain new skills and knowledge in a global market where they are likely to have longer life spans. In the past twenty years, nontraditional universities such as the University of Phoenix (with more than 100,000 students) have developed accelerated learning formats to attract adult learners. However, most accelerated programs are found in traditional colleges that have created these formats specially to serve working adults. Scott and Conrad found in 1992 in their research literature review that adults appreciate the efficiency and effectiveness of accelerated learning formats. Therefore, students valued completing courses and attaining degrees in less time than usual.

Historically, college student evaluations of conventional courses generally are positive and indicative of student satisfaction (Austin, 1993). This trend is true for adult student perceptions of accelerated courses and programs as well. When the perception of adult students in accelerated courses are compared with the perception of younger students in conventional versions of the same types of courses with the same instructors, both groups generally have positive and similar attitudes toward their courses. These findings noted that both reported valuable learning experiences with positive social climates for peer interaction (Wlodkowski &

Westover, 1999). In a qualitative study, Kasworm (2001) found that adults perceived their accelerated degree program to be “a supportive world defined for adult learners” as compared to their previous impersonal and bureaucratic young adult collegiate experience.

On the average, in the studies cited, the adult students were 15 years older and with 15 years more work experience than the traditional student in the conventional courses. These differences may be part of a constellation of characteristics that help adult students who self-select into accelerated programs to do well in a more condensed learning experience. For example, professional work experience probably enhances the writing skills of many adult learners. Report writing in business requires one to organize facts and data into clear and direct narratives. Persistence studies offer further insight into some of these characteristics.

The undergraduate degree completion rate for adult students averages close to 40 percent within six years (Wlodkowski, Mauldin and Gahn, 2001; Wlodkowski & Westover, 1999). Nationally, the six year graduation rate is 38 percent for undergraduate students, regardless of age, in large urban state colleges and universities (American Association of State College and Universities, 1997). Researchers, cited above, have recently completed a two-year study to identify factors that influence adult students’ continuing involvement in coursework or graduation (persistence) and grade point average (success) (Wlodkowski, et al., 2001). The study involved two schools: a large faith-based university with an extensive cadre of accelerated programs (enrollment 11, 500 adult students) and a public university with an enrollment of 11,000 students with a large adult population primarily in traditional programs. The researchers used four methods to collect data: 1) a historical analysis to track the records of a cohort of 370 or more adult students at each institution from 1993 to 1999; 2) the Adult Learning Survey (Wlodkowski, et al., 2001) to assess a set of variables among current students that included demographic characteristics, transfer credit, financial aid, motivation factors, and so forth; 3) an exit survey to understand the reasons why adults left their respective colleges; and 4) phone interviews to more qualitatively understand their experience prior to withdrawing from college. Important finding from this study were:

- Adult students benefit from having significant prior college experience before enrolling in four-year colleges, whether in accelerated or in conventional programs. Having more transfer credits was associated with degree completion at both schools. Prior college experience may provide some degree of confidence, coping skill, and familiarity with college learning, contributing to successful persistence and degree attainment.
- Adult students with higher grades were more likely to persist and succeed at both institutions. This finding is consistent with conventional wisdom and prior research based on traditional-age students (Astin, 1993).
- Financial aid enhanced adult student persistence at both institutions. At the school with the accelerated program, adults who received financial aid were three times more likely to persist than those adults who were non-financial aid recipients. For adults in the school with the accelerated program, 50 percent of the students indicated not enough money to go to school as a significant reason for leaving and 46 percent recommended additional financial aid as something their college could do to influence them to

continue their enrollment. In this regard, clearly more women than men called for lower tuition costs (81 percent vs. 41 percent) and additional financial aid (60 percent vs. 27 percent).

- Lack of time was the dominant theme for leaving both colleges. The adult students repeatedly and emphatically mentioned competing priorities and not having enough time to meet the demands of family, work, and school. Among adults in the school with the accelerated program, the top two reasons for leaving college indicated in the survey were conflict between job and studies (60 percent) and home responsibilities too great (59 percent).
- At least one-fourth of the students at both schools saw improved guidance and better advising as a positive influence for remaining in school. Misinformation, confusion, and lack of follow-up were major complaints from the students in the accelerated program.
- Women were twice as likely as men to graduate within six years from the school with the accelerated program. The assessments did not shed light on this intriguing finding. Better social integration with peers correlates with persistence at both schools. Research findings from other studies confirm that positive involvement with peers and faculty encourages adult students to persist (New England Adult Research Network, 1999; Tinto, 1998).
- A higher percentage of students graduated sooner from the school with the accelerated format. After three years, 26 percent of adult students had graduated from the school with accelerated programs while 18 percent had graduated from the school with the conventional programs. This finding, although expected, is seldom documented.

Accelerated learning as a program and educational format in higher education today provides a successful means to obtaining post-secondary degrees that leads to a better quality of life. Research has indicated that there are identifiable structures and processes within colleges that promote adult access and opportunity for degree completion. Tracking of students and a specific understanding of advising procedures, financial aid policies, course sequencing, cohort structures, teaching methods, and motivational influences are indicative of successful evaluation of such accelerated programs. Colleges with accelerated programs accommodate nontraditional students. Yet these institutions remain challenged by many of the same issues that face traditional universities—how to provide a quality education for all students; how to remain true to their mission, and how to be an agent of equitable social and economic improvement in a global society. Rigorous procedures of self-assessment and research within and between schools with accelerated programs are significant to these goals.

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