

**Los Angeles Mission College (LAMC)
Program for Adult College Education (PACE) Viability Review**

Committee Report June 28, 2013

Introduction

The *Los Angeles Mission College (LAMC) Viability Review of Educational Programs* (Appendix A) adopted by the Academic Senate in June 2006 guided the PACE Viability Review Committee process. The goals of the LAMC Senate's Viability Review are to assure the college's instructional resources align with the College's Mission and Educational Master Plan and are responsive to the needs of our students and the community.

Request for a Viability Review Committee

Program Viability at LAMC 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 or the Educational Planning Committee as a result of Program Review and/or the Academic Senate.

Membership of the Committee

The Program Viability Review Committee will include the following:

1. Academic Senate President or designee
2. Two Educational Planning Committee members selected by the Committee
3. Two department chairs selected by the Senate president and AFT president
4. Curriculum Committee Chair or designee
5. One AFT representative
6. Vice President of Academic Affairs or designee
7. One Academic Dean

The committee may include up to two additional members from other institutions when either program initiation or program discontinuance is 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

The viability process calls for a data collection period during which the Committee collects data elements which will be used in the viability decision making process.

Information gathering may address:

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

Establishment of the PACE Viability Review Committee at LAMC

Request for a PACE Viability Review Committee

On November 13, 2012 Dr. Monte E. Perez, College President and Stephanie Atkinson-Alston, Lead Administrator of Academic Affairs convened a meeting requesting the establishment of a PACE Viability Review Committee to review the PACE program at LAMC which had been placed on suspension beginning spring 2013.

Membership of the Committee

The viability committee was established for the Program for Adult College Education (PACE) with the following representation:

- Louie Eguaras, Instructor, Food Service Management, Academic Senate
- D'Art Phares, Instructor, History; Co-chair EPC; PACE Co-Chair
- Marie Zaiens, Learning Center Director, EPC representative
- Robert Smazenka, Chair of Mathematics
- Myriam Levy, Chair, Social Sciences
- Said Pazirandeh, Curriculum Chair
- Diana Bonilla, Chair of Counseling, AFT representative
- Michael Allen, Vice-President Academic Affairs
- Cathy Brinkman, Associate Dean, Academic Affairs; Committee Co-Chair
- Sarah Master, Dean of Institutional Effectiveness, Academic Affairs (Resource)

Data Collection

Given the diversity of programming offered at LAMC the Program Review Viability Committee considered the most appropriate data based on the program under review. The approach used reflects the collection of data from a broad range of constituents across the campus and district.

The data gathering process includes both formative and summative data which provided the committee with an understanding of the history of the PACE program from its inception at LAMC along with input from students, staff, and faculty chairs. Both qualitative and quantitative methods were employed.

Over the past several months the PACE Viability Review Committee gathered the data elements. The following report represents the major findings of the data collection process which assisted the committee in assessing the strengths and weaknesses of the PACE program in developing recommendations for programmatic modification and improvements or program discontinuance.

The PACE Report includes the following elements:

- History
- Research and Planning Data from Fall 2008 – Fall 2012
 - a. PACE enrollment and section fill rate trends
 - b. PACE average class size trends
 - c. Student enrollment in 2 or more PACE courses
 - d. PACE course offerings fall 2008-fall 2012
 - e. PACE student demographics
 - f. PACE section trends/course offerings
 - g. PACE enrollment trends, Core verses bridge classes
 - h. PACE retention, success & GPA trends
 - i. Degrees and certificates awarded to students enrolled in PACE classes

- Summary of Comprehensive Program Reviews 2009 and 2011
- Department Chair Survey
- Public Forum
- Review of PACE programs in LACCD
- Literature Review
- Financial Analysis

Origin of the PACE Model

The PACE model was developed by Otto Feinstein, researcher at Wayne State University. The Weekend College model was designed to offer working adults greater access to college. In the mid 1970's the American Federation of Labor coined the name Project for Adult College Education (PACE) and with the support of the Ford Foundation began to implement the model throughout the country.

PACE Program at LACCD

The PACE concept was introduced to LACCD in 1981 as a core curriculum leading to an Associate in Arts degree.

The goals of the PACE program included:

- Providing a quality, liberal arts-based education to full-time working adults through an interdisciplinary and team taught classes, a curriculum based upon themes oriented to working adults, and a delivery system consisting of television, weekend conferences, and class lectures.
- Making full-time education available to students in a condensed time frame
- Offering a fully transferable curriculum
- Qualifying students for the AA degree and transfer
- Developing students' reading, writing and critical thinking skills

In PACE, students receive approximately half the classroom hours in each subject area that they would in traditional class. The balance of time is devoted to viewing instructional television (which is related to individual course-work) and to participating in weekend conference lectures or activities.

<http://www.ericdigests.org/1996-1/pace.htm>

Committee Request for Information on the PACE program at LAMC

The committee's initial data gathering began with a request from the Director of the PACE program to share with the committee an overview of the program, a brief history and some comments on the importance of the program to the school's mission, along with recommendations on the program continuance, improvement or discontinuance.

In its request, the committee shared we were looking for evidence-based analysis. Given the committee will be reviewing recent PACE program reviews as part of its analysis, we indicated there was no need to recreate the information in those reports.

Summary of PACE Report

PACE began at LAMC in 1987 following the original format as a humanities-based program offering paired courses in a nine week format featuring Saturday conferences with an interdisciplinary design. Students watched videos from the Annenberg collection outside of class to make up for the hours not spent in a classroom.

In 1993 PACE expanded from one track to three tracks based on student interest in completing transfer requirements for business and elementary teaching. Students entering PACE continued to complete their math

and English prerequisites through the PACE Bridge, but then had the option of a humanities, business, or elementary education option when they began their transfer courses.

In 1996 the Transfer tracks expanded to include Business, Elementary Teaching, Health Sciences, Transfer CSU (replacing the Humanities track) and General Studies (designed for UC transfer). Depending on their major, students would supplement the PACE track by taking their preparation for major courses in a traditional format outside of PACE. The General Studies Track was designed for UC transfer.

Another significant change was the elimination of the interdisciplinary Saturday Conferences and the designation of those Saturday hours for instructors use as additional classroom time or other activities directly related to course content and to eliminate the Annenberg videos. The argument was the instructors should have the academic freedom to determine the materials best suited to their instructional needs. Both LAVC and LAPC made the same changes to their programs.

The current LAMC PACE Director began teaching in the PACE program in 1993 and became the director in 2000. As director he attended district wide PACE meetings. During his tenure as Director the "Transfer Track" was changed to the "Social Sciences and Human Services Track," since psychology and sociology were two popular transfer goals for our working adult students.

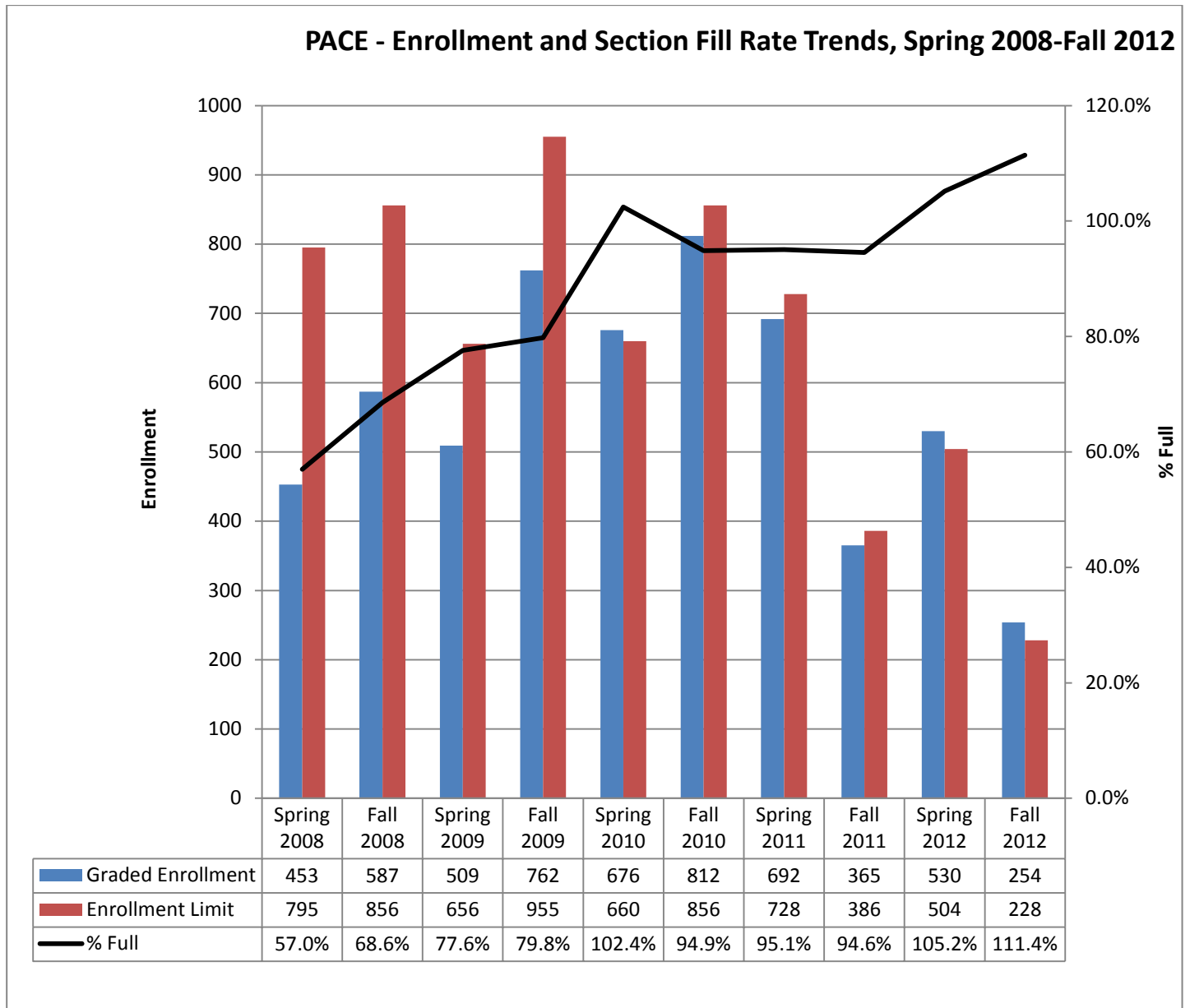
To increase efficiency, course offerings were reconfigured so that the two year course sequence in each track could be offered to more than one track at the same time creating one section of 50-60 students rather than two sections of 25. This strategy became increasingly required to preserve PACE Tracks.

Cost savings for the program was also initiated by eliminating a provision in the contract which would allow faculty to teach in PACE as hourly (rather than limited contract) which was agreed to in consultation with the president and Academic Senate president.

Within the past four to five years with the continued reductions in the number of PACE sections offered, the program has eliminated the PACE Bridge program and the General Studies Track. It has also made it impossible to offer some courses that can only be offered in one track which resulted in PACE students having to take more courses in the traditional program and at other colleges in order to meet their transfer requirements.

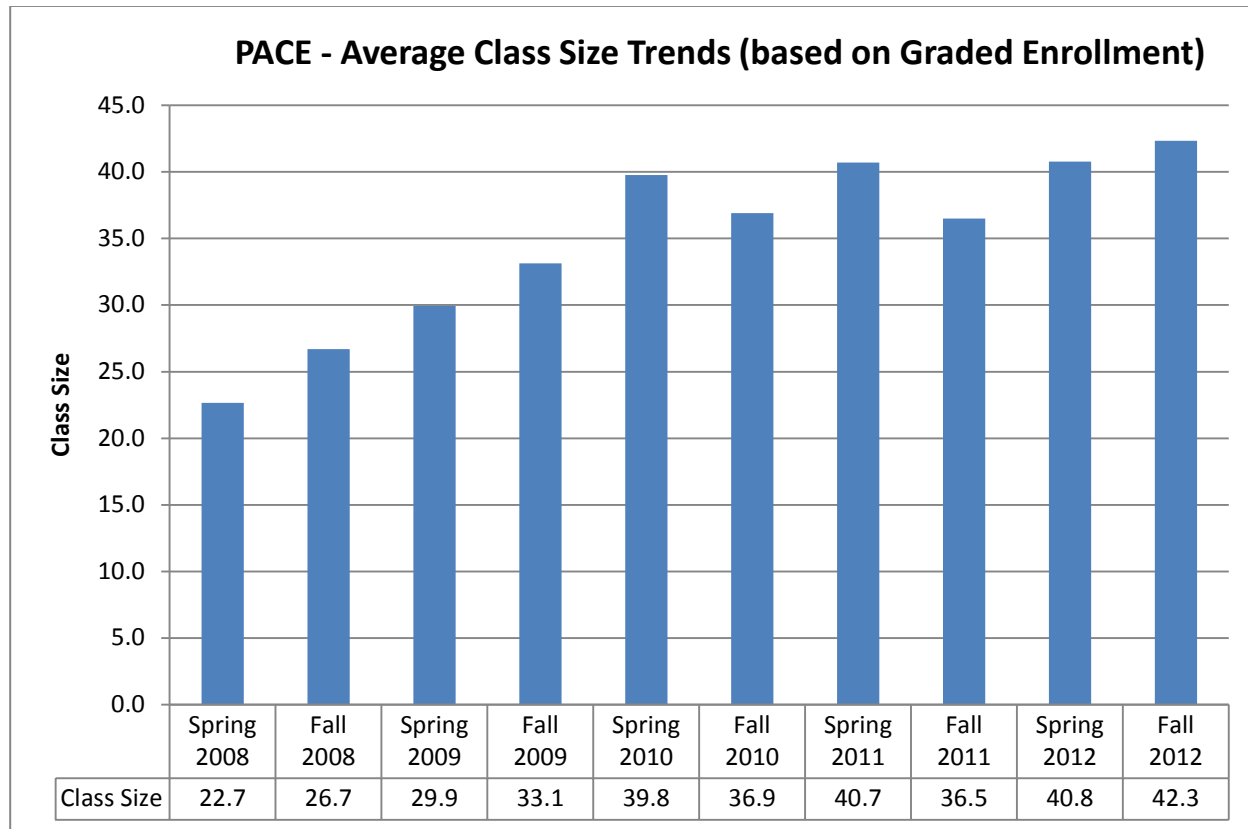
Research and Planning Data fall 2008 – fall 2012

a. PACE Enrollment and Section Fill Rate trends, Spring 2008 – Fall 2012



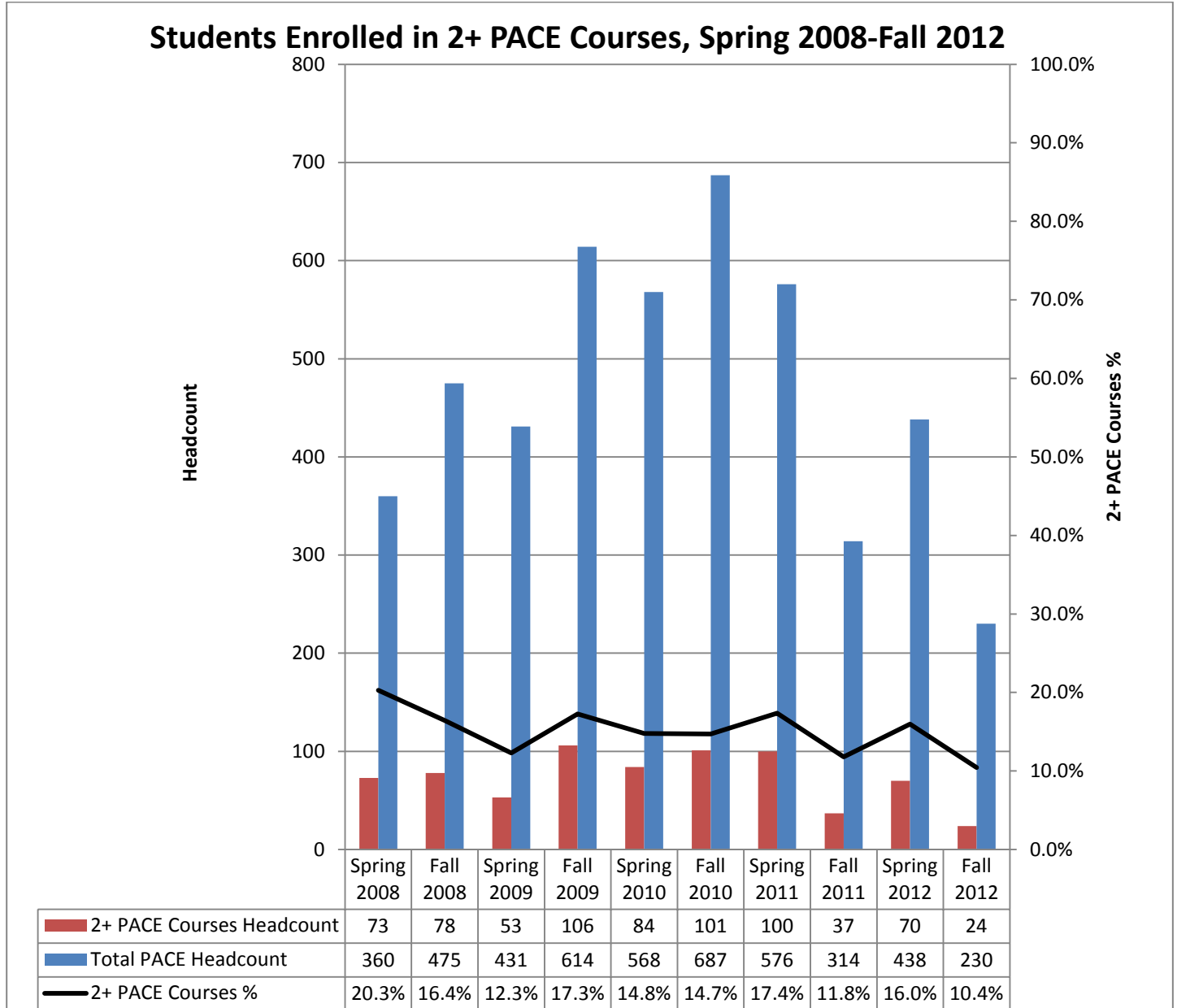
The graph/table shows “Graded Enrollment” (blue bars) in the PACE sections (which includes all enrollments past the “no penalty drop date” -- these are students counted for apportionment purposes) and the “Enrollment Limit” of the sections (red bars). The black line on the graph shows the “% Full” (which is “Graded Enrollment” divided by the “Enrollment Limit”). In other words, the blue bars show the number of filled seats and the red bars show the total number of available seats, and the line represents the percentage of seats that were filled. For a few of the semesters, enrollments surpassed the available seats.

b. PACE, Average Class Size Trends



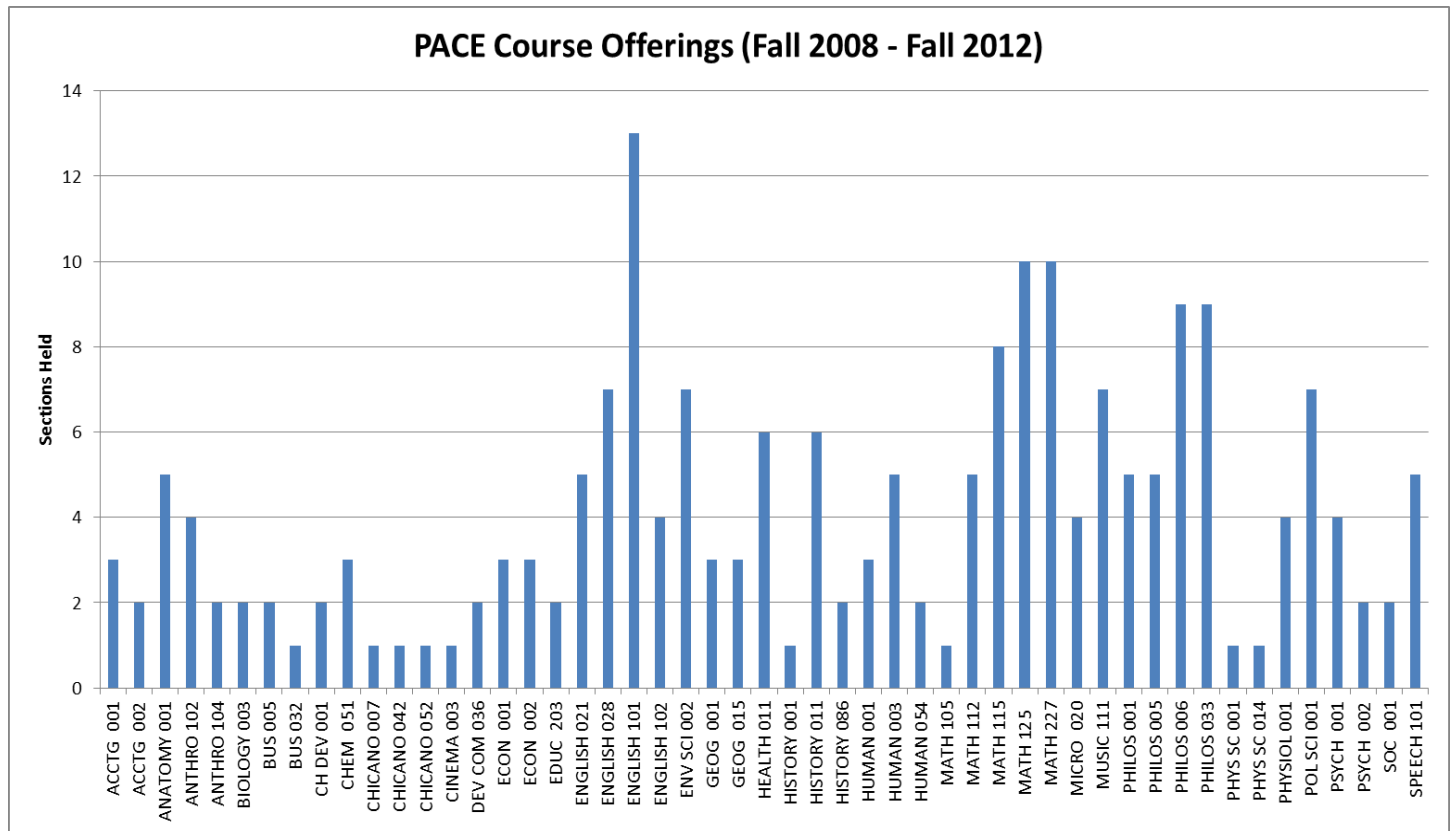
The graph/table shows average class size trends based on graded enrollment (i.e., based on students who were present after the no penalty drop date).

c. Students Enrolled in 2 or More PACE Courses, Spring 2008 – Fall 2012



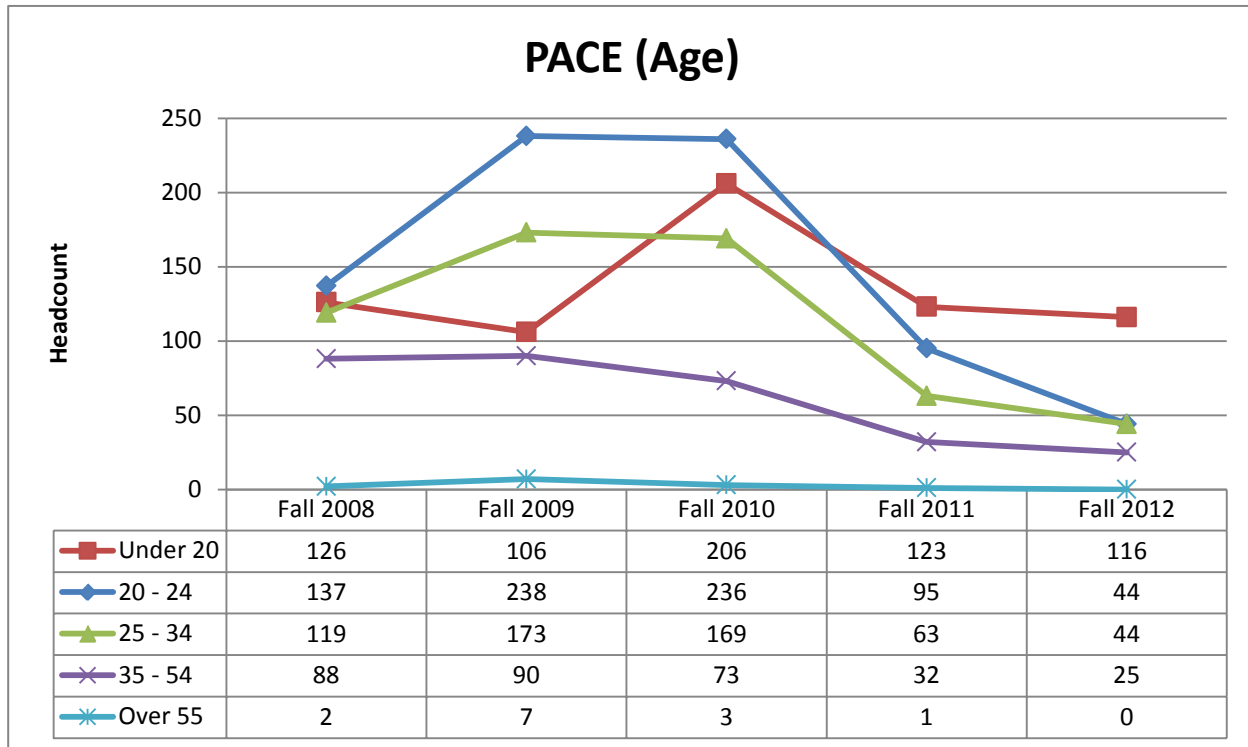
The graph shows the number of students who were enrolled in two or more PACE courses each semester (red bars) and the total number of students enrolled in any PACE courses each semester (blue bars). These are headcount figures. The line on the graph represents the percentage of all students enrolled in PACE courses each semester that were enrolled in 2 or more PACE courses that semester (which is “2+ PACE Courses Headcount” divided by “Total PACE Headcount”). On average over the 10 semesters, only 15.1% of students taking PACE courses were enrolled in 2 or more PACE courses in the term.

d. PACE Course Offerings fall 2008- fall 2012



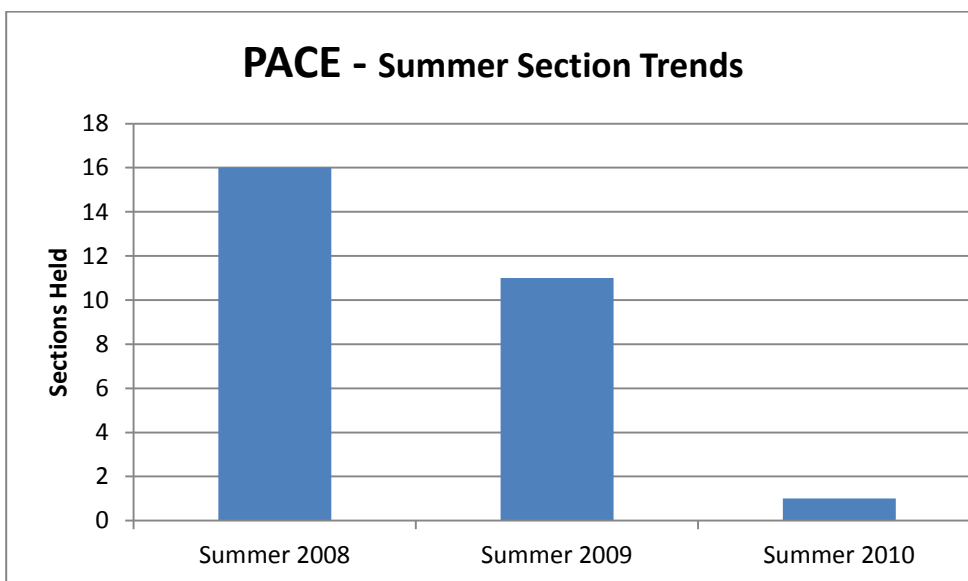
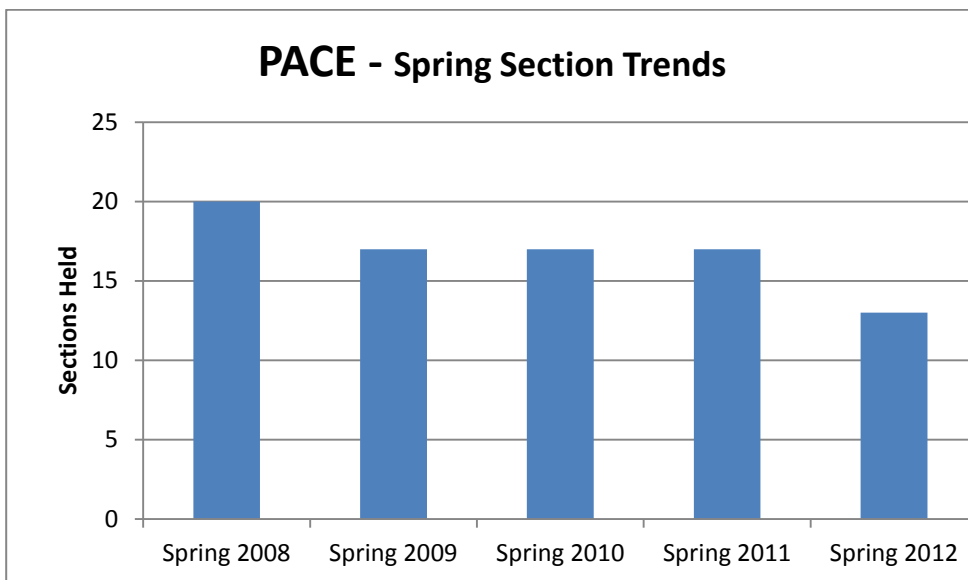
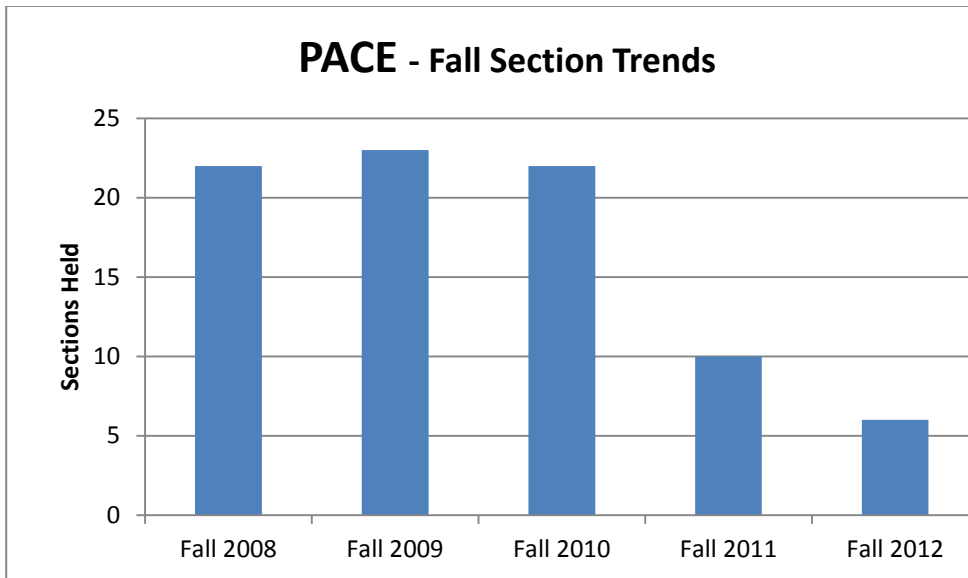
Without a better defined cohort curriculum designed to move students through the program and prepare them for transfer it is difficult to determine if the distribution of course offerings is consistent with the goals of the PACE program and is best serving those students. It is difficult to understand how the distribution of offerings reflect a coherent focused program given that over one half of the courses were offered three or fewer times over this four year period. The concentration of offerings for English 101, Math 115, Math 125, and Math 227 account for roughly two thirds of all offerings and so would seem to reflect college requirements in general rather than a focused curriculum for PACE students.

e. Student Demographics

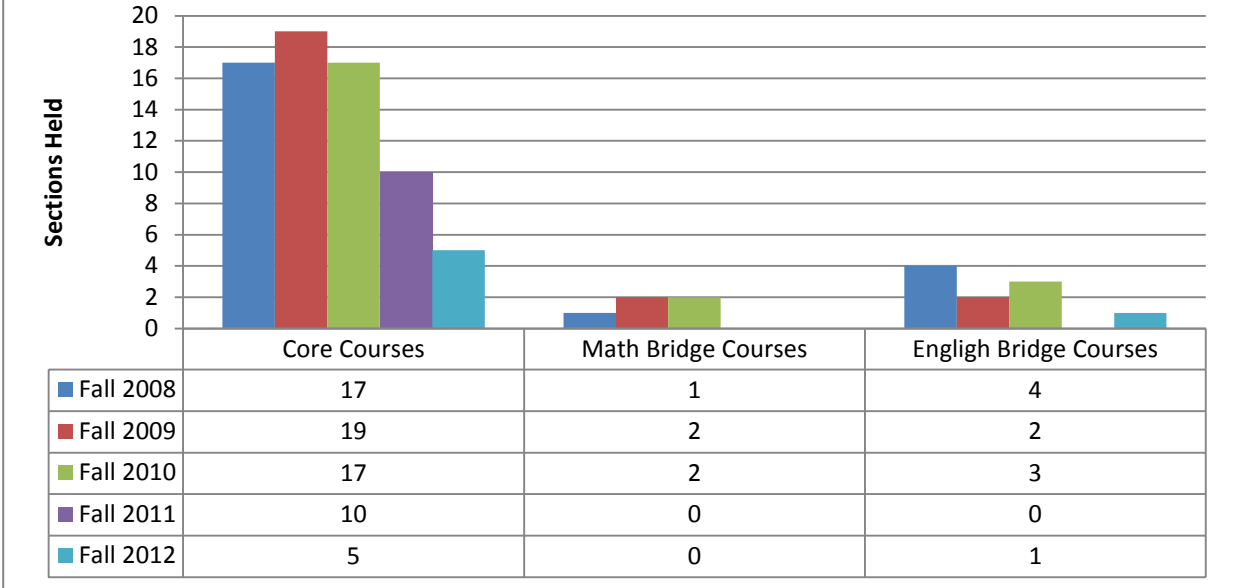


Cohort trending by age groups is fairly uniform. From the graph it would appear that the target PACE cohort would be students less than 25 years of age with the majority of them less than 20 years old. The increase in students less than 20 and the corresponding decrease of those between 20 and 24 years old indicates that enrollment by recent high school graduates increased and outpaced those from other groups while student age groups 25 to 34 and 35 to 54 generally declined. The data does not seem to support the PACE objective to provide a pathway for older more mature working adults.

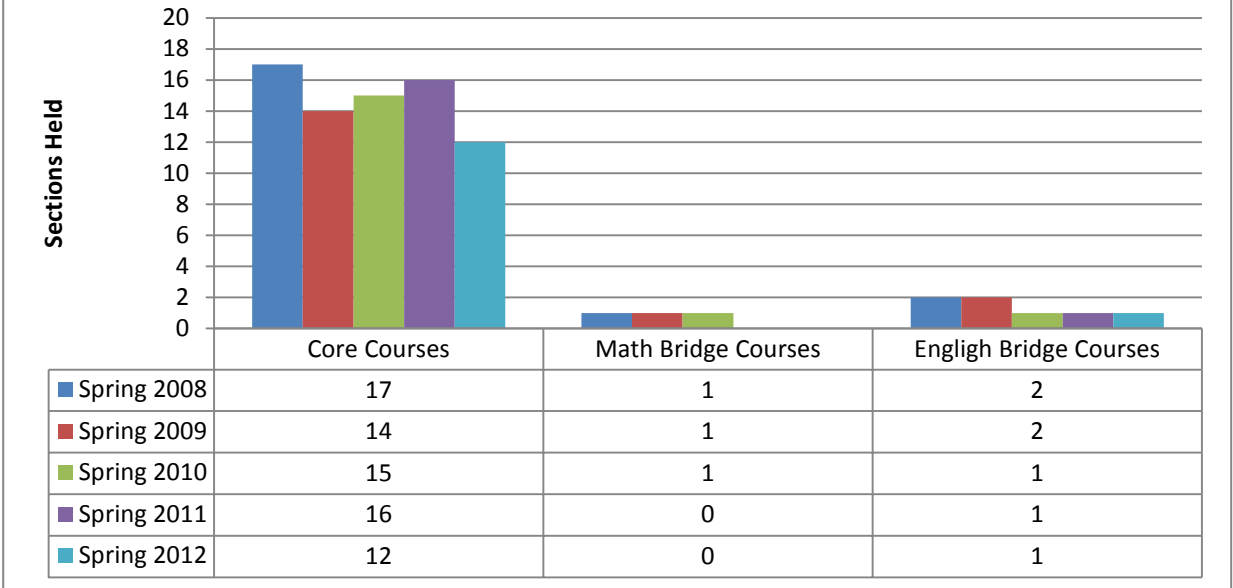
f. Section Trends/Course Offerings



PACE Course Offerings - Fall Trends

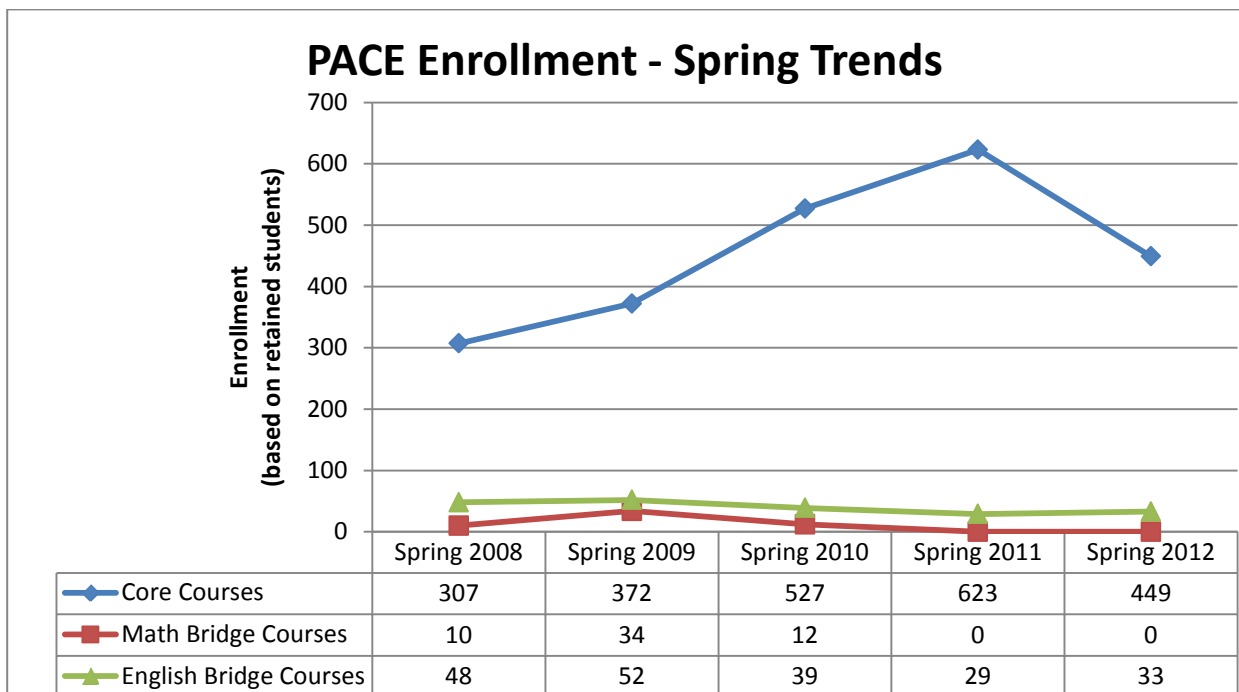
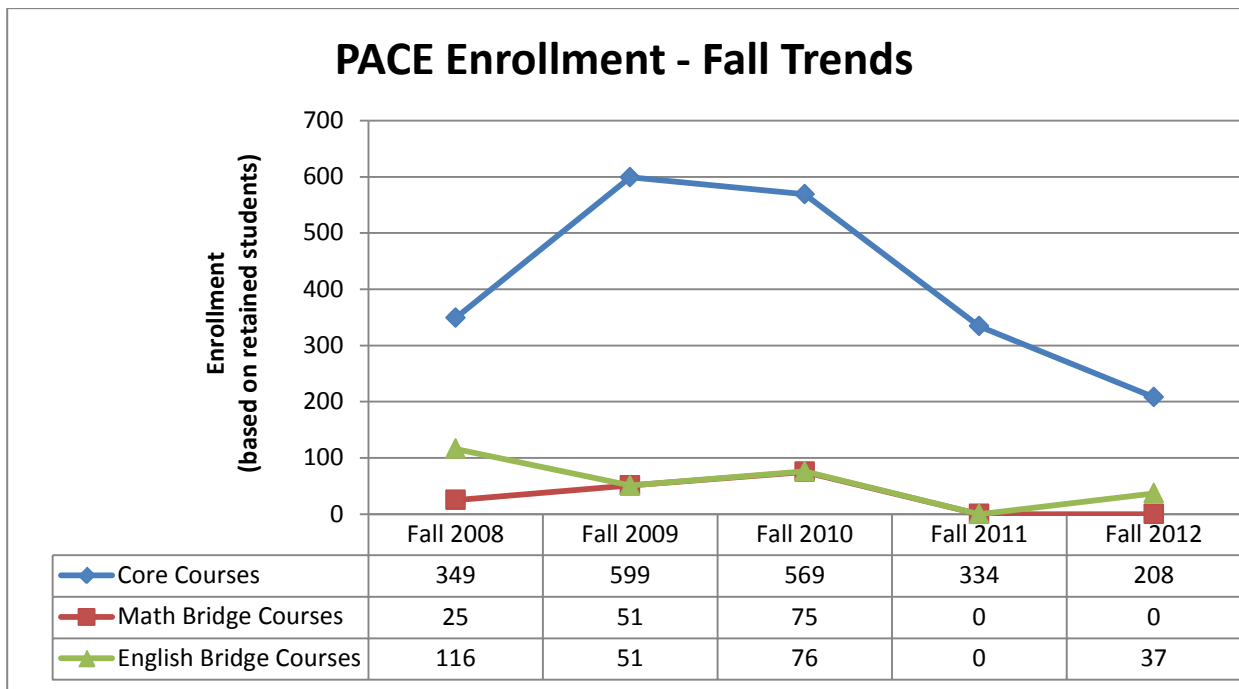


PACE Course Offerings - Spring Trends

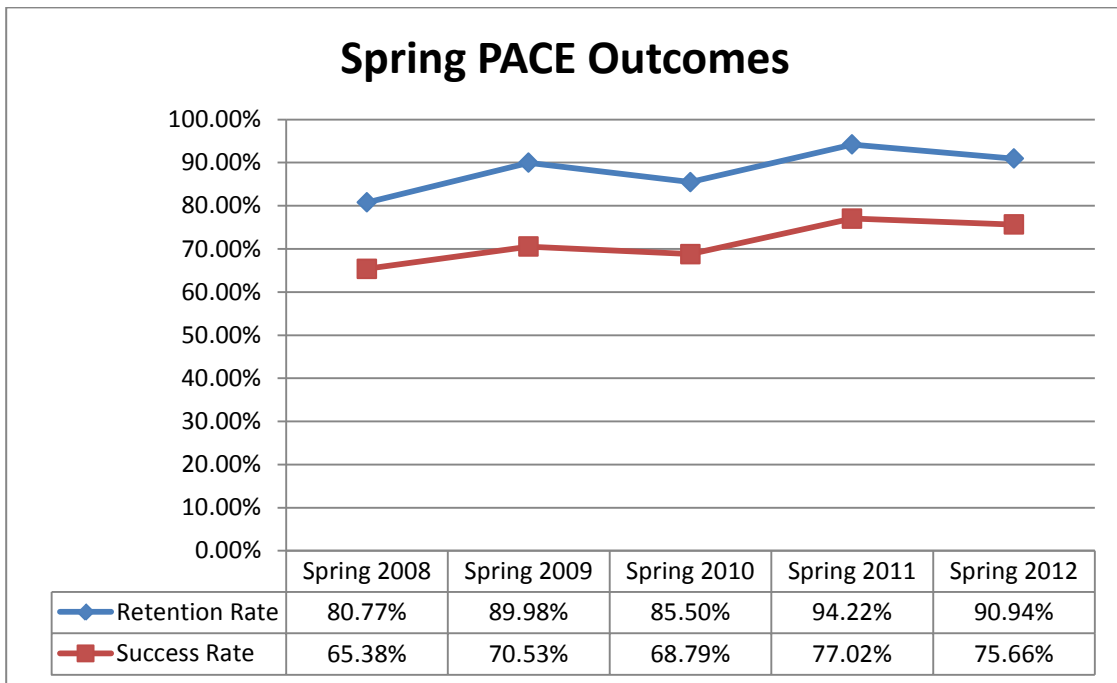
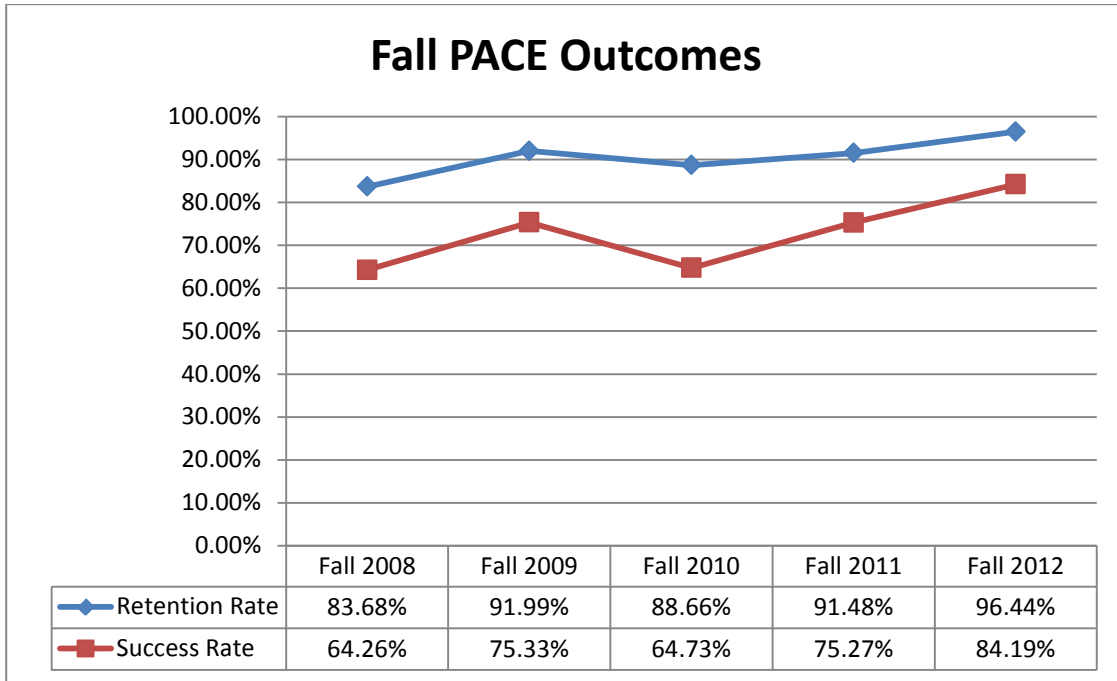


Section count declines are most likely attributable to the reduction in class offerings rather than reduced demand. The effect of these confounding variables is difficult to determine. Increasing average enrollment per section and the decline of “core offerings” while bridge courses remain relatively flat may indicate persistence by continuing PACE students.

g. Enrollment Trends



h. Retention, Success & GPA Trends

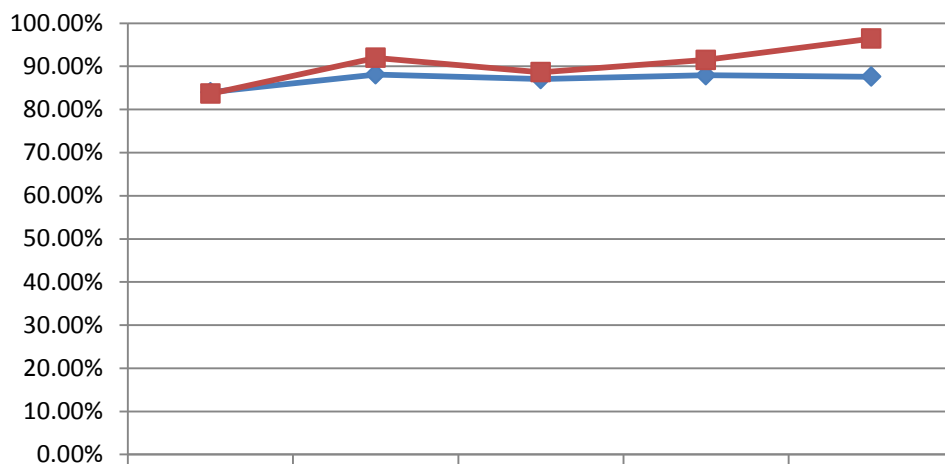


PACE - Fall Success Rate Trends



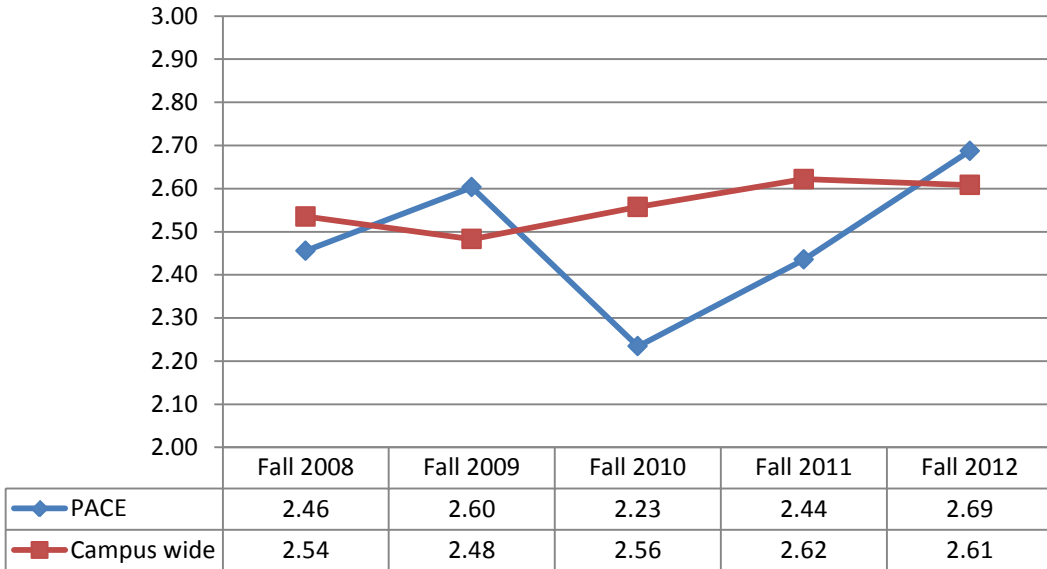
	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
PACE	64.26%	75.33%	64.73%	75.27%	84.19%
Campus wide	63.33%	66.10%	67.16%	69.20%	69.17%

PACE - Fall Retention Rate Trends

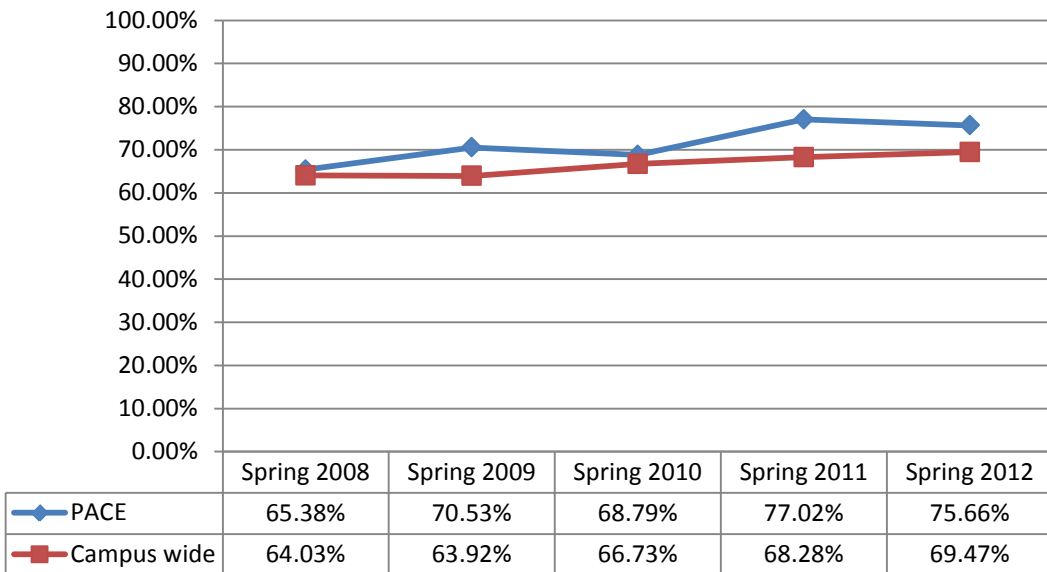


	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Campus-wide	84.02%	88.13%	87.04%	87.93%	87.60%
PACE	83.68%	91.99%	88.66%	91.48%	96.44%

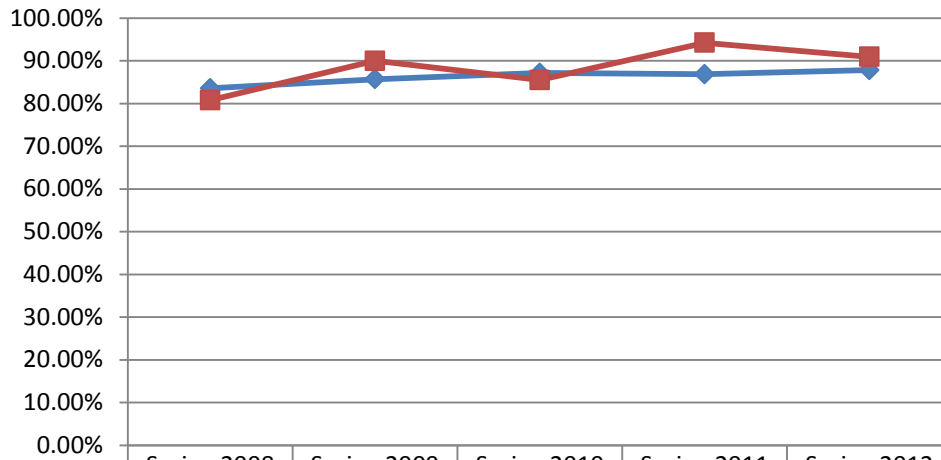
PACE - Fall GPA Trends



PACE - Spring Success Rate Trends

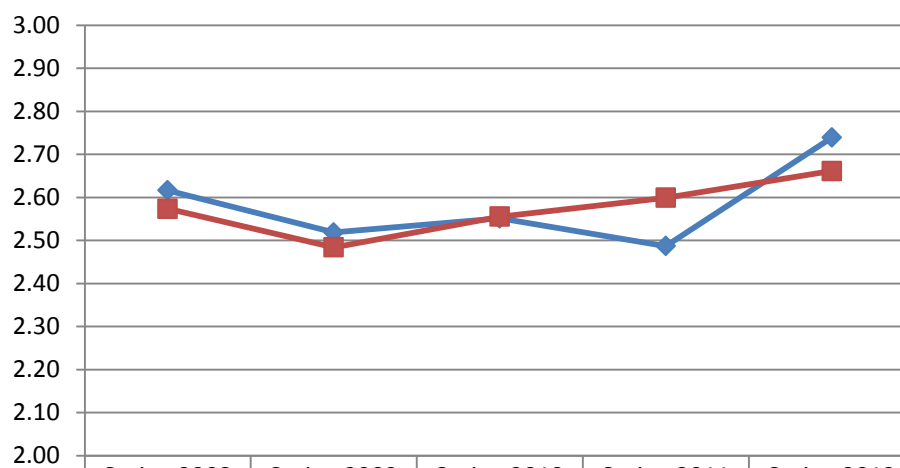


PACE - Spring Retention Rate Trends



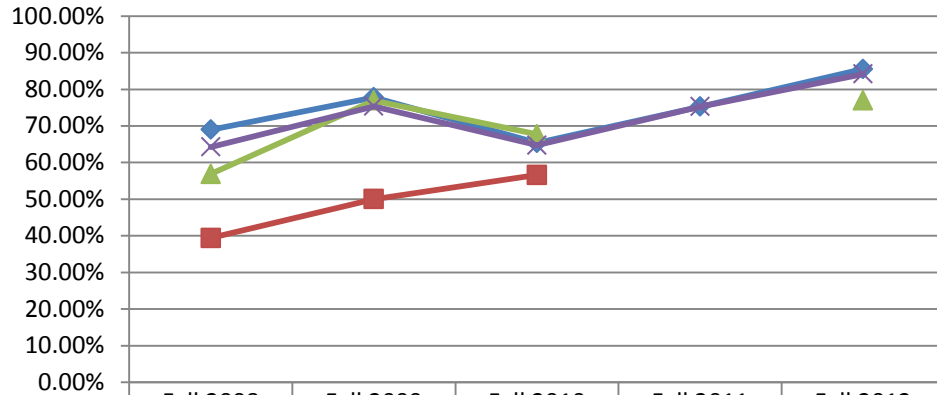
	Spring 2008	Spring 2009	Spring 2010	Spring 2011	Spring 2012
◆ Campus-wide	83.55%	85.70%	87.16%	86.84%	87.81%
■ PACE	80.77%	89.98%	85.50%	94.22%	90.94%

PACE - Spring GPA Trends



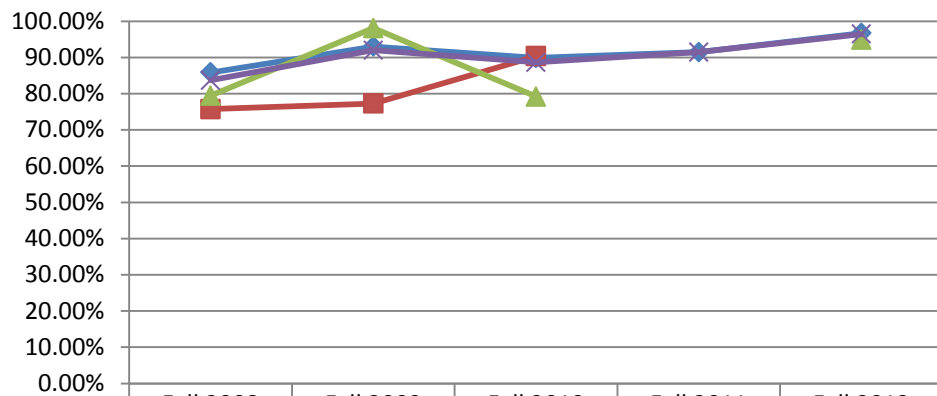
	Spring 2008	Spring 2009	Spring 2010	Spring 2011	Spring 2012
◆ PACE	2.62	2.52	2.55	2.49	2.74
■ Campus wide	2.57	2.48	2.56	2.60	2.66

PACE Success Rates - Fall Trends



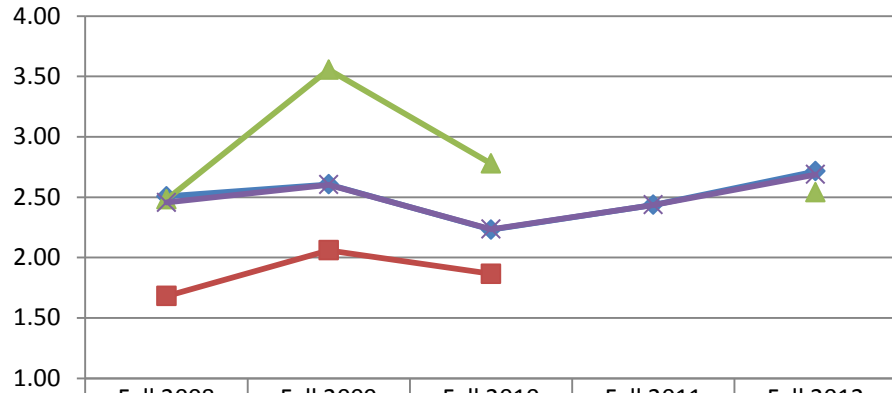
	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Core Courses	68.98%	77.80%	65.35%	75.27%	85.51%
Math Bridge Courses	39.39%	50.00%	56.63%		
English Bridge Courses	56.85%	76.92%	67.71%		76.92%
All PACE Courses	64.26%	75.33%	64.73%	75.27%	84.19%

PACE Retention Rates - Fall Trends



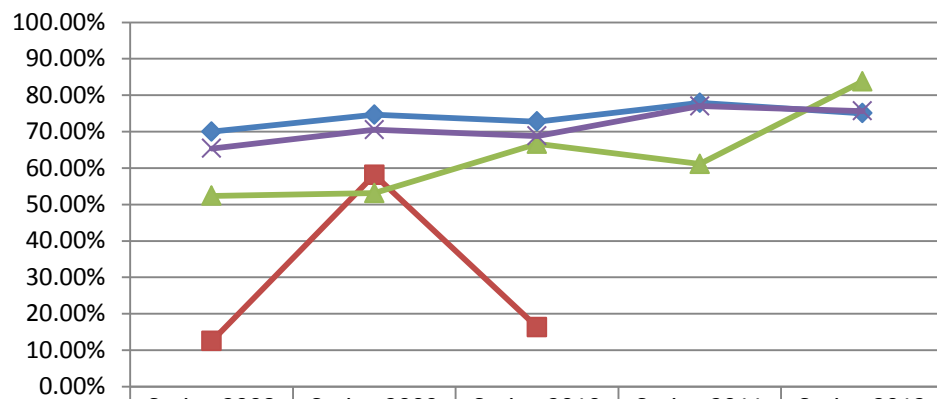
	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Core Courses	85.86%	93.01%	89.87%	91.48%	96.73%
Math Bridge Courses	75.76%	77.27%	90.36%		
English Bridge Courses	79.45%	98.08%	79.17%		94.87%
All PACE Courses	83.68%	91.99%	88.66%	91.48%	96.44%

PACE GPA - Fall Trends



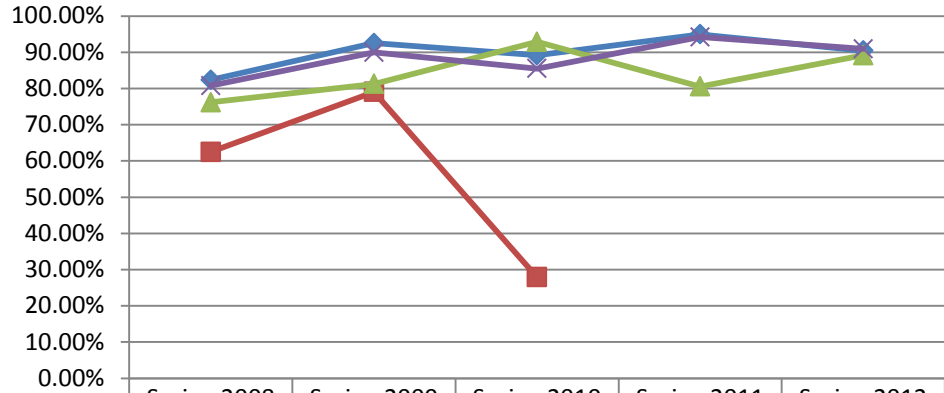
	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Core Courses	2.51	2.61	2.23	2.44	2.71
Math Bridge Courses	1.68	2.06	1.86		
English Bridge Courses	2.48	3.56	2.78		2.54
All PACE Courses	2.46	2.60	2.23	2.44	2.69

PACE Success Rates - Spring Trends



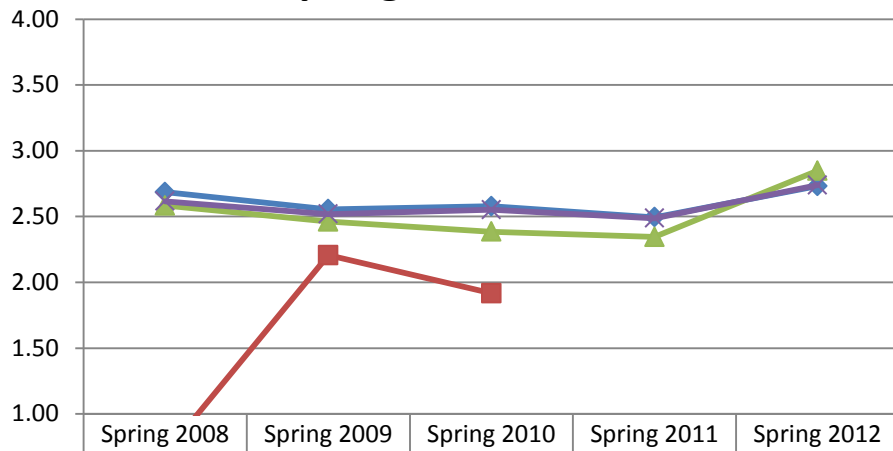
	Spring 2008	Spring 2009	Spring 2010	Spring 2011	Spring 2012
Core Courses	69.97%	74.63%	72.76%	77.90%	75.05%
Math Bridge Courses	12.50%	58.14%	16.28%		
English Bridge Courses	52.38%	53.13%	66.67%	61.11%	83.78%
All PACE Courses	65.38%	70.53%	68.79%	77.02%	75.66%

PACE Retention Rates - Spring Trends



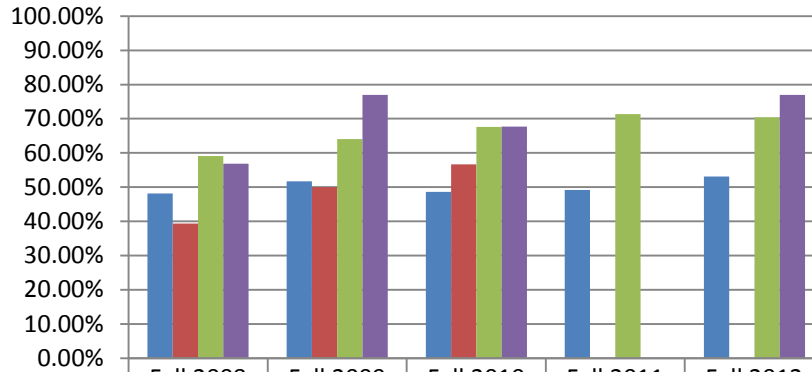
	Spring 2008	Spring 2009	Spring 2010	Spring 2011	Spring 2012
Core Courses	82.37%	92.54%	89.17%	94.97%	90.47%
Math Bridge Courses	62.50%	79.07%	27.91%		
English Bridge Courses	76.19%	81.25%	92.86%	80.56%	89.19%
All PACE Courses	80.77%	89.98%	85.50%	94.22%	90.94%

PACE GPA - Spring Trends



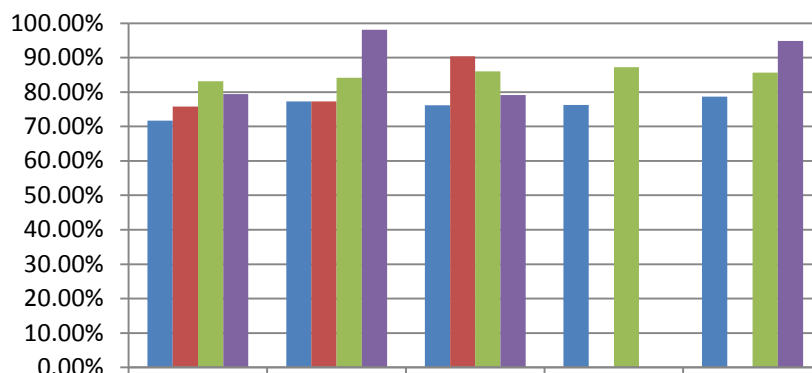
	Spring 2008	Spring 2009	Spring 2010	Spring 2011	Spring 2012
Core Courses	2.69	2.56	2.58	2.49	2.73
Math Bridge Courses	0.70	2.21	1.92		
English Bridge Courses	2.58	2.46	2.38	2.34	2.85
All PACE Courses	2.62	2.52	2.55	2.49	2.74

Bridge Courses - Fall Success Rate



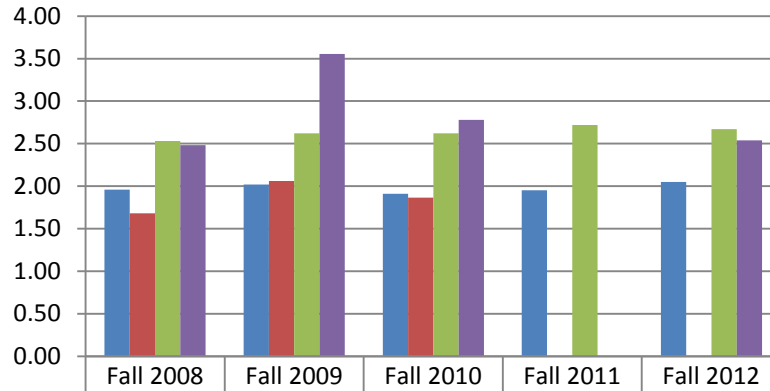
	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Campus-wide: Math	48.18%	51.74%	48.62%	49.15%	53.08%
PACE: Math	39.39%	50.00%	56.63%		
Campus-wide: English	59.08%	64.08%	67.64%	71.39%	70.39%
PACE: English	56.85%	76.92%	67.71%		76.92%

Bridge Courses - Fall Retention Rate



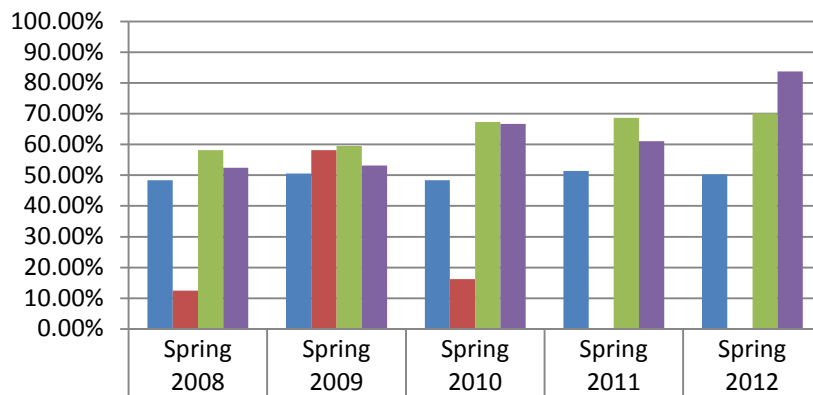
	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Campus-wide: Math	71.71%	77.30%	76.17%	76.28%	78.65%
PACE: Math	75.76%	77.27%	90.36%		
Campus-wide: English	83.18%	84.17%	86.01%	87.27%	85.67%
PACE: English	79.45%	98.08%	79.17%		94.87%

Bridge Courses - Fall GPA



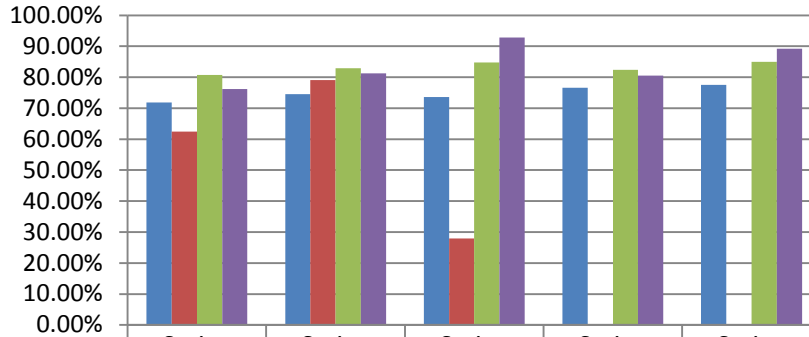
■ Campus-wide: Math	1.96	2.02	1.91	1.95	2.05
■ PACE: Math	1.68	2.06	1.86		
■ Campus-wide: English	2.53	2.62	2.62	2.72	2.67
■ PACE: English	2.48	3.56	2.78		2.54

Bridge Courses - Spring Success Rate



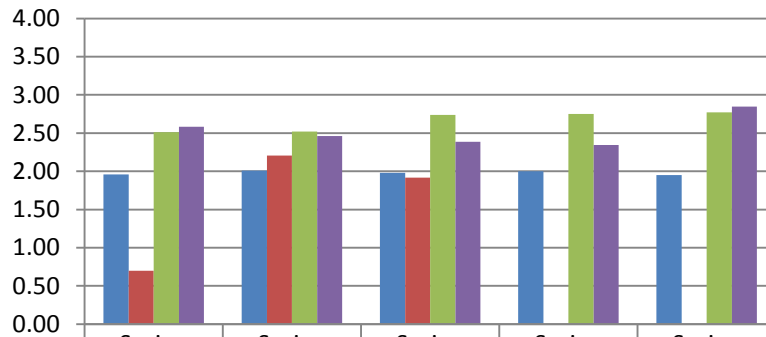
■ Campus-wide: Math	48.37%	50.54%	48.41%	51.36%	50.24%
■ PACE: Math	12.50%	58.14%	16.28%		
■ Campus-wide: English	58.12%	59.54%	67.30%	68.66%	70.16%
■ PACE: English	52.38%	53.13%	66.67%	61.11%	83.78%

Bridge Courses - Spring Retention Rate



	Spring 2008	Spring 2009	Spring 2010	Spring 2011	Spring 2012
■ Campus-wide: Math	71.90%	74.59%	73.62%	76.57%	77.53%
■ PACE: Math	62.50%	79.07%	27.91%		
■ Campus-wide: English	80.73%	82.93%	84.79%	82.41%	84.97%
■ PACE: English	76.19%	81.25%	92.86%	80.56%	89.19%

Bridge Courses - Spring GPA



	Spring 2008	Spring 2009	Spring 2010	Spring 2011	Spring 2012
■ Campus-wide: Math	1.96	2.01	1.98	2.00	1.95
■ PACE: Math	0.70	2.21	1.92		
■ Campus-wide: English	2.51	2.52	2.74	2.75	2.77
■ PACE: English	2.58	2.46	2.38	2.34	2.85

i. Award Data

Cohorts were developed to track success in attaining an AA/AS degree or certificate. The following data represent an approximation of success outcomes in the PACE program. Students were only counted in the first cohort in which they appeared in order to prevent duplication. In addition, all awards conferred prior to the end of the cohort semester were excluded from analysis. If a student was awarded multiple degrees and/or certificates, all conferrals were included. This data is based on fall cohort data and does not include all students in the PACE program, nor does it seek to determine whether a majority of classes were taken within the PACE program.

	Cohort Year					Total
	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	
AA Degree	43	39	31	15	2	130
AS Degree	4	4	5			13
Certificate	14	15	15	5	3	52
Skill Certificate	4	5				9
Total Awards	65	63	51	20	5	204
Total Students in Cohort	311	406	477	202	147	1543

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Grand Total
AA Degrees	43	39	31	15	2	130
Advanced Graphic Design For Multimedia	1					1
Business Administration	1					1
Chicano Studies				1		1
Child Development	7	1		2		10
Child Development Skill Award	1	1				2
Computer Applications and Office Technologies		1				1
English			1			1
Family Child Care Provider	2			1		3
General Studies: Natural Sciences	2	4				6
General Studies: Social and Behavioral Sciences	3	5	6	1		15
Interdisciplinary Studies	2					2
Liberal Arts	4	1				5
Liberal Arts: Business	4	4	5			13
Liberal Arts: Communication and Literature				1		1
Liberal Arts: Natural Sciences	1	1	1			3
Liberal Arts: Social and Behavioral Sciences	6	9	9	4	1	29
Liberal Studies-Multiple Subject Teacher Prep.	2	5	3	1		11

Mathematics		2	1			3
Mathematics for Transfer			1			1
Multimedia: Graphic and Web Design	1					1
Multimedia: Video Production Concentration	1					1
Multimedia: Animation	1					1
Multimedia: Video/Sound Production	1					1
Office Administration		1				1
Psychology	3	2	4	2		11
Sociology		2		2	1	5
AS Degrees	4	4	5			13
Administration of Justice		1	3			4
Health Science	4	3	2			9
Certificates	14	15	15	5	3	52
Advanced Skills in Graphic and Web Design	1					1
Bilingual/Bicultural Pre-School		1				1
Child Development - Pre-School	2	1	1	1	1	6
CSU General Education	7	11	11	3	2	34
IGETC	1	2	2	1		6
Multimedia: Video/Sound Production	1					1
Multimedia: Video/Sound Production	1					1
Teacher's Assistant - Exceptional Children	1		1			2
Skill Certificates	4	5				9
Child Development	4	4				8
Family Child Care Provider		1				1
Grand Total	65	63	51	20	5	204

Based on a review of degrees earned from 2008 – 2012 it is difficult to determine the degrees earned by PACE students in the five tracks offered at the college.

Summary of Comprehensive Program Reviews (Appendix C, D, E, F)

PACE program review recommendations in 2008-2009 and 2010-2011 primarily addressed lack of information for identifying and tracking PACE students at LAMC, and the need for the development of resources and planning for strengthening the PACE instruction model and program.

The specific recommendations included:

- Clarification and identification of PACE program and students.
 - Defining the mission and goal of the program and clarifying visions for growth and change.
 - Establishing an advisory board to help guide the program.
 - Developing orientation and training for faculty to deliver effective pedagogy in an accelerated collaborative format.
1. Enrollment data indicates a large drop in FTE from fall 2010 to fall 2011 (2164 to 1125). An increase in enrollment was followed in spring 2012 (1577). However, since the enrollment in PACE courses is not limited to PACE students, the demand for these sections cannot be attributed to demand for PACE scheduling format.
 2. Success rate in PACE courses continues to track equal or slightly above the college average, despite the accelerated schedule for these courses.

Faculty Chairs Survey June 2013

A faculty chair survey was conducted to solicit qualitative data on their department's participation in the PACE program and on the effectiveness of the program.

Roughly how many PACE classes in your areas were offered in a typical year?

- ✚ Departments offered from one to four classes per year.

How effective did you feel PACE classes were for students in your discipline?

Please choose from 1 (ineffective) to 5 (very effective); feel free to add comments if you wish.

- ✚ Faculty responses ranged from one to three in their evaluation of the effectiveness of the PACE classes offered through their department/disciplines.
Comments included the following:
- ✚ The courses are difficult to evaluate because of the limited interaction between the disciplines in the regular program and the PACE program.
- ✚ While the PACE program gave students another option, without a database of students enrolled in PACE classes, it is difficult to evaluate the effectiveness of the courses.
- ✚ It was a challenge for disciplines to provide meaningful extra activities.
- ✚ During these past few years, the PACE courses were identical to our regularly offered classes which was counter to the entire concept of PACE and how the program was originally conceived and practiced. Originally there was a common theme that ran throughout the PACE offerings and the emphasis was on group/team work. Also, the mode of instruction was tailored to working folks.
- ✚ Some classes were moderately effective in delivering content to students, while other courses were often less effective and were more difficult for students to master the content.
- ✚ With an eight week schedule and using online resources I think the students would succeed.

How much of an impact (other than the loss of sections) do you feel the suspension of PACE program has had on students in your discipline? Please choose from 1 (no impact) to 5 (great impact); feel free to add comments if you wish.

- ✚ Responses ranged from 1 to 5.
Comments include in the following:
- ✚ Difficult to assess the impact given it was not clear who was a PACE student.
- ✚ Any loss of sections has a severe impact on students, these classes were GE and not having enough GE classes offered is an issue.
- ✚ None, the program had lost its identity. Students were just using the PACE offerings to get their courses without really being PACE students.
- ✚ Suspension of the PACE program has had minimal effect on the students in my department. We have been able to offer adequate sections in disciplines that PACE offered classes.
- ✚ I think there was an impact for students who were looking for non-traditional scheduling.

What do you believe were the strengths or benefits of the PACE program (if any) for students taking courses in your discipline?

- ✚ PACE provided a more focused, accelerated option, especially for working students, but the lack of follow through with the students also makes this difficult to evaluate.
- ✚ None stand out, sorry.
- ✚ None actually, since we had to constantly struggle to hire and supervise PACE instructors and as a result there was less quality control than in our regular classes. Every semester it was a struggle to insist our discipline could hire and supervise the PACE instructors.
- ✚ A strength of the program was allowing students to take weekend classes that are not offered as part of the regular program.
- ✚ The major benefit of the PACE program in my opinion is its cohort system that schedules students in particular tracks and requires them to stay on track for completion of their requirements.
- ✚ The strengths for the students were short fast paced education in order to complete their classes quicker.

What do you believe were the weaknesses or drawbacks of the PACE program (if any) for students taking courses in your discipline?

- ✚ Some students had trouble handling the condensed, accelerated versions of the course
- ✚ When the PACE program was suspended there were still PACE courses being offered, but no Director or Program which caused considerable confusion for instructors and students. One instructor did not show up to his class on the first day because no one made an effort to point out that the schedule was different and the instructor had not paid close attention to the offer letter.
- ✚ As per above. There was often a loss of quality control.
- ✚ None
- ✚ The major weakness of PACE in my opinion is the scheduling and its effect on the effective delivery of content in courses. The limited meeting times for PACE classes (2 times per week) compresses content in some courses beyond what students can absorb and as a result loses effectiveness and impacts student success.
- ✚ The lack of organization resulted in registration which was messy for students; adding was problematic since services were often closed at night; not sure if placement tests were done; and room assignments were not requested on time so students were often in the wrong rooms.
- ✚ Most instructors were on time to their class but some were not. Instructors were still adding too late into the semester.

- ✚ The short paced class meant that instructors were often NOT evaluated by department chairs.
- ✚ The instructors tended to be too connected to those students and gave better grades than average non Pace classes.

Are there any other comments you'd like to make about the PACE program and/or its suspension?

- ✚ There is insufficient data to justify the additional expense of this program at this time.
- ✚ If we had the hours the Department Chairs could schedule classes into a PACE like pattern, but a director would be needed to oversee the overall direction. Faculty should be hired only by the Department Chairs and from the seniority list; instructors should get seniority rather than exist outside the benefits of teaching.
- ✚ Rethink PACE and how it interacts and benefits all students. In some disciplines a lot of learning happens outside the classroom and we would like our instructors to support that when possible.
- ✚ PACE originally was a phenomenal program. It had a didactic concept which made sense, and it truly served a group of working students whose success was aided by the scheduling, peer support and who benefited from the way that the materials were presented via themes across the curriculum.
- ✚ In these past years I saw no resemblance between the original PACE program which began at Mission under the guidance of Prof. Fred Obrecht and adopted throughout the district as a model.
- ✚ The program has deviated from its scope and purpose and has greatly deteriorated. It became a parallel pathway for students to get random courses when regular courses filled up.
- ✚ In the beginning PACE faculty were hired full time on limited contracts. This has not been the case. Perhaps this has also been a factor in its decline. It was not meant to be a program taught by random hourly people.

Open Forum for PACE Viability

On Wednesday, May 29, 2013 the college held an Open Forum from noon – 2:00PM to solicit feedback on the effectiveness and importance of PACE classes at LAMC in response to the recent suspension of the PACE program. The forum was open to faculty, staff and students as well as community members.

Comments/Questions

- PACE is working at Pierce with an enrollment of about 300 students per semester; mostly online classes with about 80 students per class
- Is there a PACE counselor at Pierce? Are there support services carved out for students?
- There were PACE counselors at Valley and West L.A and the resources were infinite
- No PACE counselor at Mission. Currently Valley has a program renamed Valley College Accelerated Program – VCAP. They are able to use adjunct instructors
- PACE was originally set up to have a cohort of students who would take classes together offering several tracks. As years went by the cohort concept got lost
- There is concern regarding academic rigor; classes were not rigorous enough and too short for students to be successful
- Was there any tracking of students after they left LAMC?
- There is no higher education database that tracks students
- PACE was eliminated because of money issues. Main cost savings – Instructors, Fulltime Director and Secretary. Harbor and Pierce still have PACE
- PACE forum should have been offered at night because PACE students are working during the day. The program needs to be promoted more on and off in the community

- At a church function in the community I shared that if it wasn't for PACE I would not have graduated
- We should check with Ken Carter and folks why the other colleges are willing to still have PACE
- Please do everything you can to bring it back
- Los Angeles Pierce College has a system where you have to apply to PACE program first and those students get priority registration for the PACE classes, and then open to general enrollment; Pierce has a Pace population 3X as large as LAMC; Mission was having trouble filling classes in 2004/2005
- PACE benefits students; a lot of students ask why it went away
- Students feel it takes longer to graduate without PACE
- Students like the weekend and night schedule, the short term (8 weeks), less time at the college and the fewer hours
- Many disciplines are offered: Sociology, Math, Philosophy, English, History, Psychology, Humanities, Biology, Business, Geography, Health, Music, Art, Child Development and Speech
- Same instructors as ITV
- PACE had a huge impact; I would not have graduated w/o PACE; married 3 kids, working fulltime; scheduling was most important
- PACE brings mature, goal oriented students pursuing a degree, dedicated
- PACE students who have kids are able to come and finish requirements faster
- Students were mostly over 30
- As a very experienced teacher, PACE was my favorite because students were dedicated
- PACE is good for impacted communities
- Its focus is for busy working adults in a professional setting that lets them move on
- Focus was on scheduling one night a week and alternate Saturdays
- PACE classes were listed separately; at some point they were included in the general catalogue to help enrollment
- PACE still attracts working students
- Students fill out an application for PACE; most of her college career has been PACE 2006/2007 hardly any younger students
- It's difficult, unable to finish without PACE; unable to take 16 week schedule; with PACE I was able to finish 33 units in one year.
- Cohort concept important because you have the same support group, pushing each other to get through, being able to help each other; field trips etc.
- PACE classes were the hardest classes; you have to study
- PACE (at LAMC) worked for me because I was working; it is farther for me to get to Pierce; I had an injury and must retrain; Importance - the schedule/speed/more flexible/more classes in a short time.
- The schedule is challenging but not overwhelming, you must be dedicated
- Taking classes at night/tough because the classes are not offered at night/ this has slowed me down a lot
- Also there are a variety of students older and younger




Pace Viability Committee: Review of PACE Programs in District and Area

Information gathered on other district PACE programs and interviews with the current PACE Directors at College of the Canyons and Los Angeles Pierce College shed light on the best practices that lead to strong PACE Programs. Several colleges in the area have either discontinued PACE or retained programs as a scheduling format rather than a substantial program. LAVC suspended the Valley College Accelerated Program (VCAP) as of December 2012 and ELAC was no longer accepting new PACE students as of 2011.

According to an interview with the College of the Canyons PACE Director, the program exists as a schedule format and future plans to revitalize the program include limiting PACE to the CTE program and providing Basic Skills Accelerated Programs in place of the PACE program. LAHC and LAPC both provide evidence of strong PACE programs. LAHC offers two 8-week "quarters" during a 16 week semester with team taught classes in an interdisciplinary environment. Two Tracks, each consisting of five groups, are scheduled each semester. In addition, the LAHC program offers 16-week Internet Courses. Mandatory orientation and mandatory Saturday Conference attendance are essential components. In total, 45 classes are scheduled for fall 2013.

An interview with the LAPC Director of PACE points to the effect that mandatory orientations and building and maintaining cohort groups can have on student and program success. Yearly enrollment in the PACE program averages 4,000 students with 36 sections offered every semester. The Director reports that at least 300 students attend the mandatory orientation for new students each semester. Retention rates of 90% and success rates of 87% are reported in the LAPC PACE program, and these high rates are attributed to a format that allows students to retake failed classes immediately. Students who do not succeed in a class in the first 8-week session are counseled and retake the class in the second 8-week session. The program is well-supported by the college since it enrolls so many students, primarily due to the large class size of 99 – 120 students (LAPC has lecture halls to support such large classes).

PACE options at other colleges:

College	Program Name	Program Options	Program Statistics
Los Angeles Pierce College Arthur Gillis, Director 818-710-2890	Program for Accelerated College Education (PACE)	<ul style="list-style-type: none"> • <u>Pierce Business Option</u>  • <u>Pierce General Studies</u>  • <u>Beaudry General Studies</u>  	<ul style="list-style-type: none"> • Orientation: Mandatory – 200 to 300 students at orientations • Enrollment: 4,000 students per year with average of 36 sections every semester, 12 per summer session • <u>Summer Session</u>: 8 classes scheduled • <u>Fall 2013</u>: 24 courses offered over two quarters. 8 Bridge courses offered over two quarters • Well-supported by College since the program enrolls so many students in large classes (99 – 120 students per class) and retention rates are at 90% with 87% success rate. • Success rate attributed to use of cohort groups and format that

			allows students to retake failed 1st 8-week session classes immediately during the 2nd 8-week session.
College of the Canyons John Makovitch 661-362-3102	Progressive Adult College Education (PACE)	<ul style="list-style-type: none"> No substantial program in place. Exists as a scheduling format. Planning to provide Basic Skills Accelerated programs in place of the PACE program. Future program revisions include possibly creating a CTE PACE program. 	<ul style="list-style-type: none"> Orientation: Mandatory Enrollment: over 200 students per semester (per <u>PACE faqs</u>) Fall 2009: 6 courses offered over two quarters Spring 2010: 5 courses offered over two quarters
Los Angeles Valley College	Valley College Accelerated Program (VCAP)	<ul style="list-style-type: none"> VCAP suspended Dec. 17th, and will no longer be offering classes 	
East Los Angeles College	Program of Accelerated College Education (PACE)	<ul style="list-style-type: none"> As of 2011, no longer accepting new PACE students. 	
Los Angeles Harbor College King Carter, Director 310-233-4526 310-233-4523 Yvette Parra, Secretary 310-233-4065	Program of Accelerated College Education (PACE)	<ul style="list-style-type: none"> Track 1 consisting of 5 Groups over two 8-week sessions per semester Track 2 consisting of 5 Groups over two 8-week sessions per semester 16 week Internet Courses 	<ul style="list-style-type: none"> Orientation: Mandatory Mandatory Saturday Conference Attendance Enrollment: 45 classes total offered Both 8-week Tracks offered each semester Face-to-face Fall 2013: 42 courses offered over two quarters Online Fall 2013: 3 courses offered

Literature Review (See Appendix G) 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 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.

Financial Analysis

The PACE program at LAMC consisted of a full-time director and a secretary funded through Program 10100. The budget varied from year to year depending on the number of sections offered.

	Budget	Expenditures	Balance
F/Y 2008-2009	\$400,600	\$454,090	(\$53,490)
F/Y 2009-2010	\$353,345	\$451,757	(\$98,412)
F/Y 2010-2011	\$452,014	\$442,842	\$9,172
F/Y 2011-2012	\$252,965	\$354,122	(\$101,156)

End of Report

Appendices to follow separately