



LOS ANGELES TRADE TECHNICAL COLLEGE



2016

INSTITUTIONAL SELF EVALUATION

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LOS ANGELES TRADE-TECHNICAL COLLEGE

Self Evaluation Report of Educational Quality and Institutional Effectiveness

In Support of Reaffirmation of Accreditation

Submitted by:

Los Angeles Trade-Technical College
400 W. Washington Blvd
Los Angeles, CA 90015

Submitted to:

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

December 2015

Certification of the Institutional Self Evaluation Report

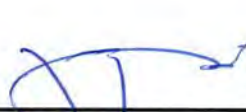
To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

From: Los Angeles Trade-Technical College
400 W. Washington Boulevard
Los Angeles, CA 90015

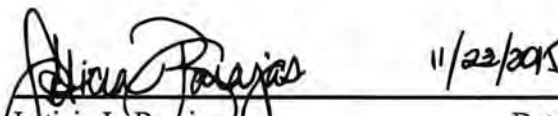
This Institutional Self Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the District office community, and I believe the Self Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

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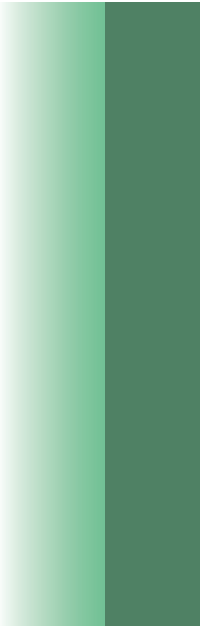

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INTRODUCTION

Los Angeles Trade-Technical College (LATTC) is three years into a transformative journey to create Pathways to Academic, Career, and Transfer Success (PACTS). This campus-wide effort was informed by research on the needs of our largely underprepared student body and concerns about our completion rates. As a result, the campus took on a reorganization with the purpose of maximizing student success. Embraced by the campus as Strategic Priority #1 of our 2012-2017 Strategic Educational Master Plan (SEMP), this campus-wide effort is connecting our various departments and programs of study into pathways to create cohorts of students and guided choices. We are committed to developing, piloting, and assessing strategies to improve student success, given the historical achievement gaps within the communities we serve. These strategies include efforts to bring clarity and capacity to these pathways, including the integration of counseling, math, English, and career navigation.

As one of nine public two-year colleges in the Los Angeles Community College District (LACCD), LATTC offers specialized career technical education and academic, transfer-track programs. LATTC is an open-access institution whose mission, in brief, is to provide quality academic, technical, and professional educational opportunities for the population it serves.

History of the College

In the early 1900's, Los Angeles was growing at a very rapid rate, doubling in population every decade. The key booster of Los Angeles' development was an individual by the name of Frank Wiggins. He first came to Los Angeles from Indiana, and in 1889, was hired by the Los Angeles Chamber of Commerce, which had been founded the previous year. In 1897 he was elected Secretary, the top position, which he held until his death in 1924. Frank Wiggins and the L.A. Chamber spent much of their time and resources convincing businesses back east to move to Los Angeles. As part of this effort, they spent several years lobbying the Los Angeles Board of Education to open a vocational school to train adults for the jobs that were needed to grow the regional economy. After World War I, several classes were commenced in warehouses south of downtown, and in 1925, the Los Angeles School District built a brand new vocational school at 1646 South Olive Street and named it the Frank Wiggins Trade School after the recently deceased Chamber leader.

During World War II, the College was deeply involved in labor force training through the federal War Production Training Program. The end of the war led to the return of the economy to civilian purposes, the infusion of federal funds for training veterans, and an increased demand for academic subjects to be added to the College. In 1948, the College was granted authority to offer Associate Degrees in vocational disciplines along with liberal arts and sciences. The College quickly outgrew the Olive Street location and gradually moved two blocks to the south, to the current location—the grounds of the second oldest high school in Los Angeles, L.A. Polytechnic High School.

In 1949, the College took on the name “Los Angeles Trade-Technical Junior College”—“Trade” from the Frank Wiggins Trade School and “Technical” from Polytechnic High School, which ended up moving their high school campus up to Sun Valley in 1955. In 1966, Metropolitan Business College, which was close in proximity, merged with the College. In 1969, the College officially became Los

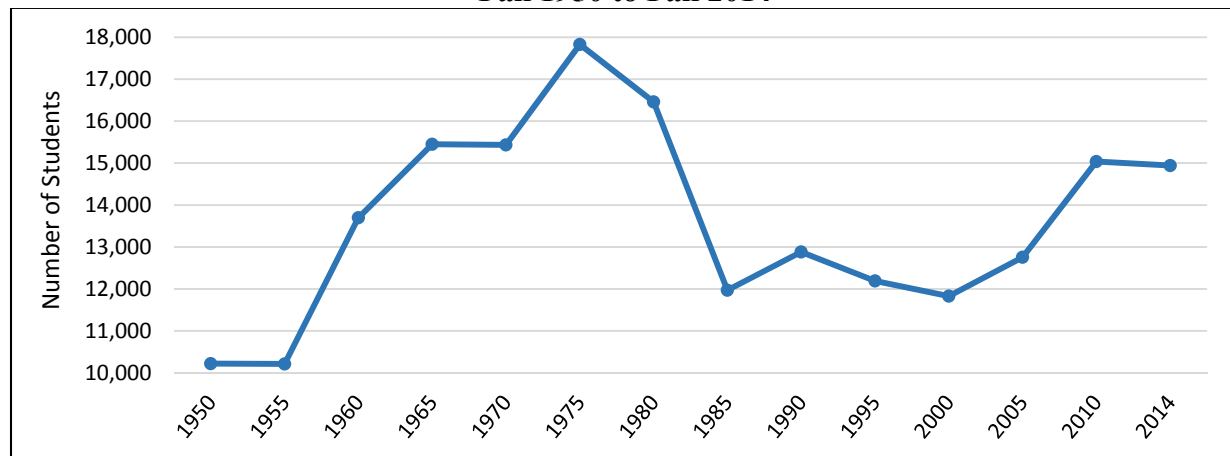
Angeles Trade-Technical College and joined the newly formed Los Angeles Community College District.

Located on thirty-one acres on the southern edge of downtown Los Angeles, LATTC's central location makes the College accessible to a large portion of the Los Angeles area via the existing network of freeways and public transportation. The campus is served by the Blue Line and Expo Line stops of the Metro rail system, which are named after the College and adjacent to the campus, along with eight bus lines and two DASH lines.

LATTC occupies a unique position among institutions of higher education. Throughout its ninety years, the College has remained true to its founding premise of vocational education, while expanding to provide transfer programs, adapt to rapidly changing technologies, and remain responsive to the needs of the surrounding community. Students come from all over the Los Angeles basin to participate in the unique mix of programs, some of which have been in existence since the school's inception.

The College's headcount increased from the fall of 1950 when over 10,000 students were enrolled in various programs. During the late 1970s, the number of students attending LATTC increased to about 18,000—the highest unduplicated enrollment in the College's 90-year history. Headcount decreased significantly after 1983, when state legislation passed to institute tuition at community colleges. This legislation also impacted enrollment across LACCD, as well as most California community college districts. In the last 30 years, enrollments both at LATTC, as well as in the LACCD as a whole, have gradually increased. Currently, one in ten students enrolled at LACCD are LATTC students.

**LATTC Credit Headcount
Fall 1950 to Fall 2014**



Source: LACCD Office of Institutional Effectiveness, LATTC Fact Book p.10

Major Developments Since Last Comprehensive Evaluation

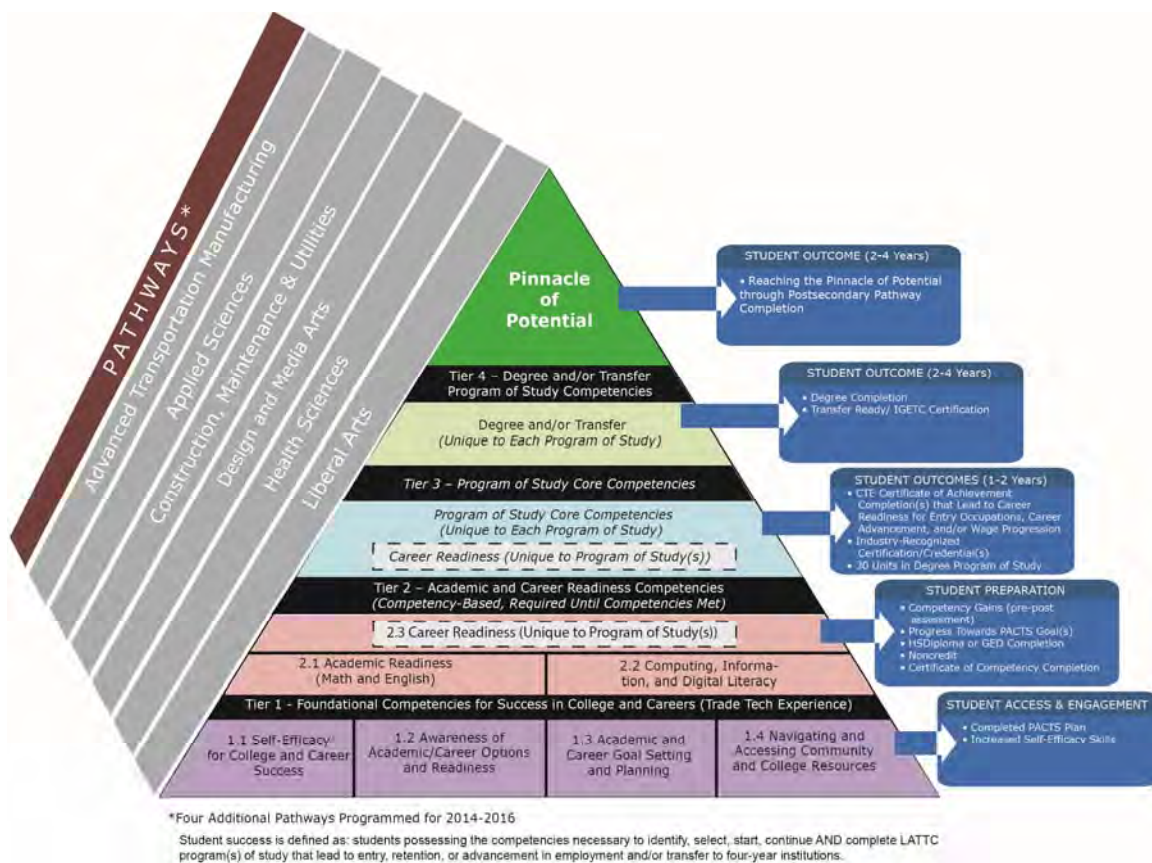
Pathways for Academic, Career and Transfer Success (PACTS)

In 2010, ARCC data results and our own cohort data revealed once more that Los Angeles Trade-Technical College (LATTC) student success rates were of deep concern. As a result, the College committed to developing and implementing new strategies and practices to ensure students achieve their educational goals. The strategies had to be sustainable, not reliant on external resources, and the scope of the strategy had to be college-wide, multi-divisional, and multidisciplinary thereby eliminating the notion of “boutique” programs.

An initial strategy was developed with the Trade Bridge Academy (TBA)—a strategy inspired from the Digital Bridge Academy at Cabrillo College. The Trade Bridge Academy was a concentrated effort to better prepare students to the culture and expectations of higher education during the onboarding process. A free, non-credit nine-hour course was developed and offered to provide students with a more intense orientation to post-secondary education. The overall goal of the TBA was to provide a strong foundation at the beginning of the student experience to help increase student completion rates.

Based on the lessons learned and the promising data from TBA, the College’s Student Success Committee began discussing the need to adopt a comprehensive and innovative student competency-based framework. The Pathways to Academic, Career, and Transfer Success (PACTS) framework was developed and adopted by the College in spring of 2012. PACTS enables the College to focus all instructional and student support programs and services in a concentrated and strategic manner to identify and select targeted interventions to address critical areas or gaps to ultimately increase student completion. PACTS is Strategic Priority #1 of the College’s Strategic Educational Master Plan.

PACTS is a sequence of postsecondary instructional programs and activities, with coordinated supportive services, designed to provide students with the competencies they need to successfully access a college education, attain industry-recognized and post-secondary credentials, and obtain a career that pays family-supporting wages and offers opportunities for advancement and growth.



There are two fundamental components of PACTS that provide the structure for students to succeed. They are:

1. Competency - A competency is the capability to apply or use a set of related comprehensions (or knowledge), skills, and abilities required to successfully perform “critical functions” or tasks
2. Program of Study - A program of study is comprised of a structured sequence of course(s) within a specified field of study that culminates in an industry-recognized credential, Certificate of Achievement, Associate of Arts or Science (AA/AS) degree, employment, transfer readiness, and/or IGETC/CSU Certification.

The PACTS framework is comprised of four distinct tiers, representing competencies students attain to reach key milestones in the completion of their unique college and career goal(s). Each tier is comprised of multiple competencies that collectively prepare students to transition and progress through the next tier (which are referred to as “exit” competencies) and/or collectively demonstrate mastery of a program of study.

- Foundational competencies (Tier 1) - are knowledge, skills/abilities, and qualities students need to navigate and be successful at within the structure and culture of a post-secondary institution, in general and LATTC specifically, so they can complete their individualized PACTS plan.
- Readiness competencies (Tier 2) - are knowledge, skills/abilities, and qualities students attain to demonstrate they are “ready” to enter and progress in a program of study. At LATTC, these competencies are commonly referred to as institutional core competencies because all students who are served by the College will make gains in one or more of these competencies.

- Program of study core competencies (Tier 3) - are knowledge, skills/abilities, and qualities students demonstrate to successfully complete the required sequence of courses that lead to one or more of the following:
 - o Industry-recognized credential,
 - o Certificate of Achievement, and/or
 - o 30 units in an AA/AS degree and/or transfer program of study.
- Degree and/or transfer program of study competencies (Tier 4) -are knowledge, skills/abilities, and qualities students demonstrate to successfully complete an AA/AS degree, IGETC and/or CSU General Education Certification, or transfer program of study.

Since 2010, annual ARCC/Student Success Scorecard reports have been generated for campus-wide dialogue and awareness about its performance. The Office of Institutional Effectiveness prepares a report and presents it at different committees on an annual basis.

Changes to Campus Layout

With the passage of three districtwide bond measures—Proposition A (\$1.245 billion) in 2001, Proposition AA (\$980 million) in 2003, and Proposition J (\$3.5 billion) in 2008—LATTC received funding to renovate existing buildings, upgrade infrastructure, purchase new land, and construct new buildings. As a result, within the past few years, the College grew from 23.9 acres to 31.25 acres of land. Prior to the passage of the propositions, the College had not done significant improvements to its campus facilities since 1979.

Since the last comprehensive self-evaluation, the College has constructed three brand new state-of-the-art buildings, completely renovated three buildings, built one 805-space parking structure, demolished two buildings and revamped, modernized, and converted outside grounds and landscaped areas into sustainable gardens. Construction of new buildings included not only the physical infrastructure, but also, furniture and equipment based on program needs. At the time of this write-up, the College's Assignable Square Footage (ASF) is 692,924. ASF space is divided as follows: Laboratory (281,134), classroom (93,491) and office spaces (92,111).

LATTC's physical settings have and will continue to evolve to accommodate new machinery and tools. In the Facilities Master Plan/Campus Plan, a 30-year vision that began in 2001 was updated in 2009 and again last year. The plan includes a new Culinary Arts/Multipurpose Building in the center of the campus (in design), a new building housing the Design and Media Arts Pathway, a new building housing the Construction, Maintenance and Utility Pathway (completed design), and a new six-level garage to be built at the corner of 23rd and Olive streets to serve the southeast quadrant of the campus (construction to be completed in August 2016).



*2015 Campus Map
(See back cover for full size map)*

Characteristics and Data

Employee Information

The College operates with a large and diverse staff of 1,032 employees. The table below describes the breakdown by employee type for the last 5 years.

Employees										
	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014	
Administrators	10	1%	10	1%	11	1%	9	1%	12	1%
Full Time Faculty	176	13%	181	18%	185	17%	187	19%	190	18%
Classified Staff	227	17%	229	22%	223	21%	219	22%	225	22%
Adjunct Faculty	508	39%	364	36%	371	34%	263	27%	299	29%
Unclassified	395	30%	241	24%	287	27%	304	31%	306	30%
Total	1,316		1,025		1,077		982		1,032	

Source: LACCD SAP, e-92 report; Retrieved on October 2, 2015

Employee Demographics, Fall 2014

Race/Ethnicity	Adjunct Faculty		Administrators		Classified Staff		Full Time Faculty		Unclassified	
Asian	21	10%		0%	24	13%	21	13%	10	3%
Black/Afr.-America	54	25%	3	50%	70	38%	34	22%	104	36%
Hispanic/Latino	38	17%	2	33%	60	33%	38	24%	164	56%
Native Am/Alaskan	1	0%			1	1%	2	1%		
Native Hawaiian/PI	1	0%					1	1%		
White	103	47%	1	17%	28	15%	62	39%	13	4%
Unknown	81		6		42		32		15	
Total	299		12		225		190		306	
Gender	Adjunct Faculty		Administrators		Classified Staff		Full Time Faculty		Unclassified	
Female	117	39%	7	58%	105	47%	93	49%	168	55%
Male	182	61%	5	42%	120	53%	97	51%	138	45%
Total	299		12		225		190		306	
Age Group	Adjunct Faculty		Administrators		Classified Staff		Full Time Faculty		Unclassified	
Under 30 years old	11	4%	1	8%	8	4%	1	1%	178	58%
31-45 years old	62	21%	7	58%	66	29%	32	17%	74	24%
46-60 years old	87	29%	1	8%	103	46%	80	42%	45	15%
61-75 years old	112	37%	3	25%	43	19%	77	41%	8	3%
Over 76 years old	27	9%			5	2%			1	0%
Total	299		12		225		190		306	

Source: LACCD SAP, e-92 report; Retrieved on October 2, 2015

Programmatic Accreditations

The College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) as well as the following accrediting agencies:

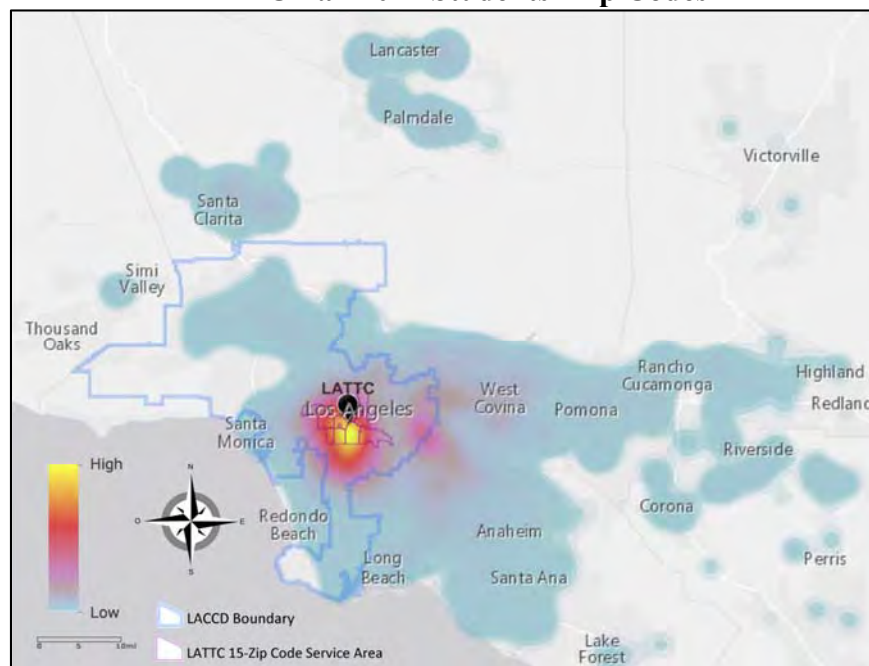
- Western Association of Schools and Colleges (WASC)
- American Culinary Federation Education Foundation Accrediting Commission (Culinary and Professional Baking)
- Interstate Renewable Energy Council (IREC)
- National Automotive Technicians Education Foundation (Automotive)

Service Area

LATTC is located on the southern edge of downtown Los Angeles, approximately one mile south of the Central Business District and one mile from the University of Southern California (USC). The address is 400 West Washington Blvd., Los Angeles, CA 90015-4108.

The College's primary District-defined service area comprises a 15 zip-code region that spans the Central, East, South, and Southeast areas of Los Angeles. However, Los Angeles Trade-Technical College (LATTC) serves a multitude of students from across the District's 882-square mile region (as shown in the map below); primarily due to its long and unique history of preparing students for trade and technical careers through programs of study that are not offered at many colleges in the region.

LATTC Fall 2014 Students' Zip Codes



Source: LACCD SIS Database; LATTC Office of Institutional Effectiveness

While most courses are offered at the College, the College also serves the community through off-campus offerings that include Labor Studies course offerings at union halls and community based organizations. In addition, LATTC offers courses through distance education. The service area data that follows is based on LATTC's 15-zip code primary service area.

Service Area - Demographics & Socioeconomic Status

Data generated to review, discuss, and complete the College's Student Equity Plan reveals that the population within the College's primary service area is largely comprised of Hispanics/Latinos (65 percent), followed by Black/African-Americans (16 percent), and Asians (12 percent). The College's demographic profile in terms of ethnicity generally mirrors that of the services area with the exception of the Asian (4 percent) population. The gender distribution in the community is 47 percent female and 53 percent male, which mirror the proportions of the LATTC student population. LATTC's primary service area encompasses some of the most disadvantaged communities in Los Angeles, 56 percent of the service area population is in poverty (at or below 150 percent of the federal poverty level). Additionally, 51 percent of the service area population is over 35 years old. Fifty three percent of LATTC Fall 2014 students are low-income, which is on par with service area poverty data. Low-income students are identified as Board of Governor's Fee Waiver Program (BOG) recipients, which includes individuals who are 150 percent of the federal poverty level. Low-income numbers in the service area are also calculated using 150 percent federal poverty rates for each zip code in the service area.

Service Area - Educational Attainment

LATTC's service area has low levels of educational attainment compared to the greater Los Angeles County region. About 63 percent of the population over 18 years old in LATTC's service area have only a high school diploma or less. In comparison, 44 percent of the population over 18 years old in Los Angeles County have only a high school diploma or less.

Educational Attainment (18 years and older)

	LATTC Service Area		LA County	
	Population	% of Population	Population	% of Population
Less than high school graduate	156,796	41%	1,696,236	23%
High school graduate/Equivalent	83,337	22%	1,610,187	21%
Some college/Associate's degree	85,919	22%	2,203,184	29%
Bachelor's degree or higher	56,207	15%	2,011,337	27%
Total	382,259	100%	7,520,944	100%

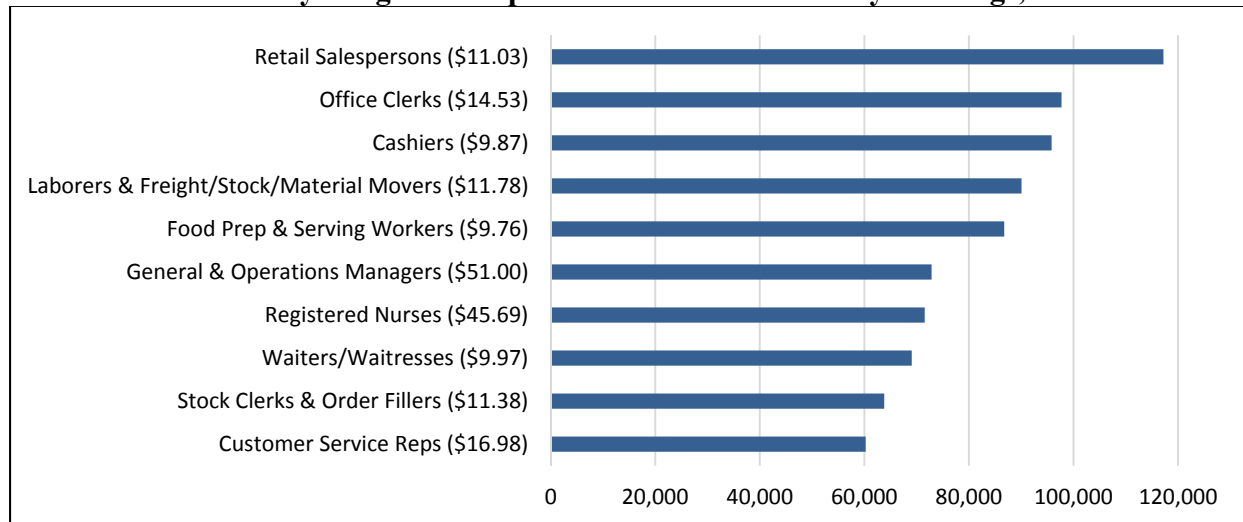
Source: U.S. Census Bureau, 2009-2013 5-Year American Community Survey

Notes: LATTC service area total population includes residents over 18 years old, and therefore does not match the total from the previous table.

Service Area - Labor Market

According to the US Census, the unemployment rate in LATTC's service area is 12 percent, while the unemployment rate in Los Angeles County is 11 percent (as of August 2015). The greater Los Angeles area has myriad of industries, businesses, and occupations. Due to the geographical composition of the Los Angeles metropolitan region, employment opportunities for LATTC students expand beyond the 15-zip code service area. The top ten largest occupations in Los Angeles County and median hourly earnings for each occupation are shown in the graph below.

LA County Largest Occupations and Median Hourly Earnings, 2014



Source: EMSI Highest Ranked Occupations, LA County Top 10 Occupations (5-Digit)
<http://economicmodeling.com/>

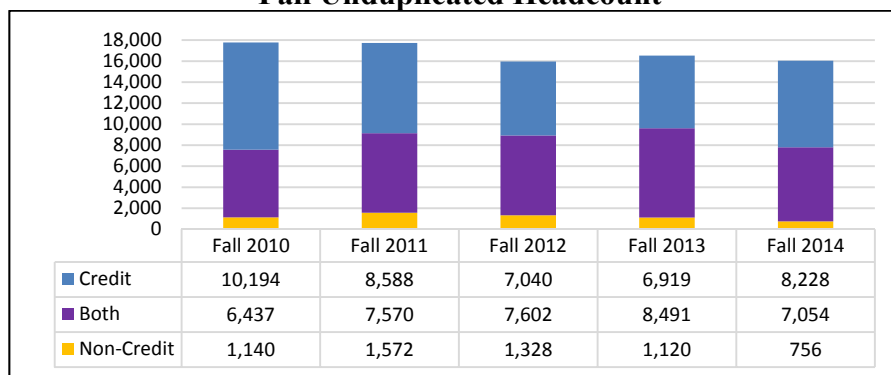
LATTC Student Enrollment Data

LATTC's student headcount is comprised of students taking only credit courses, only non-credit courses, and/or a combination of both. The charts below depict information pertaining to these three groups.

Headcount

From Fall 2010 to Fall 2014, the total fall unduplicated headcount at the College has been gradually decreasing from 17,771 to 16,038 with some fluctuation in credit and non-credit distribution.

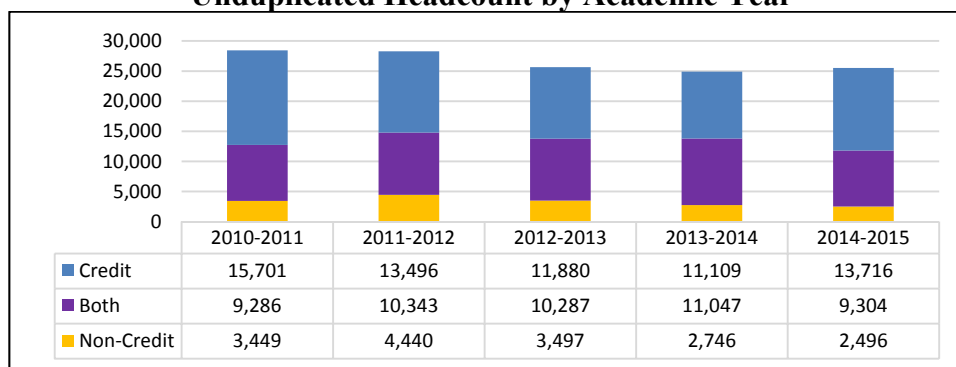
Fall Unduplicated Headcount



Source: LACCD SIS Databases; Retrieved on September 10, 2015

A similar trend is seen in the data for unduplicated headcount by academic year, with the exception of last year, when from the 2013-2014 academic year to the 2014-2015 academic year, student headcount grew 2 percent.

Unduplicated Headcount by Academic Year

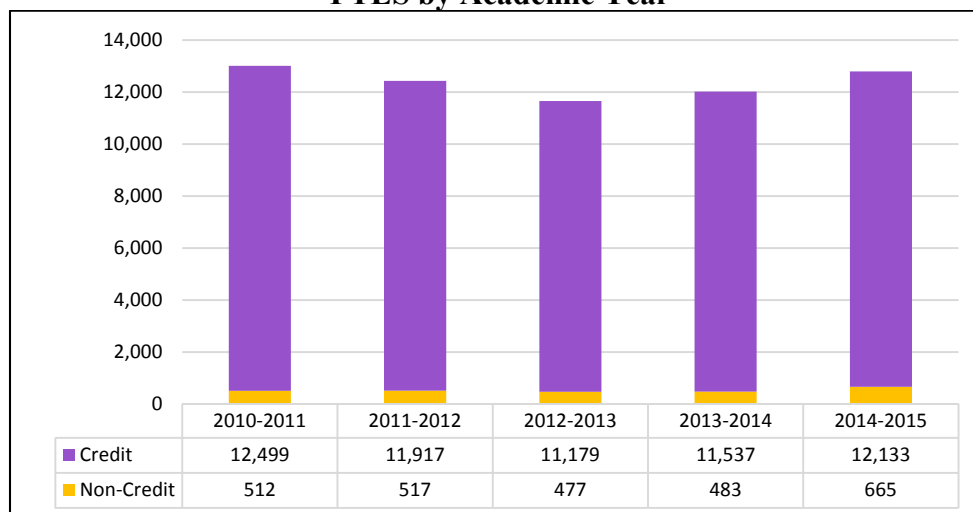


Source: LACCD SIS Databases; Retrieved on September 10, 2015

FTES

Full-Time Equivalent Student (FTES) is an annual measure of instructional workload. During the 2014-2015 academic year about 95 percent of FTES were generated by credit enrollment.

FTES by Academic Year



Source: LACCD FTES - 320 Report

Special Populations

In Fall 2014, the College’s designated “special populations,” such as foster youth, veterans, and individuals with disabilities, each made up 3 percent of the total student headcount (both credit and non-credit).

All Students Headcount by Special Populations

	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014	
Credit	15,983	90%	15,328	86%	13,911	87%	14,457	87%	14,939	93%
Non-Credit	1,788	10%	2,402	14%	2,059	13%	2,073	13%	1,099	7%
All Students	17,771	100%	17,730	100%	15,970	100%	16,530	100%	16,038	100%
Foster Youth							391	2%	441	3%
Disability (DSPS)	755	4%	734	4%	561	4%	631	4%	552	3%
Veterans	373	2%	398	2%	410	3%	555	3%	471	3%

Source: LACCD SIS Databases; Retrieved on September 10, 2015

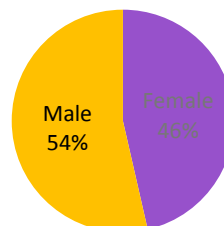
Notes: Reliable data prior to Fall 2013 are not available

Credit Student Population Demographics

Gender

From Fall 2010 to Fall 2013, the proportion of female and male credit students has been relatively balanced, with males representing a slightly higher proportion of the student body. However, in Fall 2014, the proportion of female students decreased to 46 percent and male students increased to 54 percent. This eight percentage point difference has been the greatest in the last five years.

**Credit Students by Gender
Fall 2014**



Credit Students by Gender

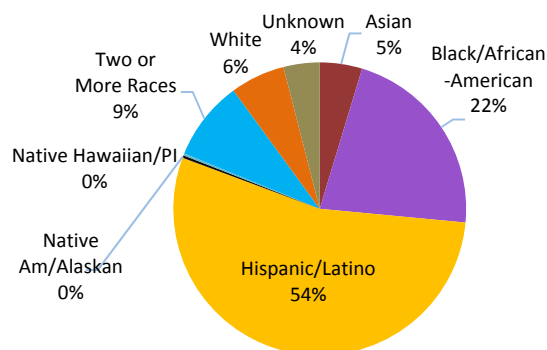
	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014	
Female	7,595	48%	7,461	49%	6,795	49%	6,893	48%	6,933	46%
Male	8,388	52%	7,867	51%	7,116	51%	7,564	52%	8,006	54%
Total	15,983		15,328		13,911		14,457		14,939	

Source: LACCD SIS Databases; Retrieved on October 2, 2015

Ethnicity

Hispanic/Latino students are the racial/ethnic majority of the student body, followed by Black/African-American students. The number of Hispanic/Latino students has gradually increased, while Black/African-American students has gradually decreased in the last five years. Students who identify as more than one race have gradually increased over the years, while students who identify as Asian/Pacific Islander or White have remained virtually unchanged.

**Credit Students by Race/Ethnicity
Fall 2014**



Credit Students by Race/Ethnicity

	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014	
Asian	994	6%	877	6%	752	5%	709	5%	698	5%
Black/ African American	4,251	27%	4,235	28%	3,749	27%	3,674	25%	3,260	22%
Hispanic/ Latino	7,977	50%	7,515	49%	7,093	51%	7,634	53%	8,093	54%
Native Am/ Alaskan	54	0%	46	0%	28	0%	35	0%	42	0%
Native Hawaiian/ Pacific Islander	36	0%	29	0%	20	0%	21	0%	32	0%
Two or More Races	709	4%	787	5%	792	6%	1,059	7%	1,315	9%
White	1,043	7%	970	6%	839	6%	790	5%	902	6%
Unknown	919	6%	869	6%	638	5%	535	4%	597	4%
Total	15,983		15,328		13,911		14,457		14,939	

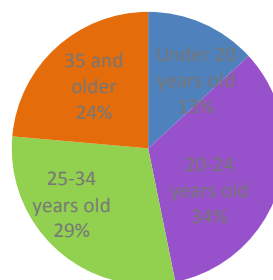
Source: LACCD SIS Databases; Retrieved on October 2, 2015

Age

In Fall 2014, students between 20 and 34 years of age represented 63 percent of the student population, while students under 20 and 35 years of age and older comprised the remaining 37 percent of the student body. In Fall 2014, the mean age for credit students was 29 years old and median age was 25 years old.

In the last five years, the number of students under 20 years old and the number of students 35 years of age decreased, while the number of students between 20 and 34 increased.

Credit Students by Age Group Fall 2014



Credit Students by Age Group

	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014	
Under 20 years old	2,613	16%	2,170	14%	1,926	14%	1,931	13%	1,968	13%
20-24 years old	4,696	29%	4,728	31%	4,424	32%	4,798	33%	5,024	34%
25-34 years old	4,376	27%	4,258	28%	3,996	29%	4,091	28%	4,420	30%
35 and older	4,298	27%	4,172	27%	3,565	26%	3,637	25%	3,527	24%
Total	15,983		15,328		13,911		14,457		14,939	

Source: LACCD SIS Databases; Retrieved on October 2, 2015

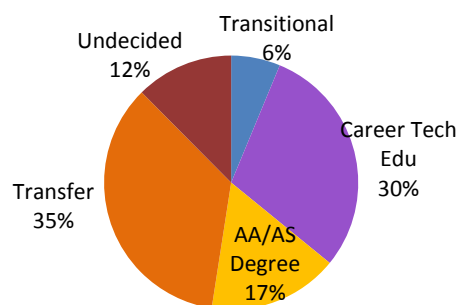
Educational goals

LATTC has been primarily recognized for offering career technical education. However, LATTC also offers Associate's degrees and transfer to four-year institutions. Currently, the College offers 98 programs of study from various disciplines, including five new programs in Biotechnology, Administration of Justice, Barbering, English, and Kinesiology.

In Fall 2014, students whose goal was to transfer to a four-year institution represented 35 percent of the student body population, while students whose goal was to obtain vocational training represented 30 percent of the student body population.

Since Fall 2010, the proportion of students who enroll at LATTC with the intention of obtaining an Associate's degrees or transferring to a four-year institution has significantly increased, while the proportion of students whose primary aim is to solely obtain vocational and occupational training has decreased by 13 percentage points.

**Credit Students by Educational Goal
Fall 2014**



Credit Students by Educational Goal

	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014	
Transitional	1,436	9%	1,172	7%	946	7%	950	7%	934	6%
Career Tech Edu	6,831	43%	5,874	38%	4,734	34%	4,462	31%	4,426	30%
AA/AS Degree	1,638	10%	2,084	14%	2,305	17%	2,542	18%	2,477	17%
Transfer	3,561	22%	3,867	25%	4,082	29%	4,633	32%	5,247	35%
Undecided	2,517	16%	2,331	15%	1,844	13%	1,870	13%	1,855	12%
Total	15,983		15,328		13,911		14,457		14,939	

Source: LACCD SIS Databases; Retrieved on October 2, 2015

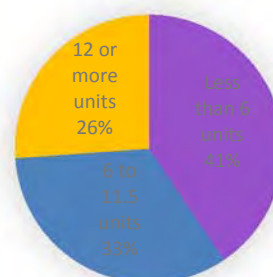
Transitional includes students whose goal is general education or college prep.

Unit load

During the Fall 2014 term, 33 percent (12 units or more) of all California Community College students were enrolled full-time, 37 percent were enrolled part-time (6 -11.5 units), and 30 percent attended less than part-time (less than 6 units) (CCCCO, 2015). At LATTC in Fall 2014, there was a disproportionately low rate of students enrolled full-time, when compared to the state average (26 percent vs. 33 percent, respectively), and disproportionately high rate of students enrolled less than part-time (41 percent LATTC vs. 30 percent state).

Since Fall 2010, less than part-time, part-time, and full-time student enrollment has slightly fluctuated with no observable pattern.

**Credit Students by Unit Load
Fall 2014**



Credit Students by Unit Load

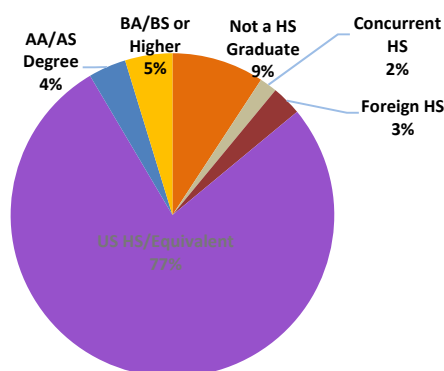
	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014	
< 6 Units	6,509	41%	6,158	40%	5,200	37%	5,371	37%	6,057	41%
6 - 11.5 Units	5,080	32%	5,116	33%	4,809	35%	4,999	35%	4,977	33%
>= 12 Units	4,394	27%	4,054	26%	3,902	28%	4,087	28%	3,905	26%
Total	15,983		15,328		13,911		14,457		14,939	

Source: LACCD SIS Databases; Retrieved on October 2, 2015

Prior Education

In Fall 2014, 77 percent of LATTC credit students indicated they had received only a high school diploma or equivalent. An additional three percent of students completed high school in a foreign country. An additional four percent had received an Associate Degree, and five percent had also received a Bachelor Degree or higher. In Fall 2010, about 12 percent of all LATTC credit students (except those concurrently enrolled in high school) had indicated that they had not completed their high school education. By Fall 2014, that figure decreased to nine percent. From Fall 2010 to Fall 2014, the proportion of students with a US high school diploma or equivalent increased by nine percentage points, while the proportion of students with an Associate's degree or higher slightly decreased.

Credit Students by Prior Education Fall 2014



Credit Students by Prior Education

	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014	
Not a HS Grad	1,870	12%	1,742	11%	1,368	10%	1,441	10%	1,379	9%
Concurrent HS	367	2%	270	2%	288	2%	225	2%	261	2%
Foreign HS	704	4%	656	4%	576	4%	507	4%	450	3%
US HS/Equivalent	10,987	69%	10,909	71%	10,305	74%	10,989	76%	11,579	78%
AA/AS Degree	1,033	6%	813	5%	626	5%	597	4%	563	4%
BA/BS or Higher	1,022	6%	938	6%	748	5%	698	5%	707	5%
Total	15,983		15,328		13,911		14,457		14,939	

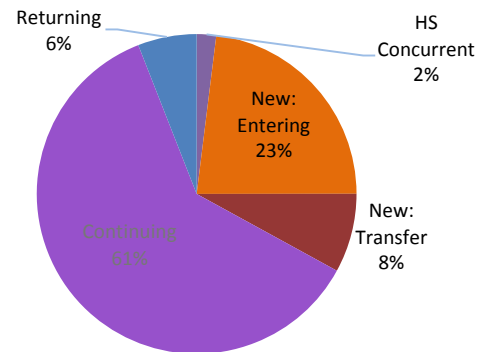
Source: LACCD SIS Databases; Retrieved on October 2, 2015

Student Status

In Fall 2014, 61 percent of incoming students were continuing students, 23 percent were first time students, and 8 percent transferred from another educational institution to LATTC.

Between 2009 and 2014, there were several shifts in the distribution of students in terms of incoming status. However, the biggest difference is among new entering students, who increased from 19 percent in Fall 2010 to 23 percent in Fall 2014.

**Credit Students by Status
Fall 2014**



Credit Students by Status

	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014	
HS Concurrent	658	4%	458	3%	418	3%	315	2%	294	2%
New: Entering	3,086	19%	2,655	17%	2,228	16%	2,887	20%	3,438	23%
New: Transfer	1,747	11%	1,270	8%	1,059	8%	1,045	7%	1,194	8%
Continuing	9,221	58%	9,769	64%	9,407	68%	9,316	64%	9,124	61%
Returning	1,271	8%	1,176	8%	799	6%	894	6%	889	6%
Total	15,983		15,328		13,911		14,457		14,939	

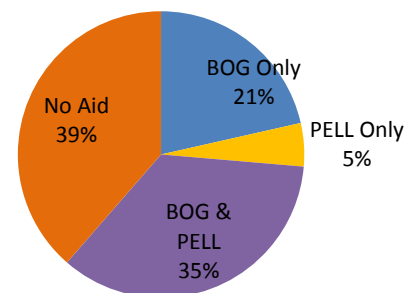
LACCD SIS Databases; Retrieved on October 2, 2015

Financial Aid

About 56 percent of credit student received California Board of Governors Grant (BOG) Fee Waivers in Fall 2014.

Over the course of five years, more students have been getting financial aid, either BOG, Pell grants or both.

**Credit Students by Financial Aid
Fall 2014**



Credit Students by Financial Aid

	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014	
BOG Only	4,522	28%	4,070	27%	3,802	27%	3,840	27%	3,208	21%
PELL Only	361	2%	344	2%	352	3%	506	4%	730	5%
BOG & PELL	4,295	27%	5,024	33%	4,831	35%	4,964	34%	5,234	35%
No Aid	6,805	43%	5,890	38%	4,926	35%	5,147	36%	5,767	39%
Total	15,983		15,328		13,911		14,457		14,939	

LACCD SIS Databases; Retrieved on October 2, 2015

Residence Status

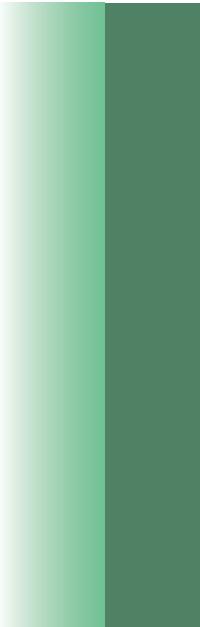
As of 2014 the proportion of students who were residents of the Los Angeles Community College District service area was 89 percent. The number of out-of-state students greatly increased in the last five years from 34 students in 2010 to 123 students in 2014.

With the passage of the AB 540 legislation, the number of undocumented students who qualified for exemption from paying out-of-state tuition also increased. In Fall 2014, AB 540 students comprised five percent of the student population.



Student Achievement Data and Institution-Set Standards

Student Achievement Data and
Institution-Set Standards



STUDENT ACHIEVEMENT DATA AND INSTITUTION-SET STANDARDS

Student Achievement Data

Placement English and Math

Los Angeles Trade-Technical College's (LATTC) Assessment Center provides exams that assess a student's general educational background and skills in mathematics and English/English as a Second Language (ESL). These exams help gauge students' level of academic preparation and experience, thus helping guide their selection of courses that are tailored to their individual skills, knowledge, and abilities. By selecting courses that are compatible with existing levels of mastery, students can potentially avoid wasting a semester selecting a class that is above or below their skill levels.

The Assessment Center uses Accuplacer to assess students. Accuplacer is used to test student knowledge in math, reading, and writing. In 2010, the College implemented a new student assessment TABE (Test of Adult Basic Education) diagnostic test strategy to help students identify and address their knowledge gaps in Math and English. In Fall of 2014, due to new state mandates, the College changed its assessment strategies; all new incoming students are now required to attend an orientation, counseling, and assessment (OCA) session prior to enrollment. As a result, 2014-15 English and math placements doubled. All new credit students take the Accuplacer test now, and TABE is used for non-credit classes. The five-year assessment and placement data below does not include TABE data.

In regards to English/Reading placements, the proportion of students placing in transfer level courses or one level below has greatly increased since the 2010-2011 academic year. In regards to math placements, the proportion of students placing in one or two levels below has greatly increased, while the proportion of students placing in transfer level has remained unchanged.

English/Reading Placement Summary Table by Academic Year

	2010-11		2011-12		2012-13		2013-14		2014-15	
Transfer Level	62	2%	103	5%	91	8%	156	11%	315	8%
1 Level Below	457	18%	552	28%	331	30%	506	36%	1,247	32%
2 Levels Below	1,416	56%	1,162	59%	638	57%	640	46%	1,707	44%
3 or More Levels Below	609	24%	141	7%	55	5%	91	7%	629	16%
Total	2,544	100%	1,958	100%	1,115	100%	1,393	100%	3,898	100%

Source: LACCD SIS Databases; Retrieved on October 2, 2015

Math Placement Summary Table by Academic Year

	2010-11		2011-12		2012-13		2013-14		2014-15	
Transfer Level	20	1%	26	1%	18	2%	29	2%	48	1%
1 Level Below	633	25%	536	29%	443	41%	761	52%	2,400	61%
2 Levels Below	145	6%	120	6%	166	15%	402	27%	921	23%
3 or More Levels Below	1,666	68%	1,161	63%	461	42%	276	19%	599	15%
Total	2,464	100%	1,843	100%	1,088	100%	1,468	100%	3,968	100%

Source: LACCD SIS Databases; Retrieved on October 2, 2015

Course Success

The College used the “Proportionality Index” methodology for assessing equity. Proportionality compares the percentage of a subgroup in a cohort to its own percentage in a resultant outcome group. The formula for proportionality is the percentage in the outcome group divided by the percentage in the original cohort (outcome percentage/cohort percentage). A proportionality index of one or above means the subgroup is above equity; a proportionality index between 0.8 and one means the subgroup is almost at equity; and a proportionality index below 0.8 means the subgroup is below equity.

As mentioned in the next section, the institution-set standard (ISS) on course success was set at 70 percent in 2013 through campus dialogue. Fall 2014 disaggregated data generated to review, dialogue, and complete the College’s Student Equity Plan, revealed that in terms of course success there were no particular groups of students below equity.

All Credit Course Completion, Fall 2014

	Course Completion Rate	Number of Courses Enrolled	Number of Courses Completed	Proportionality Index
GENDER				
Female	65.5%	16,009	10,482	0.97
Male	69.5%	18,335	12,742	1.03
RACE/ETHNICITY				
American Indian/Alaska Native	62.3%	77	48	1.00
Asian	80.8%	1,579	1,276	1.20
Black/African-American	59.7%	8,013	4,784	0.88
Hispanic/Latino	68.7%	20,943	14,389	1.02
Native Hawaiian/Other Pacific Islander	83.6%	61	51	1.00
White	80.1%	1,736	1,391	1.18
Some other race (Unknown)	70.7%	1,205	852	1.05
More than one race	59.3%	730	433	0.88
FOSTER YOUTH				
Yes	57.3%	986	565	0.85
No	67.9%	33,358	22,659	1.00
DISABILITY STATUS (DSPS)				
Yes	64.6%	1,582	1,022	0.96
No	67.8%	32,762	22,202	1.00

LOW-INCOME				
Yes	67.6%	24,658	16,659	1.00
No	67.5%	10,640	7,182	1.00
VETERANS				
Yes	74.5%	1,574	1,172	1.10
No	67.3%	32,770	22,052	1.00
AGE				
<= 19	66.2%	4,888	3,237	0.98
20-24	64.6%	11,983	7,738	0.9
25-34	68.7%	9,588	6,585	1.02
>= 35	71.8%	7,885	5,664	1.06
TOTAL	67.6%	34,344	23,224	---

Source: LATTC 2015 Student Equity Plan.

However, when comparing course success rates by course type (Basic Skills, Transferable, Vocational, All Credit), data revealed that these rates vary. As a result, since fall of 2015, the College has engaged in continuous discussion about potentially establishing different set-standards of course success for each course type.

Course Success Rates by Course Type

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Basic Skills	50%	49%	53%	53%	53%
Transferable	64%	65%	69%	68%	68%
Vocational	73%	70%	74%	73%	73%
On-Line	46%	47%	52%	52%	56%
Face-to-Face	66%	65%	70%	69%	68%
All Credit	65%	65%	69%	68%	68%

Source: CCCC Datamart

Cohort Analysis

According to LATTC's Student Success Scorecard, about 94 percent (1,237 out of 1,321 students) of the 2008-2009 cohort are considered unprepared. Unprepared students are defined as students whose first English or math class is below college level. This proportion is based on the completion metric. Overall counts include both prepared and unprepared students.

Student Success Scorecard Metrics by Cohort Year/Report Year

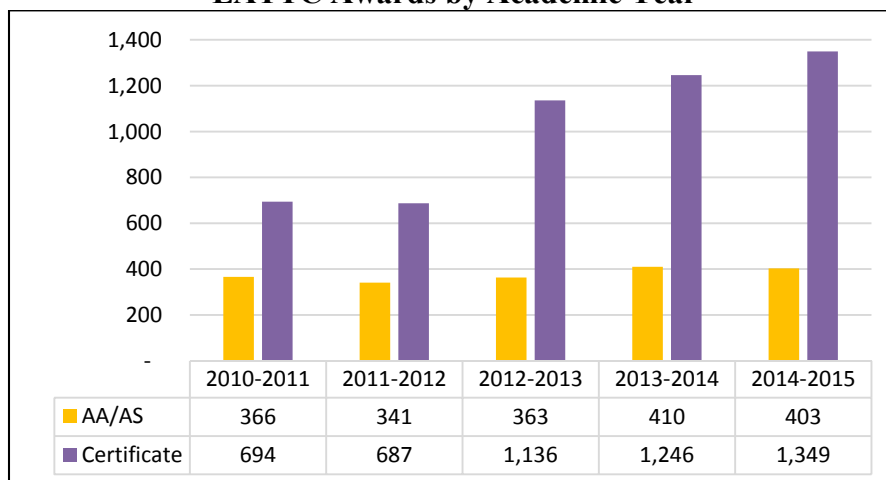
Cohort Year	2004-2005		2005-2006		2006-2007		2007-2008		2008-2009	
Report Year	2011		2012		2013		2014		2015	
Completion	1,243	29%	1,239	33%	1,056	33%	1,158	33%	1,321	30%
Persistence	1,243	59%	1,239	53%	1,056	61%	1,158	61%	1,321	60%
30 Units	1,243	53%	1,239	52%	1,056	57%	1,158	58%	1,321	56%
Remedial English	2,505	21%	2,376	20%	1,851	20%	1,859	21%	2,355	19%
Remedial Math	2,148	8%	2,325	9%	1,756	10%	1,845	8%	2,399	8%
Remedial ESL	137	8%	143	6%	156	12%	139	8%	127	9%
Career-Tech Education	1,760	44%	1,682	42%	1,818	41%	1,986	39%	2,322	39%
Career Dev. & College Prep	1 to 9	0%	1 to 9	0%	674	7%	798	8%	1,777	6%

Source: CCCCO 2015 Student Success Scorecard (5 years report).

Awards: Associate's Degrees and Certificates

Between the 2011-2012 and 2012-2013 academic years, the number of certificates awarded increased by 65 percent, the greatest increase in the five-year period.

LATTC Awards by Academic Year



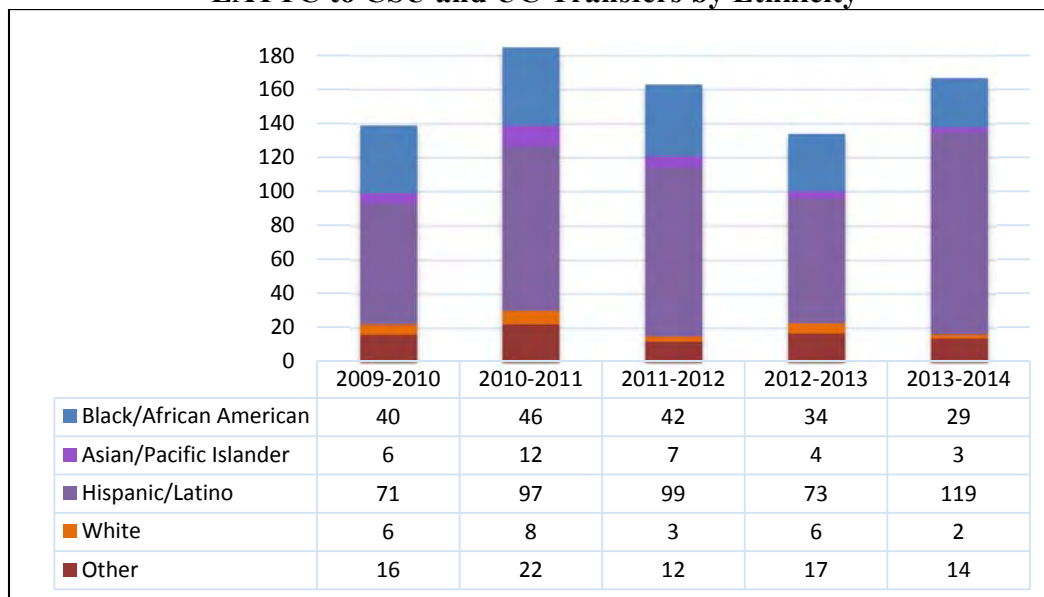
Source: LACCD SIS Databases; Retrieved on October 2, 2015

Detailed program awards data is provided in the institution-set standard section as a component of the LATTC Scorecard. Degree and certificate completion data are an integral part of the Program Review data pack during which programs receive disaggregated data by gender, age, and ethnicity for their program completers.

Transfers

In the 2013-2014 academic year, 167 students transferred from LATTC to either a UC or CSU. Hispanic/Latino students had the highest number of transfers, followed by Black/African-American students, which is representative of the student population. The highest number of transfers during the five-year period occurred in the 2010-2011 academic year, when 185 LATTC students transferred to either a UC or CSU.

LATTC to CSU and UC Transfers by Ethnicity



Source: California State University, <http://calstate.edu/as/ccct/>
 University of California, Office of the President (UCOP), <http://www.ucop.edu/>
 Retrieved on September 2, 2015

Institutional-Set Standards (ISS)

In June 2013, Los Angeles Trade-Technical College (LATTC) established the institution-set standards (ISS) through its participatory governance process. LATTC's Student Success Scorecard measures course completion, retention, degrees and certificates awarded, and student transfers to four-year institutions.

LATTC Student Success Scorecard

Completions

Institutional-Set Standards		Set Standard	Counts							
			2011-12		2012-13		2013-14		2014-15	
			Actuals		Actuals		Actuals		Actuals	
Course completion rate		70.0%	69.2%		67.7%		67.5%		67.3%	
Retention percentage		56.0%	55.6%		62.0%		58.6%		60.2%	
N (3-Year Fall Average)			14,886		14,212		13,814		13,701	
			N	%	N	%	N	%	N	%
Certificate completion		5.3%	673	4.5%	1135	8.0%	1246	9.0%	1349	9.8%
Degree completion		2.7%	340	2.3%	363	2.6%	410	3.0%	403	2.9%
Transfer	UC & CSU	1.3%	163		134		178		213*	
	Other		156	2.1%	71	1.4%	35	1.5%	-	1.6%

Source: LACCD SIS Databases, Retrieved on October 10, 2015

Note: The completion and transfer percentages calculated based on credit, degree applicable, graded Fall headcount for the 3 prior years, as of 9/8/2015.

*- Currently, only CSU data is available (10/10/2015)

The College's Student Success Committee (SSC) regularly monitors achievement of the ISS through the Student Success Scorecard to identify focus areas and to make appropriate institution-wide recommendations for transfer and award improvements.

Improvement strategies are presented at SSC meetings. These strategies include actions such as implementing strategies for Pathways to Academic, Career, and Transfer Success (PACTS); working with the Umoja program; utilizing professional development for faculty training; sharing best practices, new technologies, strategies, projects, etc., and disaggregating data into more specific areas such as ethnicity, full-time vs. part-time students, day vs. evening students, etc.

The ISS are also an integral part of the Program Review process where all instructional programs are required to gauge their performance against the set-standards, provide analysis, and develop action plans for required improvements.

Awarded Associate's Degrees by Academic Year

Program	2011-12	2012-13	2013-14	2014-15
Accounting	12	5	6	9
Architectural Technology	0	2	1	2
Automotive and Related Technology	2	11	6	9
Automotive Collision Repair	1	2	1	1
Baking Professional	5	8	7	12
CAOT-Administrative Assistant	6	10	12	9
Carpentry	5	3	10	3
Chemical Technology	4	6	6	3
Chemistry	0	0	0	1
Child Development-Plan A/Plan B	39	27	31	31
Community Planning & Economic Develop.	1	0	2	1
Computer Information Systems	3	7	9	10
Cosmetology	2	8	8	5
Culinary Arts	16	23	19	15
Diesel and Related Technology	4	1	13	7
Early Childhood Education for Transfer	0	2	5	10
Electrical Construction & Maint: Construction Tech.	8	5	13	7
Electrical Construction and Maintenance	25	23	16	29
Electronics Communications	3	9	11	10
English	0	0	7	5
Fashion Design	18	13	15	19
Fashion Merchandising	4	8	5	9
Fashion Technology	3	0	1	3
Interdisciplinary Studies: Arts and Sciences	0	0	4	4
Labor Studies	3	3	2	2
Liberal Arts & Sciences: Multiple Subject Teacher	1	6	3	1
Liberal Arts & Sciences: Natural Sciences	7	31	44	46
Liberal Arts & Science	81	53	38	22
Machine Shop - CNC	3	1	4	3
Management/Supervision	1	4	3	8
Marketing and Public Relations	0	1	1	2
Mathematics for Transfer	0	0	5	6
Microcomputer Technician	9	2	12	3
Mortgage Finance	0	0	0	1
Nursing	45	40	34	28
Paralegal Studies	0	3	4	4
Plumbing	3	8	5	1
Process Technology	0	4	5	4
Real Estate	0	1	1	4
Refrigeration & Air Conditioning Mechanics	13	13	14	18
Renewable Energy	0	0	4	5
Restaurant Management	1	5	3	6
Retail Merchandising	0	1	0	1
Sign Graphics	2	2	1	3

Street Maintenance Technology	0	0	1	0
Visual Communications	2	6	7	5
Wastewater Systems Technology	0	0	3	2
Water Systems Technology	4	4	5	1
Welding, Gas and Electric	4	2	3	5
Total	340	363	410	403

Source: LACCD SIS Databases, Retrieved on September 8, 2015

Awarded Certificates by Academic Year

Program Title	2011-12	2012-13	2013-14	2014-15
Accounting Clerk	6	4	8	10
Architectural Technology	0	4	1	5
Auto & Related Technology-Adjunct: Tune-Up	0	41	56	79
Automotive and Related Technology	16	38	60	170
Automotive Collision Repair	5	19	17	12
Baking Professional	30	50	33	40
CAOT-Administrative Assistant	19	25	30	37
Carpentry	21	26	36	29
Chemical Technology	5	13	4	9
Community Planning & Economic Development	0	1	8	11
Computer Information Systems	5	5	15	9
Correctional Science	0	0	1	1
Cosmetology	58	78	66	57
Culinary Arts	75	90	94	73
Diesel and Related Technology	44	36	41	43
Electrical Construction & Maint.: Construction Tech.	17	20	38	20
Electrical Construction and Maintenance	65	90	79	74
Electronics Communications	18	17	19	22
Energy Systems Technology Fundamentals	0	1	1	11
Fashion Design	37	49	50	52
Fashion Merchandising	3	0	9	12
Fashion Technology	4	0	9	11
Governmental Supervision	0	0	1	1
Hybrid & Electric Plug-In Vehicle Technology	8	10	11	15
Infant/Toddler Teacher	0	12	16	10
Labor Studies	10	35	19	31
Machine Shop - CNC	12	18	19	24
Management/Supervision	2	2	4	8
Marketing and Public Relations	0	1	1	2
Medical Office Assistant	6	9	17	17
Microcomputer Technician	8	6	21	13
Motorcycle Repair Mechanics - Adjunct	4	13	13	11
Operation & Maintenance Engineer: Steam Plant	20	40	27	34
Paralegal Studies	0	3	5	4
Plumbing	27	37	28	33
Power line Mechanic	0	62	61	45

Preschool Associate Teacher	0	84	136	109
Preschool Teacher Option	15	11	22	13
Process Technology	1	4	3	5
Real Estate	1	1	2	4
Refrigeration & Air Conditioning Mechanics	72	78	63	56
School Age Program Teacher	0	2	2	7
Sign Graphics	12	15	13	9
Site Supervisor	0	8	8	4
Skin Therapy	0	15	20	19
Small Business Entrepreneurship	1	1	2	7
Solar PV Installation and Maintenance Technician	0	1	4	14
Solid Waste Management Technology	0	1	0	1
Street Maintenance Technology	16	14	6	1
Supply Water Systems Technology	1	0	5	6
Tailoring	2	3	0	3
Teacher	2	3	2	0
Teacher with Special Needs	0	10	14	15
Utility Industry Fundamentals	0	0	5	7
Visual Communications	6	17	8	10
Welding, Gas and Electric	19	12	13	16
Total	673	1135	1246	1349

Source: LACCD SIS Databases; Retrieved on September 8, 2015

Student Services

LATTC also uses the PACTS framework to focus all student support programs and services to identify and select targeted interventions to address critical areas or gaps in order to ultimately increase student success and completions. As a result, beginning in summer of 2015, the College began conversations about establishing a Student Success Scorecard relating to assessment, counseling, and orientation.

Fall 2015 Service Completions

	Total	Assessment (A)			Counseling (C)			Orientation (O)			All ACO		
		CM	NC	%G	CM	NC	%G	CM	NC	%G	CM	NC	%G
All Credit Students	14,675	5,467	1,909	74%	9,925	1,504	87%	4,609	1,846	71%	3,117	1,132	73%
New Entering	3,347	1,880	715	72%	2,218	704	76%	1,752	789	69%	1,352	490	73%
New Transfer	931	259	158	62%	479	144	77%	273	167	62%	169	120	58%
Total New	4,278	2,139	873	71%	2,697	848	76%	2,025	956	68%	1,521	610	71%

Legend: CM = Completers, NC = Non-Completers, %G = Percentage of Goal (Goal is 100%)

Source: LACCD SIS Database; Retrieved on September 10, 2015

Note: Completing/ALL includes Exempt & Grandfathered Students

Licensing

Upon completion of the Nursing, Cosmetology, and Barbering programs, graduates are eligible to apply for the state-administered exams. Pass rates for licensing exams are an integral part of the Program

Review process; instructional programs are required to set licensing exam goals and provide analysis and action plans for required improvements.

Licensing Pass Rates by Academic Year

Program	ISS	2010-11	2011-12	2012-13	2013-14	2014-15
Nursing, NCLEX	85%	90%	97%	86%	66%	76%
Cosmetology and Barbering, Cosmetology Written Exam	70%	62%	46%	59%	61%	69%
Cosmetology and Barbering, Cosmetology Practice Exam	95%	93%	90%	100%	89%	92%
Cosmetology and Barbering, Esthetician Written	90%	71%	65%	92%	61%	69%
Cosmetology and Barbering, Esthetician Practice	95%	100%	100%	100%	89%	92%

Source: Board of Registered Nursing, <http://www.rn.ca.gov/schools/passrates.shtml>

Board of Barbering and Cosmetology, http://www.barbercosmo.ca.gov/schools/schls_rslts.shtml

Barbering and Cosmetology Notes: 2013-2014 and 2014-2015 pass rates are not separated by license. 2013-2014 data excludes first three months of the academic year. 2014-2015 data excludes last three months of the academic year

Job Placement

Job Placement Rates by Cohort Year

Program	ISS	2008-09	2009-10	2010-11	2011-12	2012-13
Accounting	46%	74%	81%	67%	58%	73%
Architecture and Architectural Technology	40%	78%	67%	50%	50%	60%
Automotive Collision Repair	43%	61%	56%	64%	54%	38%
Automotive Technology	37%	67%	69%	66%	46%	52%
Business Administration	32%		100%	75%	40%	50%
Business Management	27%	33%	71%	40%	67%	38%
Chemical Technology	40%	80%	50%	80%	83%	38%
Child Development/Early Care & Education	51%	68%	74%	78%	63%	61%
Civil & Construction Mgmt. Tech.	65%	97%	91%	98%	81%	94%
Commercial Art	18%	71%	53%	43%	44%	49%
Computer Information Systems	24%	57%	38%	64%	30%	31%
Construction Crafts Technology	54%	72%	71%	70%	68%	57%
Cosmetology and Barbering	31%	53%	50%	52%	39%	37%
Diesel Technology	48%	82%	78%	78%	60%	67%
Electronics and Electric Technology	43%	74%	68%	84%	53%	59%
Environmental Control Technology (HVAC)	61%	83%	86%	85%	76%	83%

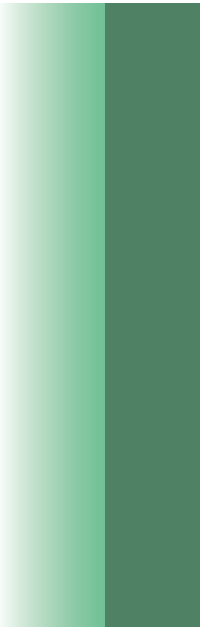
Fashion	44%	55%	75%	61%	58%	59%
Graphic Art and Design	22%	27%	42%	73%	47%	42%
Industrial Systems Tech. and Maintenance	44%		80%	95%	56%	74%
Labor and Industrial Relations	58%	93%	85%	88%	73%	67%
Laboratory Science Technology	57%	71%	91%	89%	83%	58%
Manufacturing and Industrial Tech.	42%	53%	64%	67%	62%	49%
Nursing	53%	95%	82%	66%	67%	71%
Nutrition, Foods, and Culinary Arts	46%	67%	65%	71%	58%	51%
Office Technology/Office Com. Apps	34%	44%	48%	65%	52%	24%
Real Estate	16%	85%	20%	55%	64%	33%
Water and Wastewater Technology	47%	88%	85%	58%	61%	74%

Source: CCCCCO, Career Technical Education (CTE) (Perkins IV) Report
<https://misweb.cccco.edu/perkins/main.aspx>. Retrieved on August 19, 2015





Organization of the Self Evaluation Process



ORGANIZATION OF THE SELF EVALUATION PROCESS

Since March 2013, Los Angeles Trade Technical College (LATTC) has been engaged in ongoing dialogue and research to examine the institution. The College President selected the Vice President of Academic Affairs & Workforce Development to be the Accreditation Liaison Officer (ALO). A Faculty Accreditation Coordinator was appointed in September 2014. The ALO and the Faculty Accreditation Coordinator serve as co-chairs of the Accreditation Steering Committee. They coordinated the work of the four Accreditation Standard areas, which were overseen by administrative leads. The work on these Standard areas was divided among 12 sub-Standard teams, which were each led by an administrative co-chair and a faculty co-chair. The ALO, Faculty Accreditation Coordinator, and the administrative leads met regularly to assess progress and plan next steps.

Campus-wide forums, committee meetings, Accreditation newsletters, and the LATTC Accreditation webpage kept the College community informed of activities and invited participation. The College launched its Accreditation Summer Campaign in summer 2014, where every Thursday between 1 p.m. to 3 p.m., from June 24 to August 14, 2014, the College closed offices to facilitate gatherings of staff, faculty, administrators, and students to dialogue about Accreditation Standards. At the 2014 Faculty Convocation, faculty participated in workshop sessions about Accreditation and signed up to participate to work on an Accreditation Standard. Beginning with Faculty and Staff Convocation in Fall 2014, ongoing monthly campus-wide forums, called Day of Dialogue, were dedicated to Accreditation topics and Standards. At the August 2015 Staff Convocation and Faculty Convocation, participants further explored the Accreditation Standards, specifically Standard I.A. Mission. Faculty also reviewed draft responses to other Standards. Starting in October 2015, College governance committees reviewed sections of final drafts of the Institutional Self Evaluation Report at committee meetings and provided feedback for edits. Faculty review teams were also formed for final review. The entire self evaluation process was collegial and productive, with all constituencies represented.

After the Commission announced the requirements for the Quality Focus Essay (QFE), the Accreditation Steering Committee (ASC), the District Planning and Accreditation Committee (DPAC) discussed it at meetings. Two consultants offered their opinions on what the QFE should comprise. After extensive campus dialogue at participatory governance committees, Days of Dialogue, and department meetings, the College identified seven action plans from its institutional self evaluation. To address the broader issues ascertained from the action plans and the self evaluation, the College defined two Action Projects which center on two major themes: 1) full implementation of the College's Pathways to Academic, Career, and Transfer Success (PACTS), and 2) improving the quality of assessments throughout the institution. During the summer of 2015, the campus partnered with the University of Southern California's Center for Urban Education (CUE) to conduct an external meta-evaluation for LATTC, which confirmed that improving the quality of assessments and fully implementing PACTS should be a top priority for the institution over the next three to five years.

At the District level, the District Planning and Accreditation Committee (DPAC) also met to identify evidence, distinguishing between evidence at the College and District levels. Under DPAC guidance, the Office of the Vice Chancellor for Institutional Effectiveness created the Functional Map and drafted responses to Standards involving district wide processes, specifically Standards IV.C, IV.D, and parts of d III.B. The College Vice President of Administrative Services did an initial review of the District responses for incorporation into this report. College governance

committees later reviewed the District responses as part of their work in reviewing final drafts of the report.

Accreditation Steering Committee

The Accreditation Steering Committee is charged with overseeing and managing all Accreditation and ACCJC-related matters, including internal and external reporting on the current Accreditation status for the College.

LATTC Accreditation Steering Committee Membership	
Committee Co-Chairs	• Leticia L. Barajas, Vice President, Academic Affairs & Workforce Development; Accreditation Liaison Officer • Kenadi Le, Faculty Accreditation Coordinator
Administration	• Dr. Kaneesha Tarrant, Vice President, Student Services • Dr. Mary Gallagher, Vice President, Administrative Services
Academic Senate	• Wallace “Wally” Hanley, President, Academic Senate
AFT Faculty Guild Local 1521	• Carole Anderson, LATTC Chapter President
Chair of Chairs Representative	• Dr. John Glavan, Chair, Language Arts and Humanities and Joseph Ratcliff, Chair, Health and Exercise Sciences
AFT Staff Guild Local 1521A	• Lori Hunter, LATTC Chapter Chair
Associated Student Organization	• Taqwa Beamon, ASO President
Resource – (Non-voting)	• Dr. Anna Badalyan, Dean, Office of Institutional Effectiveness • David Ysais, Public Relations Manager

Accreditation Standard and Sub-Standard Team Chairs

In Spring 2014, administrative leads were assigned to oversee the work for each Accreditation Standard. An administrative co-chair and a faculty co-chair led the sub-Standard teams responsible for gathering evidence and drafting initial content for each sub-Standard.

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity	
Administrator Lead: Dr. Anna Badalyan, Dean, Office of Institutional Effectiveness	
I.A: Mission	Administrator Chair: Dr. Anna Badalyan, Dean, Office of Institutional Effectiveness
I.B: Institutional Effectiveness	Administrator Co-Chair: Dr. Anna Badalyan, Dean, Office of Institutional Effectiveness Faculty Co-Chair: Dr. Martin Diaz, Faculty, Vice Chair, Science; 1st Vice President, Academic Senate
I.C: Institutional Integrity	Administrator Co-Chair: Dr. Anna Badalyan, Dean, Office of Institutional Effectiveness Faculty Co-Chair: Carole Anderson, Faculty, Chair Design & Media Arts; AFT Faculty Guild LATTC Chapter President
Standard II: Student Learning Programs and Support Services	
Administrator Lead: Leticia L. Barajas, Vice President, Academic Affairs & Workforce Development; Accreditation Liaison Officer	
II.A: Instructional Programs	Administrator Co-Chair: Leticia L. Barajas, Vice President, Academic Affairs & Workforce Development; Accreditation Liaison Officer Faculty Co-Chair: Alicia Rodriguez-Estrada, Faculty, Behavioral, Social Sciences and Child Development; Chair, Curriculum Committee; Secretary, Academic Senate
II.B: Library and Learning Support Services	Administrator Co-Chair: Nicole Albo-Lopez, Dean, Academic Affairs and Workforce Development Faculty Co-Chair: Christina Anketell, Faculty, Chair, Academic Connections Department
II.C: Student Support Services	Administrator Co-Chair: Dr. Kaneesha Tarrant, Vice President, Student Services Faculty Co-Chair: David Esparza, Faculty; Director, Transfer Center. Formerly, Angeles Abraham, Faculty, Counseling, EOPS; Treasurer, Academic Senate (Stepped down May 2014)
Standard III: Resources	
Administrator Lead: Dr. Mary Gallagher, Vice President, Administrative Services	
III.A: Human Resources	Administrator Chair: Dr. Mary Gallagher, Vice President, Administrative Services as of September 2015. Formerly Bill Gasper, Assistant Vice President, Administrative Services (took position at East LA College). Faculty Co-Chair: Kenadi Le, Faculty Accreditation Coordinator

III.B: Physical Resources	Administrator Co-Chair: Dr. Mary Gallagher, Vice President, Administrative Services as of September 2015. Formerly Bill Smith, Director, College Facilities (took position at West LA College). Faculty Co-Chair: David Robinson, Faculty, Construction Design & Manufacturing
III.C: Technology Resources	Administrator Co-Chair: Sang Baik, Manager, College Information Systems Administrator Co-Chair: Joe Guerrieri, Dean, Academic Affairs & Workforce Development Faculty Co-Chair: Linda Delzeit, Faculty, Kinesiology; Academic Technology Coordinator; Distance Learning Coordinator
III.D: Financial Resources	Administrator Co-Chair: Dr. Mary Gallagher, Vice President, Administrative Services Faculty Co-Chair: Kathleen Yasuda, Faculty, Vice Chair, Labor Studies
Standard IV: Leadership and Governance Administrator Lead: Dr. Mary Gallagher, Vice President, Administrative Services	
IV.A: Decision-Making Roles and Processes	Administrator Chair: Vincent Jackson, Dean, Academic Affairs & Workforce Development Faculty Co-Chair: Formerly Tom Vessella, Faculty, Carpentry (took position at College of the Canyons in October 2015) Faculty Co-Chair: Wallace (Wally) Hanley, Faculty, Construction, Design & Manufacturing; President, Academic Senate
IV.B: Chief Executive Officer	Administrator Co-Chair: Cynthia Morley-Mower, Dean Academic Affairs & Workforce Development Faculty Co-Chair: Elton Robinson, Faculty, Chair Cosmetology Department; 2nd Vice President, Academic Senate

Participation on Accreditation Standards

During the College's Accreditation Summer Campaign in 2014 and the 2014 Faculty Convocation, faculty and classified staff volunteered to work on an Accreditation sub-Standard to identify evidence and review content. During the 2014-2015 academic year, participants were invited to regular team meetings organized by the sub-Standard team administrator and faculty co-chairs. At these meeting, participants reviewed and discussed how to address the Accreditation statements for their sub-Standard, and they identified and reviewed evidence for each statement. The administrator and faculty co-chairs for each sub-Standard team compiled the feedback from each team meeting to incorporate into the Institutional Self Evaluation Report (ISER) drafts.

In Fall 2015, the ALO, Faculty Accreditation Coordinator, and the Academic Senate recruited Academic Senate faculty to participate in review teams to review final drafts of the ISER and provide feedback. Time was set aside at each weekly Leadership Team meeting of the vice presidents and deans to review draft sections of ISER. Drafts of responses to Standard I were vetted through campus wide events and workgroups. The ALO and Faculty Accreditation Coordinator also vetted sections of the ISER responses at meetings of committees that do the work relating to these sections.

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity	
Standard	Forum/Group
I.A: Mission	Campus-wide at Days of Dialogue and 2015 Faculty Convocation
I.B: Assuring Academic Quality and Institutional Effectiveness	Campus-wide at Days of Dialogue Special Academic Senate faculty workgroup
I.C: Institutional Integrity	Campus-wide at Days of Dialogue Special Academic Senate faculty workgroup
Standard II: Learning Programs and Support Services	
Standard	Committee
II.A: Instructional Programs	Academic Council Academic Senate Curriculum Committee Educational Policies Committee
II.B: Library and Learning Support Services	Academic Senate
II.C: Student Support Services	Academic Senate Educational Policies Committee Student Services Council Student Success Committee
Standard III: Resources	
Standard	Committee
III.A: Human Resources	Faculty & Staff Development Committee Planning and Budget Committee
III.B: Physical Resources	Work Environment Committee
III.C: Technology Resources	Distance Learning Committee
III.D: Financial Resources	College Council Planning and Budget Committee
Standard IV: Leadership and Governance	
Standard	Committee
IV.A: Decision-Making Roles and Processes	College Council
IV.B: Chief Executive Officer	Accreditation Steering Committee
IV.C: Governing Board	District
IV.D: Multi-College Districts or Systems	District

A general timeline of the Accreditation process since March 2013:

Institutional Self Evaluation Report Preparation and Approval Timeline	
March 25, 2013	• The College held a campus-wide Accreditation Standards/Distance Education Workshop on the Commission Policy on Distance Education and Correspondence Education.
May 23, 2013	• The College held an Accreditation Kick-Off event to learn and dialogue about the Accreditation process.
June 2014	• The College identified administrative leads and faculty and administrative co-chairs to lead Accreditation teams. • A timeline for Accreditation 2013-2016 was developed.
June 24-August 14, 2014	• 2014 Accreditation Summer Campaign launched where every Thursday between 1 p.m. to 3 p.m., from June 24 to August 14, 2014, the College closed offices to facilitate gatherings of staff, faculty, administrators, and students to dialogue about Accreditation Standards.
August 2014	• A Faculty Accreditation Coordinator was appointed. • Reports from the summer campaign sessions were compiled.
August 7, 2014	• During Classified Staff Convocation, classified staff dialogued about Pathways to Academic, Career, and Transfer Success (PACTS), and heard an update on the Accreditation Summer Campaign.
August 28, 2014	• During Faculty Convocation, faculty participated in two breakout sessions focused on the Accreditation Standards and reviewed responses from the 2014 Accreditation Summer Campaign. • Faculty signed up to work on an Accreditation sub-Standard team.
September 2014	• The Faculty Accreditation Coordinator invited faculty who had not yet signed up for a sub-Standard team to sign up. • Standard teams began meeting, and continued to meet through Spring 2015, to draft responses and gather evidence for each sub-Standard. • The LATTC Accreditation webpage was updated. • Reports from the Accreditation Summer Campaign were posted to the College website for campus review.
October 2014	• The Accreditation Steering Committee identified actions/gaps for the College to address for Accreditation. • Distribution resumed for the LATTC Accreditation Newsletter • Distribution began on Tuesdays@LATTC newsletters highlighting academic, student services, and administrative departments and units.
November 20, 2014	• During Day of Dialogue, faculty and staff met with their Accreditation sub-Standard team members to dialogue about what quality and effectiveness looks like for their sub-Standard at Trade-Tech. This would be the first in

	an ongoing series of Days of Dialogue to focus on Accreditation topics, which take place the third Thursday of each month.
January 2015	- Initial rough draft of the Institutional Self Evaluation Report (ISER) compiled. - Timeline for steps to the institutional self evaluation for Spring 2015 was created and disseminated to the College.
February 2015	The rough draft for Standard I was vetted by the sub-Standard team and posted online along with a feedback survey for campus feedback.
February 19, 2015	During Day of Dialogue, faculty, staff, students, and administrators dialogued about how the College does work that addresses Standard I.
April 2015	Rough draft for Standards III and IV were vetted by the sub-Standard teams and posted online with feedback surveys for campus feedback.
April 15, 2015	During Day of Dialogue, participants engaged in dialogue about Accreditation Standards III and IV by reflecting on improvements that have happened at LATTC since 2009.
May 21, 2015	During Day of Dialogue, participants dialogued about Standard II by reflecting on improvements that have happened at LATTC since 2009.
June 2015	Accreditation SharePoint page for gathering drafts/evidence launched.
June 30, 2015	Team leads submitted drafts of responses to Accreditation sub-Standards to the Faculty Accreditation Coordinator.
July 2015	Faculty Accreditation Coordinator reviewed and provided feedback to team leads for first rough drafts.
July 31, 2015	Team leads submitted second drafts of the Accreditation sub-Standard responses to the Faculty Accreditation Coordinator.
August 2015	Faculty Accreditation Coordinator reviewed and provided feedback to team leads for the second rough drafts.
August 6, 2015	At Staff Convocation, classified staff reviewed the College mission and dialogued about achievements in 2014-2015 that were aligned with the Accreditation Standards.
August 27, 2015	At Faculty Convocation, faculty reviewed and provided feedback to draft responses to the Accreditation statements in two sessions. In the first session, faculty worked on the draft response to Standard I.A.1. In the second session, faculty randomly received draft responses to two other statements to review. The feedback was incorporated into updated draft responses for the ISER.
September 2015	Executive team leads polished final ISER draft responses, and held regular morning meetings to finalize ISER and resolve any arising issues.
September 17, 2015	During Day of Dialogue, participants reviewed the College's current mission statement against Standard I.A.1 and dialogued about whether, and

	to what degree, the mission statement meets the Standard. Participants also submitted their suggestions for a revised mission statement.
October 2015	- Noticed motion to the Academic Senate and College Council to approve ISER. - Faculty reviewer teams identified from the Academic Senate to review ISER drafts. - Executive administrator leads hold regular morning meetings to finalize ISER and resolve any arising issues. - Each week, portions of final rough drafts of the ISER are posted to the College website along with feedback forms for comment. - College governance committees review ISER drafts to provide feedback. - Feedback from online form, faculty reviewer teams, Days of Dialogue, and committees incorporated into polished final rough draft.
October 15, 2015	At the Day of Dialogue, the College dialogued about Accreditation Standards I.B and I.C. Participants looked at the role of assessment in the integrated planning process, and identified how the draft ISER responses to Standards I.B and I.C could be improved. Participants also identified the quality of assessments as an area that the College could improve.
October 27, 2015	Polished final rough draft submitted to the District Educational Services Center.
November 2015	ISER drafts continue to be reviewed by college governance committee for feedback until Monday, November 23.
November 3, 2015	Announcement posted on 2016 Accreditation draft page for third-party comment.
November 6, 2015	Special Accreditation meeting with Board of Trustees Institutional Effectiveness and Student Success Committee to review LATTC ISER.
November 18, 2015	ISER unanimously approved by the Academic Senate.
November 19, 2015	At Day of Dialogue, participants received information about the Accreditation Institutional Self Evaluation deadlines and about what to expect from the evaluating team visit in March 2016. Participants then engaged in an activity and dialogue about Pathways to Academic, Career, and Transfer Success (PACTS) current implementation.
November 23, 2015	ISER approved by College Council.
November 30, 2015	Final draft of ISER sent to the Board of Trustees.
December 9, 2015	- Board of Trustees approved LATTC ISER final draft. - College President conducts Third Party Comment.
January 8, 2016	ISER submitted to the ACCJC (planned).
January to February 2016	Prepare ISER update (planned).

Winter 2016	Weekly College-wide Meetings (Accreditation Winterfest Thursdays) focusing on Accreditation to prepare for comprehensive site visit (planned).
February 19, 2016	Send final ISER update to ACCJC (planned).
March 7-10, 2016	Comprehensive site visit (planned).

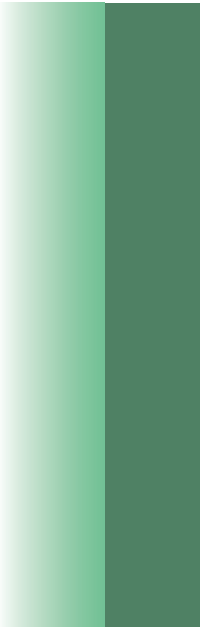




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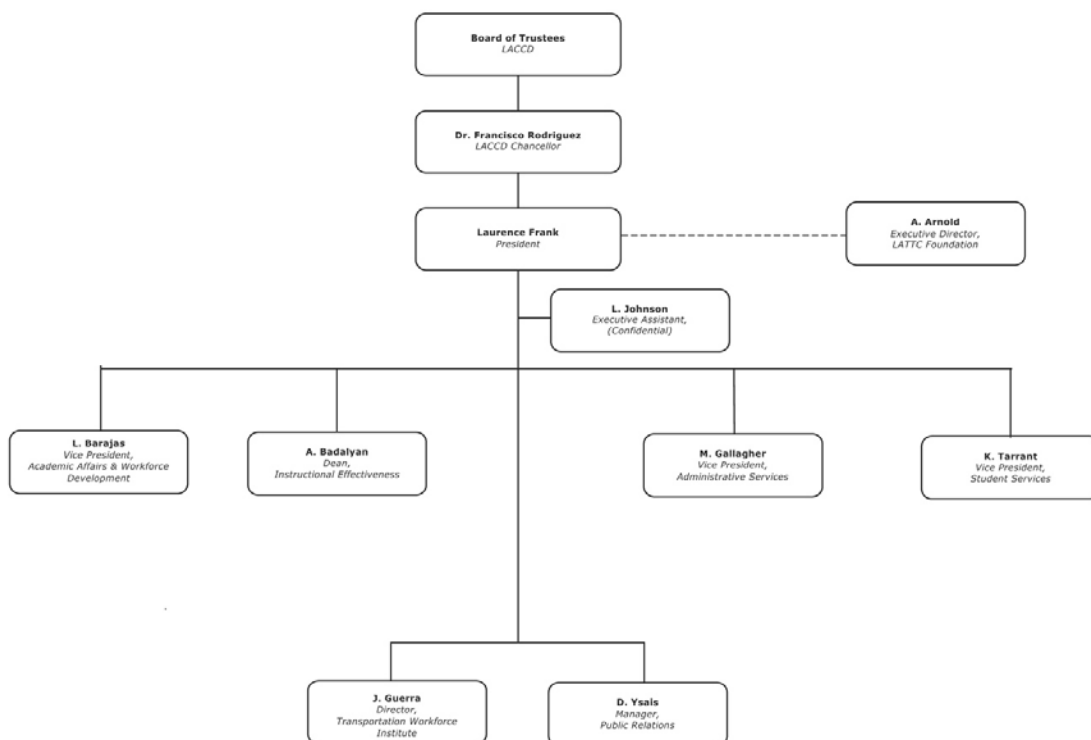
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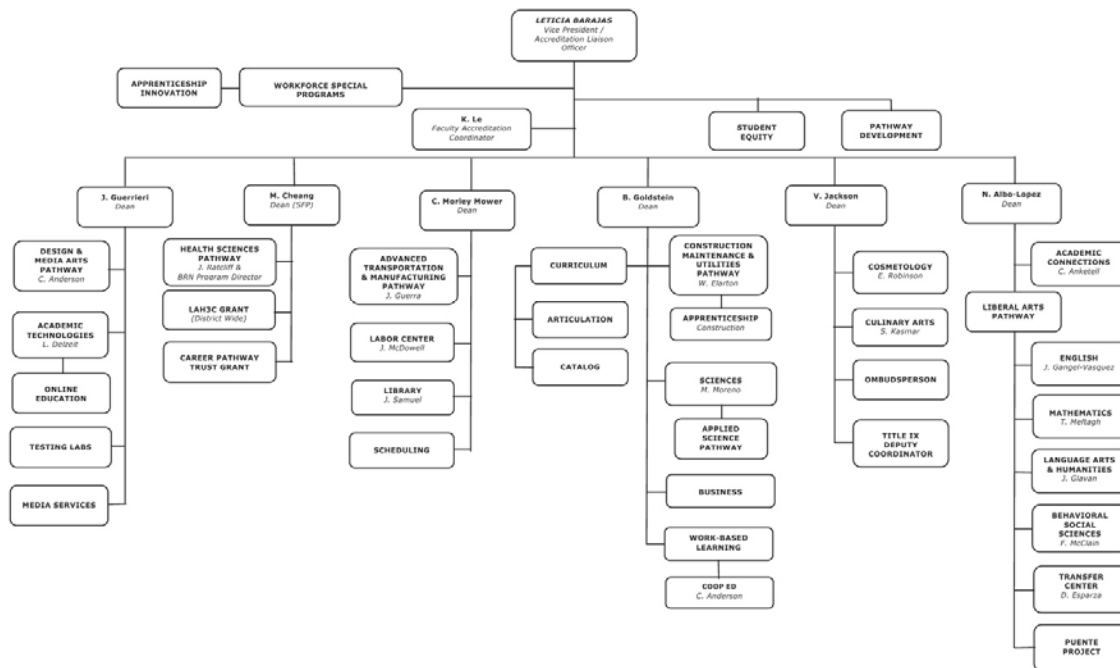


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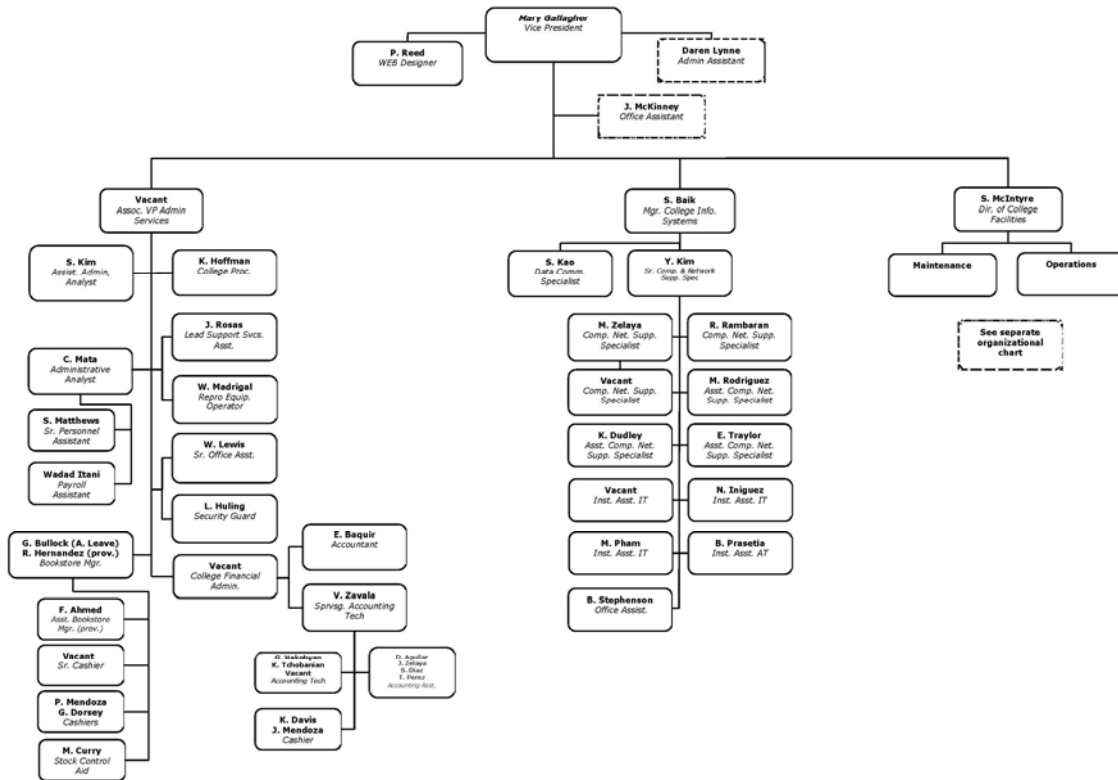
PRESIDENT'S DIVISION ORGANIZATIONAL CHART 2015-2016



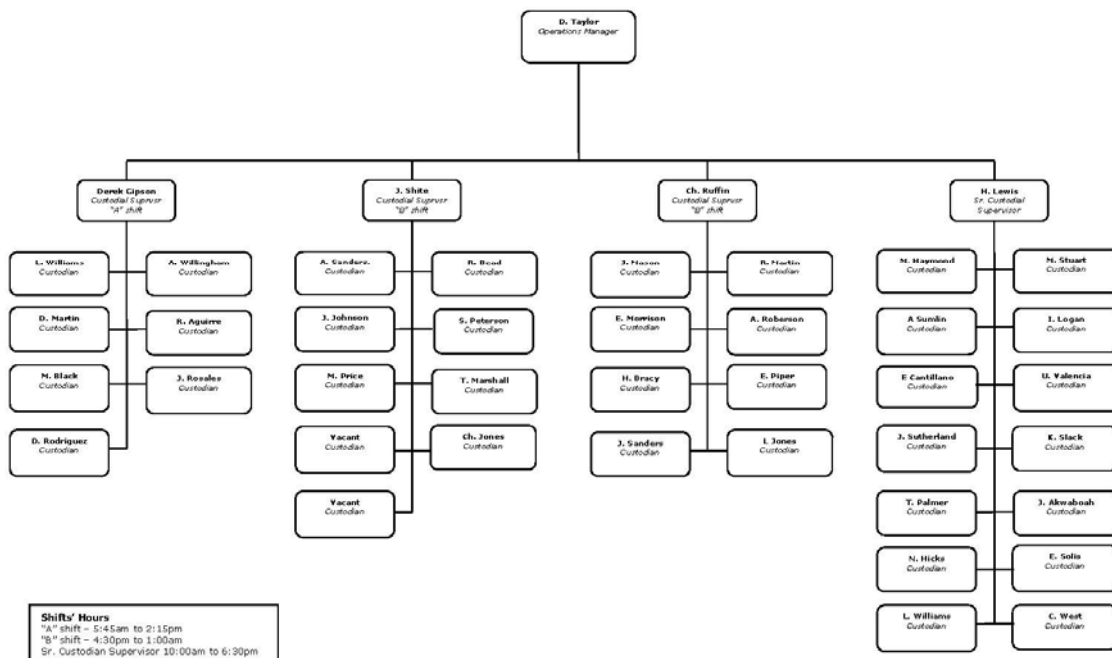
ACADEMIC AFFAIRS & WORKFORCE DEVELOPMENT ORGANIZATIONAL CHART – 2015-2016



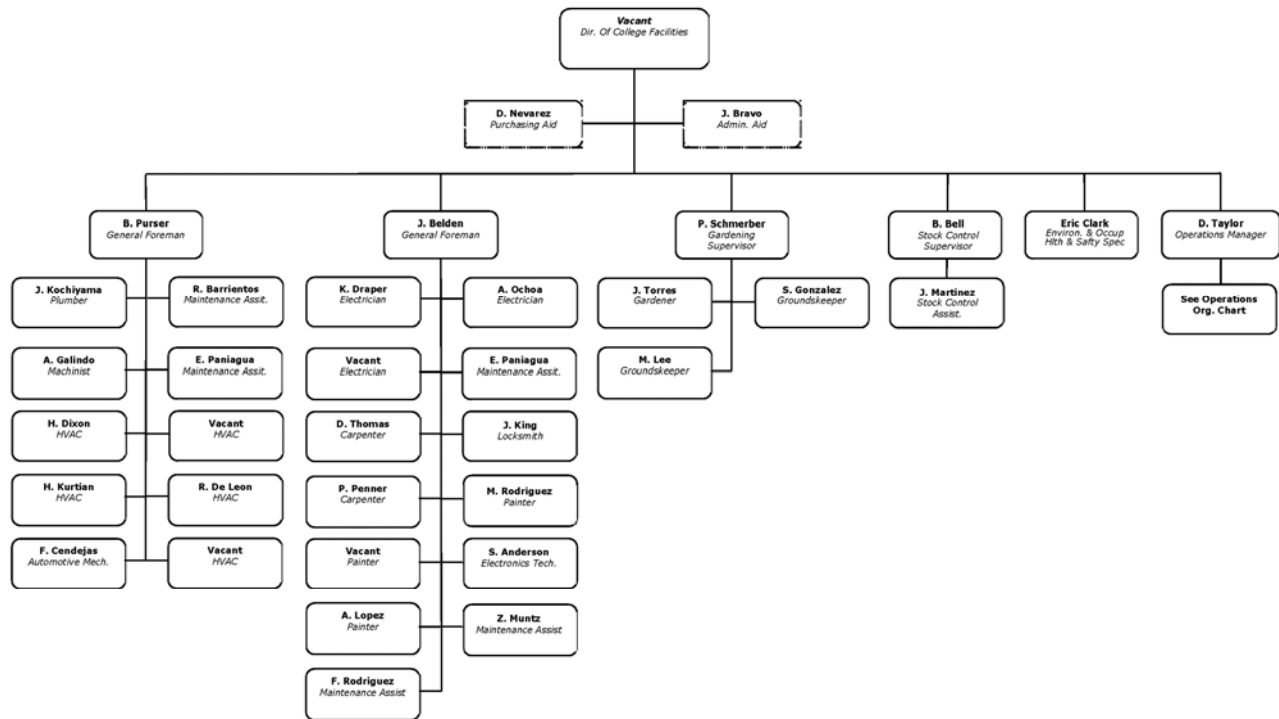
ADMINISTRATIVE SERVICES ORGANIZATIONAL CHART 2015-2016



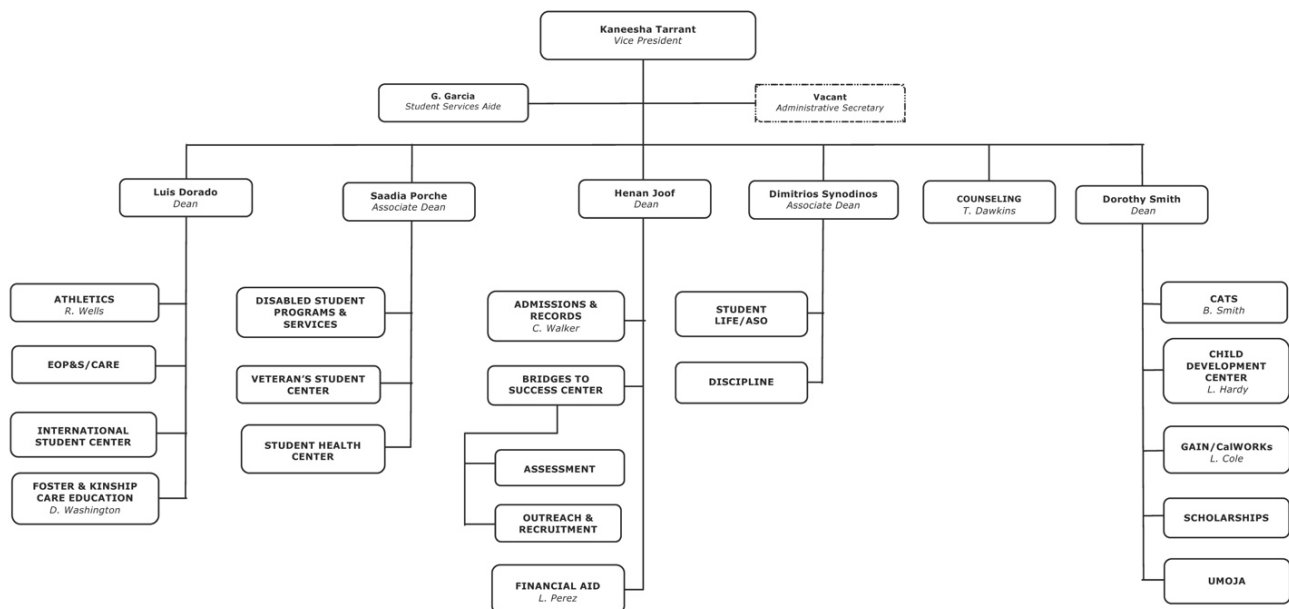
PHYSICAL PLANT (OPERATIONS) ORGANIZATIONAL CHART 2015 - 2016



PHYSICAL PLANT (ADMINISTRATION) ORGANIZATIONAL CHART 2015 - 2016



STUDENT SERVICES ORGANIZATIONAL CHART 2015-2016



District-College Functional Map

As indicated in the Functional Map below, the Los Angeles Community College District and Los Angeles Trade-Technical College share responsibilities for almost everything the College does, including strategic and educational planning, budgeting and fiscal tracking, facilities construction and maintenance, admissions and records, curriculum and enrollment management, and hiring and employee evaluation. The Functional Map reflects the division of these responsibilities.

KEY:

P = Primary Responsibility	Leadership and oversight of a given function including design, development, implementation, assessment and planning for improvement
S = Secondary Responsibility	Support of a given function including a level of coordination, input, feedback, or communication to assist the primary responsibility holders with the successful execution of their responsibility
SH = Shared Responsibility	The District and the college are mutually responsible for the leadership and oversight of a given function or they engage in logically equivalent versions of a function – district and college mission statements



STANDARD I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

Standard I.A Mission	COLLEGE	DISTRICT
1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.	P	S
2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.	P	S
3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.	P	S
4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.	P	S

Standard I.B. Assuring Academic Quality and Institutional Effectiveness	COLLEGE	DISTRICT
1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.	P	S
2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.	P	¹
3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.	P	
4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.	P	
5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.	P	S
6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.	P	S
7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.	SH	SH
8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.	P	S

¹ ——— represents not applicable

9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.	SH	SH

Standard I.C. Institutional Integrity	COLLEGE	DISTRICT
1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors.	P	S
2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements".	P	_____
3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.	P	_____
4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.	P	_____
5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.	SH	SH
6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.	P	S
7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.	SH	SH
8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.	SH	SH
9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	_____
10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.	_____	_____

11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.		
12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities.	SH	SH
13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public.	SH	SH
14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.		

STANDARD II: Student Learning Programs and Support Services

Standard II.A. Instructional Programs	COLLEGE	DISTRICT
1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.	P	
2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.	P	
3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.	P	
4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.	P	
5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level.	SH	SH
6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.	P	
7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.	P	
8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.	P	
9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions.	P	S

10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.	P	S
11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.	P	_____
12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.	P	S
13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.	P	_____
14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.	P	_____
15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	P	_____
16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.	P	_____

<i>Standard II.B. Library and Learning Support Services</i>	COLLEGE	DISTRICT
1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.	P	S
2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.	P	_____
3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	_____
4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness.	P	_____

<i>Standard II.C. Student Support Services</i>	COLLEGE	DISTRICT
1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution.	P	_____
2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.	P	S
3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.	P	_____

4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.	P	
5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.	P	
6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals.	P	
7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	P	
8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	P	S



STANDARD III: Resources

Standard III.A. Human Resources	COLLEGE	DISTRICT
1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.	SH	SH
2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning.	P	S
3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.	SH	SH
4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.	S	P
5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.	SH	SH
6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.	P	S
7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.	P	S
8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.	P	S
9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.	P	S

10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes.	P	S
11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.	SH	SH
12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	SH	SH
13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.	SH	SH
14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	P	S
15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	SH	SH

<i>Standard III.B. Physical Resources</i>	COLLEGE	DISTRICT
1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	P	S
2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.	SH	SH
3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	SH	SH
4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	S	P

<i>Standard III.C. Technology Resources</i>	COLLEGE	DISTRICT
1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.	SH	SH

2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.	SH	SH
3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.	P	S
4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.	P	S
5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.	P	S

Standard III.D. Financial Resources	COLLEGE	DISTRICT
1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability.	P	S
2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.	P	S
3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	P	S
4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	SH	SH
5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.	SH	SH
6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.	SH	SH
7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	SH	SH
8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.	SH	SH

9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.	SH	SH
10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	SH	SH
11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.	S	P
12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.	S	P
13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.		
14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.	SH	SH
15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.	S	P
16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.	P	S

STANDARD IV: Leadership and Governance

Standard IV.A. Decision-Making Roles and Processes	COLLEGE	DISTRICT
1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.	P	S
2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.	SH	SH
3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.	SH	SH
4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.	P	S
5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.	SH	SH
6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.	P	S
7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	SH	SH

Standard IV.B. Chief Executive Officer	COLLEGE	DISTRICT
1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	S
2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.	P	S

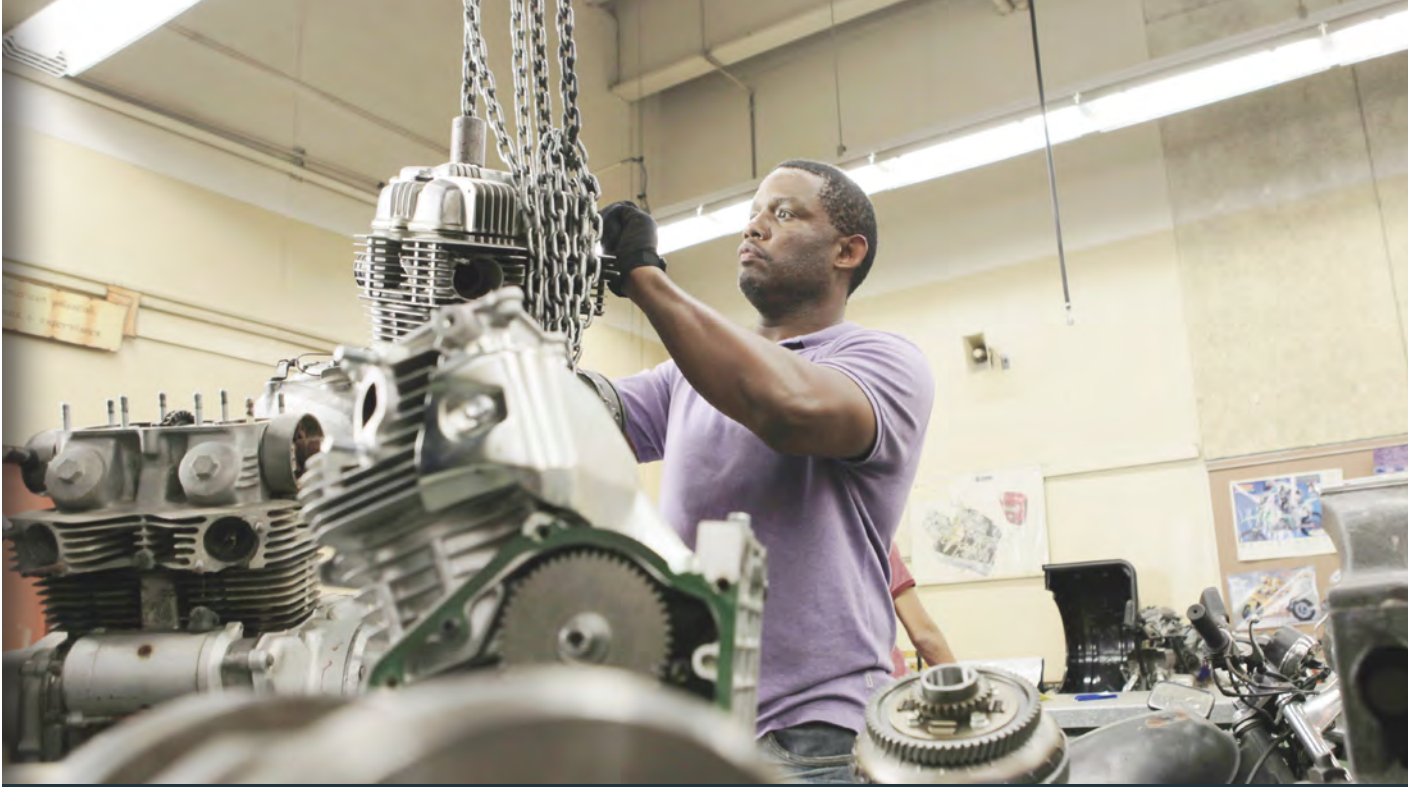
Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by: establishing a collegial process that sets values, goals, and priorities; ensuring the college sets institutional performance standards for student achievement; ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions; ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning; ensuring that the allocation of resources supports and improves learning and achievement; and establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.	P	S
4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.	P	S
5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.	P	S
6. The CEO works and communicates effectively with the communities served by the institution.	P	S

Standard IV.C. Governing Board	COLLEGE	DISTRICT
1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.	_____	P
2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.	_____	P
3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.	_____	P
4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.	_____	P
5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.	_____	P
6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	_____	P

7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.		P
8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.		P
9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.		P
10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.		P
11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.		P
12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.		P
13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.		P

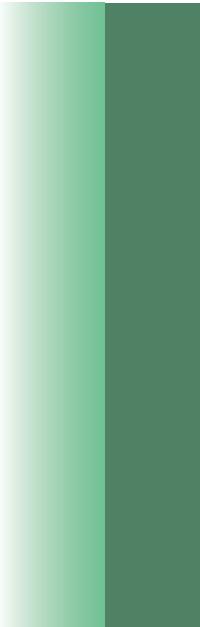
<i>Standard IV.D. Multi-College Districts or Systems</i>	COLLEGE	DISTRICT
1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.		P

2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.		P
3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.	_____	P
4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.	_____	P
5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.	S	P
6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.	S	P
7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.	_____	P



**Certification of Continued Institutional
Compliance with Eligibility Requirements**

**Certification of Continued Institutional
Compliance with Eligibility Requirements**



CERTIFICATION OF CONTINUED INSTITUTIONAL COMPLIANCE WITH ELIGIBILITY REQUIREMENTS

1. Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

Los Angeles Trade Technical College (LATTC) is a two-year community college operating under the authority of the State of California, Division 7, which establishes the California community college system under the leadership and direction of the California Community College's Board of Governors since 1949 ([ER.1-1](#), [ER.1-2](#)). LATTC is one of the nine colleges within the Los Angeles Community College District (LACCD) ([ER.1-3](#)). The Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges accredits LATTC. Through its accreditation, the College is authorized to operate as a degree-granting institution ([ER.1-4](#)).

ER.1. Evidence

[ER.1-1 California Education Code 70900](#)

[ER.1-2 California Education Code 70901](#)

[ER.1-3 Screenshot About LACCD Colleges 2015-09-23](#)

[ER.1-4 June2011 ACCJC Letter Reaffirming Accreditation](#)

2. Operational Status

The institution is operational, with students actively pursuing its degree programs.

Los Angeles Trade Technical College is in operation and has continuously operated since it was established in 1949. In Fall 2015, the College achieved an end-of-term headcount enrollment of 12,708 full and part-time students in degree and transfer programs. Two thousand five hundred seventy (2,570) were enrolled full-time, 10,138 were enrolled part-time, and 7,242 were pursuing educational goals related to degree, certificate, or transfer. The College awarded 403 degrees and 1,349 certificates in the 2014-2015 academic year ([ER.2-1](#), [ER.2-2](#), [ER.2-3](#)).

ER.2. Evidence

[ER.2-1 Enrollment history of LATTC for past 3 years](#)

[ER.2-2 Enrollment in institutional degree programs by year or cohort, including degrees awarded.](#)

[ER.2-3 Fall 2015 schedule of classes](#)

3. Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

Los Angeles Trade Technical College (LATTC) offers 67 certificates and offers 58 degree programs that are two academic years in length ([ER.3-1](#)). In 2014-2015, 21,645 of LATTC students were enrolled in degree-applicable courses. All degrees consist of units required for the major, general education, and degree-applicable elective units to reach the 60-unit minimum as required in Los Angeles Community College District Board Rules 6201.13 and 6201.14 ([ER.3-2](#)). In 2014-2015, LATTC offered 2,382 sections affiliated with degree programs. It conferred 403 degrees among 375 students in 2014-2015 ([ER.3-3](#)).

ER.3. Evidence

[ER.3-1 LATTC-Catalog-2014-2016, p. 51-145](#)

[ER.3-2 Board-Rule-6201.13-and-6201.14](#)

[ER.3-3 Enrollment in institutional degree programs by year or cohort, including degrees awarded.](#)

4. Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

On May 1, 2013, the Board of Trustees appointed the current LATTC College President to lead the College ([ER.4-1](#), [ER.4-2](#), [ER.4-3](#)). The President is the Chief Executive Officer of the College, with full-time responsibility to the institution. Prior to his position at LATTC, he served as the Deputy Mayor of Los Angeles. The Chief Executive Officer or his/her designee has authority to operate the College per Board Rule 9802, which states, "The president of the college or his/her authorized representative shall enforce the Board Rules and Administrative Regulations pertaining to campus conduct and may develop guidelines, apply sanctions, or take appropriate action consistent with such rules and regulations" ([ER.4-4](#)).

Neither the College president nor the District chancellor serve as the chair of the governing board. The College has informed the Commission whenever there has been a change in leadership.

ER.4. Evidence

[ER.4-1 Screenshot-LATTC-President-News-2015-09-23](#)

[ER.4-2 President-Laurence-B-Frank-Biography](#)

[ER.4-3 President-Employment-Contract](#)

[ER.4-4 LACCD-Board-Rule-9802](#)

5. Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

The LACCD is subject to annual financial audits by an external certified public accountant ([ER.5-1](#), [ER.5-2](#), [ER.5-3](#)). The Board of Trustees reviews these reports in a regularly scheduled meeting during public session ([ER.5-4](#), [ER.5-5](#), [ER.5-6](#)). The District files audit reports with the Los Angeles County Department of Education and any other public agencies as required. LATTC is not audited as a separate entity. The District office gives the College the list of any audit findings for the College so that it can prepare the corrective action plan. The College has received no external audit findings since 2011.

LATTC's student loan default rates has reached the default rate level above 32.2% ([ER.5-7](#)). As a result, the College is in the process of contracting the services of a consultant to assist in improving the percentage of students repaying their loans ([ER.5-8](#)). The College has also created a Loan Default Prevention workgroup comprised of faculty, staff, and administration from across the institution. The Office of Institutional Effectiveness provided a deep analysis of student level information for students currently in default. After review of the data, the workgroup identified three target student populations. These groups will be the basis for the Loan Default Prevention Plan, as required by the United States Department of Education.

The District is subject to the annual Office of Management and Budget (OMB) A-133 audit. The audit allows the auditor to express an opinion on compliance for the District's major federal programs, including Title IV programs. For the year ending June 30, 2014, the District received an unmodified opinion over the compliance with requirements as described in the OMB Circular A-133 Compliance Supplement. The audit found no instances of non-compliance at LATTC ([ER.5-9](#)).

ER.5. Evidence

[ER.5-1 2012-Certified-Annual-LACCD-Audit-Report](#)

[ER.5-2 2013-Certified-Annual-LACCD-Audit-Report](#)

[ER.5-3 2013-2014 Certified-Annual-LACCD-Audit-Report](#)

[ER.5-4 Finance-and-Audit-Committee-Minutes-Dec-18-2012](#)

[ER.5-5 Budget-Finance-Committee-Minutes-Dec-4-2013](#)

[ER.5-6 Budget-Finance-Committee-Minutes-Dec-3-2014](#)

[ER.5-7 LATTC Default Loan Rate](#)

[ER.5-8 LATTC Contract with Consultant to Improve Student Repayment of Loans](#)

[ER.5-9 LACCD OMB A-133 Compliance Audit](#)

Eligibility Requirements 6 – 21 are to be addressed in the relevant sections of the Accreditation standards

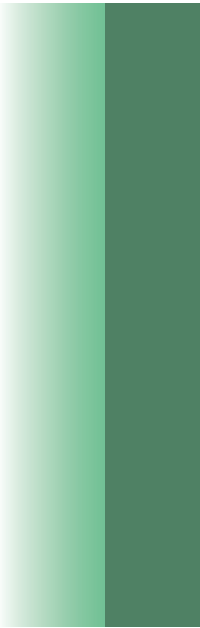




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Certification of Continued Institutional Compliance with Commission Policies

Certification of Continued Institutional
Compliance with Commission Policies



CERTIFICATION OF CONTINUED INSTITUTIONAL COMPLIANCE WITH COMMISSION POLICIES

The following tables evaluate LATTC's performance related to each component of the Accrediting Commission for Community and Junior Colleges (ACCJC) Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies.

LATTC's status on each component of Checklist is reported in the first column of each table.

- Yes – Current LATTC practices completely address the stated requirements.
- IP ("In Progress") – Current LATTC practices address most of the stated requirements. Additional work is in progress to ensure LATTC meets all of the requirements.
- Ev. – Evidence addressing requirements

The second column of each table contains the description of the requirements in the Checklist, followed by LATTC's narrative response addressing compliance with each federal regulation and Commission policy.

Public Notification of an Evaluation Team Visit and Third Party Comment Regulation Citation: 602.23(b)	
Yes	<i>The institution has made appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.</i> Final drafts of the 2016 Institutional Self Evaluation Report (ISER) were posted on the College's Accreditation webpage beginning on Monday, September 28, 2015 for public review. One draft response to a Standard was posted each week throughout the month of October 2015. Emails were sent to the campus community to solicit feedback, which could be submitted via an online form (CP3d-1, CP3d-2, CP3d-3). Feedback was also provided by governance committees, which include Brown Act committees, at their regularly scheduled meetings in October and November. On November 3, 2015 the College posted an announcement on the 2016 Accreditation webpage of its Accreditation website indicating that the Accreditation self evaluation process includes an opportunity for third-parties to submit comments. The announcement also provides instruction for the format of comments and deadlines. (CP3d-4). Updated final drafts incorporating feedback were continuously posted to the Accreditation webpage starting on November 13, 2015. On December 9, 2015, the Board of Trustees approved the final version of the ISER, which was posted to the Accreditation webpage that same day along with an announcement sent to the campus community. The College President also notified the campus community and the public of the opportunity to submit third-party comments at the Board of Trustees meeting on December 9, 2015.
IP	<i>The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.</i> Pending receipt of any third-party comments.

Yes	<i>The institution demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions</i> Los Angeles Trade-Technical College (LATTC) is an accredited voluntary member of the Accrediting Commission for Community and Junior Colleges (ACCJC) (CP3d-5). The College is committed to nongovernmental Accreditation that results in self-regulation, quality assurance to the public, and continuous institutional improvement. LATTC coordinates internal Accreditation activities through the Accreditation Steering Committee (ASC) and Office of Institutional Effectiveness (CP3d-6, CP3d-7). The ASC is a standing committee of the LATTC College Council. Participants in the development and preparation of the Institutional Self Evaluation Report (ISER) represent all of the College's constituents, which include faculty, staff, students, and administrators (CP3d-8). Beginning in summer of 2014, the College began preparing the ISER (CP3d-9). Opportunity for the College community to provide feedback for the ISER took place during monthly Day of Dialogue venues, Convocations, surveys, workgroups, and committee meetings. Days of Dialogue in February 2015, March 2015, and May 2015 were devoted to soliciting feedback and comment on the initial first drafts of the ISER. These drafts were posted to the Accreditation webpage and surveys for each draft were sent to the entire campus (CP3d-10, CP3d-11, CP3d-12, CP3d-13). During Fall 2015, monthly Days of Dialogue were each devoted to an Accreditation topic. As previously mentioned, final drafts of the 2016 ISER were posted on the College's Accreditation webpage beginning on Monday, September 28, 2015 and throughout October 2015 for public review, with the opportunity for feedback via an online form. The College community also had the opportunity provide feedback at College governance committees, which include Brown Act committees, at their regularly scheduled meetings in October and November. Updated final drafts incorporating feedback were continuously posted to the Accreditation webpage starting on November 13, 2015. The College maintains all correspondence and records on its accreditation history in the Office of Academic Affairs & Workforce Development. More recent records of accreditation activities are maintained on the College's Accreditation webpage. An Accreditation link is located on the College homepage (CP3d-14). External evaluation reports and Commission action letters are posted on the College's Accreditation webpage (CP3d-15). All communication between the Commission and the institution is sent directly to the College President, who works with the Accreditation Liaison Officer (ALO) to communicate matters regarding Accreditation to the College community (CP3d-16). The ALO co-chairs the ASC and ensures that the campus community is aware of the Commission's Standards. If institutional changes are required as a result of changes to the Standards, the ALO communicates action plans to the institution. This is done through campus email, committee meetings, Days of Dialogue, the Accreditation webpage, and newsletters (CP3d-17, CP3d-18, CP3d-19). In accordance with federal regulations, LATTC maintains records of formal student complaints and grievances between each review cycle and makes them available to the

	Commission and evaluation team upon request, in accordance with federal regulations. Discussion about LATTC's policies and procedures relating to student complaints is provided in the later section on Student Complaints.
Ev.	CP3d-1 Emails Announcing Posting of Final Drafts CP3d-2 Screenshot-Self-Study-Feedback-form-2015-10-07 CP3d-3 Screenshot of Self Study final drafts webpage CP3d-4 Announcement-3rd-Party-Comments CP3d-5 2011-LATTC-Accreditation-Certificate CP3d-6 Screenshot-Accreditation-Steering-Cmt-Homepage-2015-09-22 CP3d-7 Screenshot-LATTC-OIE-Homepage-2015-09-22 CP3d-8 ISE Participants CP3d-9 2014 Accreditation Summer Campaign Summary CP3d-10 Screenshot-Accreditation-drafts-surveys-webpage-2015-09-22 CP3d-11 Email-Accreditation-STD-III-Rough-Draft-Survey CP3d-12 Email-Accreditation-STD-I-Rough-Draft-Survey CP3d-13 Email-Accreditation-STD-IV-Rough-Draft-Survey CP3d-14 Screenshot-LATTC-homepage-2015-09-22 CP3d-15 Screenshot-Accreditation-Webpage-2015-09-22 CP3d-16 Sample Communications ACCJC to President CP3d-17 Standing-Committee-Meetings-08-2015 CP3d-18 May2015-Accreditation-Newsletter-Example CP3d-19 Screenshot-DOD-OIE-Homepage-2015-09-22

Standards and Performance with Respect to Student Achievement Regulation Citation: 602.16(a)(1)(i); 602.17(f); 602.19(a-e)	
Yes	<i>The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.</i> Los Angeles Trade-Technical College (LATTC) established institution-set standards (ISS) of student achievement performance in June 2013 through its participatory governance process (CPSA-1). The Student Success Committee monitors achievement of the standards, identifies focus areas, and makes appropriate recommendations for improvement as needed (CPSA-2). The College assesses its ISS through the LATTC Scorecard (CPSA-3). LATTC's ISS: • Course completions: 70%. • Student Retention: 56% • Degree Completion: 2.7% of Fall Unduplicated Credit Enrollment • Student Transfer to 4-year colleges/universities: 1.3% of Fall Unduplicated Credit Enrollment • Certificate Completion: 5.3% of Fall Unduplicated Credit Enrollment The ISS are an integral part of the Program Review process. All instructional programs are required to gauge their performance against the ISS and provide analysis and action plans for required improvements. (See Standard I.A.2)
Yes	<i>The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.</i> In the 2014-2015 Program Review period, all programs were asked to set their own programmatic standards in relation to the ISS as appropriate with regards to course success, certificate completions and degree completions, job placement and licensing exams (CPSA-4, CPSA-5). The ISS for licensure examination passage rates for program completers is as follows: • Nursing, NCLEX: 85% • Cosmetology and Barbering, Cosmetology Written Exam: 70% • Cosmetology and Barbering, Cosmetology Practice Exam: 95% • Cosmetology and Barbering, Esthetician Written: 90% • Cosmetology and Barbering, Esthetician Practice: 95% In October 2015, through its participatory governance process, LATTC established employment performance goals across Career Technical Education (CTE) programs, using Perkins Core Indicator IV data. The data will be a component of the College's Program Review Process. The institutional set-standard job placement rate for each program is based

	on 80 percent of the five-year minimum to provide for labor market trends in addition to other factors. Discussion was held at the Academic Council, the Student Success Committee, and the Academic Senate to establish the job placement rate standard for each program, in addition to a process to track job placement data. Recommendations were made to the Academic Senate's Educational Policies Committee, which voted to recommend to the Academic Senate job placement rate standards. The Academic Senate voted to accept the recommendation. For information pertaining to all instructional programs, see next Checklist item.
Yes	<i>The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.</i> Institution-set standards (ISS) are used to determine overall academic quality and how well the College is achieving its mission. The College evaluates accomplishment of its mission through several ways. Through its participatory governance structure, it reviews institutional achievement towards meeting and/or surpassing the ISS, evaluates student achievement data, and makes appropriate changes to help improve student outcomes. Through its Integrated Planning Framework, it uses Program Review to assess program performance programs against the standards. Program Review, planning, and resource requests and allocation processes are aligned with the priorities of the Strategic and Educational Master Plan, which is aligned to the mission (CPSA-6). The College's ISS set performance levels that are appropriate within higher education. The College utilized the California Community College's Chancellor's Office's (CCCCO) Scorecard as a base point to determine its priorities and set minimum expectations for course success, completion and transfer. To accomplish this, the College examined six years of trend data for each metric, studied the impact of external metrics, and compared performance over time to that of similar colleges. The ISS were approved through collegial dialogue and a rigorous process. College performance with regards to the ISS is reviewed at the end of Spring and Fall semesters through the different governance structures. Information about the set standards and performance results have been presented and discussed at committee meetings and at college-wide forums (CPSA-7, CPSA-8). As a component of the LATTC Scorecard, program completions are made available and posted on the institutional research website. Student, program, and institutional learning outcomes are published in the assessment website. The participatory governance structures, Days of Dialogue, and Convocations serve as the main settings to inform, share and gather feedback about ISS. College conversations at the department, discipline, program, committee, and institutional levels about meeting ISS led to gradual increases in four out of the five ISS, and development and implementation of the student competency-based framework, Pathways to

	Academic, Career, Transfer Success (PACTS). As of Spring 2015, all set standards have been met with the exception of course completion rate. In response, the Student Success Committee reviewed the Student Success Scorecard and provided recommendations to help reach unmet ISS. In addition, the current ongoing transformation into pathways, will also serve as a tool to help increase the overall course success percentage rate. The Educational Policies Committee is reviewing the ISS for revision in Spring of 2016. The College has an established Integrated Planning Process for effectively using assessment and achievement data for program improvements. The process utilizes the ISS as benchmarks against programmatic student achievement outcomes, and uses analysis of assessment data to help plan program improvements (CPSA-9). Institution-set-standards were part of College's Program Reviews in 2012-13, 2013-14 and 2014-15 (CPSA-10). During the 2014-15 Program Review period all programs were asked to set their own programmatic standards in relation to the ISS. Instructional programs use the set standards as performance benchmarks and analyze programmatic outcomes based on those standards. Student support services programs measure their performance against pre-established service-oriented metrics. After the Program Review evaluation, both instructional and services programs set action plans for improvements and request resources, as needed. To increase a program's probability of receiving additional funding, programs must clearly establish an alignment between data results, action plans for improvement, and their annual requests for funding (CPSA-11). As a result of engaging in the assessment and program review processes, the College has seen programmatic improvements. (See Standards I.B.3, I.B.5, and I.B.7)
Yes	<i>The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.</i> See discussion of institution-set standards above.
Ev.	CPSA-1 Process-Setting-Institution-SetStandards 060313 CPSA-2 Stud. Succ. Agendas CPSA-3 LATTC Scorecard CPSA-4 Program Reviews Cosmetology and Nursing CPSA-5 PR1415 data packs CPSA-6 SEMP CPSA-7 ISS-Examples CPSA-8 ISS-DoD CPSA-9 PR1415 module B CPSA-10 PR 1213, PR1314, PR1415 CPSA-11 PR1415 program review and resource requests



Credits, Program Length, and Tuition

Regulation Citation: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.)

Yes	<i>Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).</i> Los Angeles Trade-Technical College (LATTC) follows good practice in higher education in how it awards credit for courses, degrees, and certificates. The College complies with the 60 semester unit requirements set forth in California Code of Regulations Title 5, Section 55063 and in Los Angeles Community College District (LACCD) Board Rule 6201.10. Course credit calculations are described in the LATTC 2014-2016 General Catalog (CPCT-1). A student enrolled full-time can complete degree requirements within two years (CPCT-2). All degrees consist of units required for the major or area of emphasis, general education, and degree-applicable elective units to reach the 60 unit minimum requirement. The College awards credits based on commonly accepted practices in higher education and consistent with Title 5, Section 55002.5 and LACCD Administrative Regulation E-113. One credit hour of community college work is approximately three hours of recitation, study, or laboratory work per week throughout a term of 16 weeks (CPCT-3) (See Standards II.A.5, II.A.6, II.A.9, and ER3)
Yes	<i>The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).</i> The LATTC Curriculum Committee verifies credit hours and degree program lengths as part of the review process for courses and programs. The Curriculum Committee is charged with responsibility for applying policies and procedures for determining course credits. (See Standard II.A.9)
Yes	<i>Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).</i> Tuition and enrollment fees are described in the LATTC College Catalog and apply to all credit courses and degree programs (CPCT-4). The enrollment fee prescribed is \$46 per unit per semester with no maximum amount per semester. The 2014-2015 tuition for non-resident students is \$190 per unit plus the \$46 per unit enrollment fee (total of \$236 per unit). The 2013-2014 tuition for foreign students is \$190 per unit plus the \$46 per unit enrollment fee and the Board of Trustees adopted the \$22 per unit fee pursuant to Education Code Section 76140 (total of \$258 per unit).
Yes	<i>Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.</i> LATTC does not offer any clock hour programs.

Yes	<i>The institution demonstrates compliance with the Commission Policy on Institutional Degrees and Credits.</i> LATTC complies with the <i>Commission Policy on Institutional Degrees and Credits</i>. All degrees require at least 60 units to complete. The College determines credit hours based on policies and procedures that meet commonly accepted practices in higher education. One unit of credit is equivalent to 54 hours of study. LATTC operates on compressed 16-week long semesters. Full-time student are enrolled in at least 12 units each semester (CPCT-5).
Ev.	CPCT-1 Catalog, Graduation Requirements, pp. 53-54 CPCT-2 Evidence students completing in 2 years CPCT-3 Board Rule 6201.10 CPCT-4 Catalog, Fees, pp. 17-18 CPCT-5 Catalog, Full Time Student Definition, p. 16

Transfer Policies Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii)	
Yes	<i>Transfer policies are appropriately disclosed to students and to the public.</i> Los Angeles Trade-Technical College (LATTC) follows Board of Trustees Rules and Regulations regarding transfer of credits. These are the Board Rule 6703.1 and Administrative Regulations E-93, E-101, E-118, and E-119, which are publicly available on the Los Angeles Community College District (LACCD) website (CPTP-1, CPTP-2). Further, the College Catalog provides information about LATTC's transfer credit policy and the University Transfer Center provides up-to-date information to students via workshops or individual appointments (CPTP-3, CPTP-4). (See Standard II.A.10)
Yes	<i>Policies contain information about the criteria the institution uses to accept credits for transfer.</i> Board Rule 6703.1 specifies that the District, and therefore the College, only accepts credits from accredited institutions recognized by the U.S. Department of Education or the Council on Postsecondary Accreditation. The College does not accept credits from non-accredited institutions. The Administrative Regulations further detail the various types of credit the College accepts. Administrative Regulation E-93 outlines the requirements for accepting coursework from a college outside of the LACCD. Administrative Regulation E-101 outlines the requirements for accepting credit for courses taken at institutions of higher learning outside of the United States and further specifies that the independent transcript evaluation service used must be approved by the California Commission on Teacher Credentialing. Administrative Regulation E-118 outlines the requirements for accepting military credits that apply to Associate degrees and general education. Administrative Regulation E-119 outlines the requirements for accepting upper-division coursework to meet Associate degree requirements.
Yes	<i>The institution complies with the Commission Policy on Transfer of Credit.</i> LATTC complies with the <i>Commission Policy on Transfer of Credit</i>. The College provides for effective transfer of credit that minimizes student difficulties in moving between institutions while assuring high quality education. LATTC has policies and practices regarding award and transfer of various types of credit.
Ev.	CPTP-1 Board Rule 6703.1 CPTP-2 Admin Regs E-93, E-101, E-118, E-119 CPTP-3 Catalog, Transfer Information CPTP-4 UTC information

Distance Education and Correspondence Education Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.	
Yes	<i>The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.</i> Policies regarding what differentiates a distance education (DE) course from a correspondence course are set by the Curriculum Committee and Educational Policies Committee of the Academic Senate. The Curriculum Committee requires courses to meet specific requirements, which include regular and substantive contact and interaction between instructor and students (CPDE-1, CPDE-2). The College Academic Senate approved the Distance Education Instructor/Student Absentee Policy on April 8, 2008. The Academic Senate approved the revised policy on May 29, 2013 (CPDE-3). It also defines what constitutes an absence for faculty and students in distance education courses and what constitutes meaningful regular contact. Los Angeles Community College District (LACCD) Administrative Regulation E-89 defines what constitutes DE. It requires that review and approval of new DE courses follow the curriculum approval procedures outlined in Administrative Regulation E-65 (CPDE-4, CPDE-5). The College Academic Senate approved the <i>Standards for Providing Quality Distance Education</i> on October 2, 2008, which lays out the standards to ensure that DE meets the same quality standards that exist for traditional classroom-bound education.
Yes	<i>There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).</i> Los Angeles Trade-Technical College (LATTC) accurately and consistently applies its policies and procedures for determining if a course is offered by DE. As mentioned above, LATTC does not offer correspondence education classes. Following state requirements, all courses recommended for DE are separately reviewed and approved according to the course approval process. DE courses are reviewed through the six-year course update and review process. All courses listed as online meet U.S. Department of Education (USDE) standards for regular effective contact, with instructor initiated contact, and regular class discussions that are included in the course grading. Instructors receive training on this topic prior to being approved to teach online courses. Instructors are required to demonstrate competency in the learning management system (LMS) tools that are used to meet the USDE requirements. Article 40 of the <i>AFT Agreement</i> stipulates that colleges offering Distance/Distributed Learning (D/DL) courses shall "<i>Ensure that faculty who are preparing to teach DL courses at the college for the first time demonstrate proficiency in DL instructional delivery methods.</i>" The Distance Learning Committee must first approve any instructors teaching a DE course as a DE designated instructor (CPDE-6). Online courses are reviewed for meeting this requirement.

	Proposals for new DE courses and DE courses with a change in course delivery and/or instructor must be approved in the semester prior to the semester of course delivery to allow for sufficient instructor training and course development. The specific steps that are undertaken are outlined in the Distance Education Course Approval form (CPDE-1). Once the course has met approval by the discipline and department, it is submitted to the LATTC Curriculum Committee using the Distance Education Course Approval Form. The form is submitted to the Office of the Vice President of Academic Affairs & Workforce Development.
Yes	<i>The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.</i> The current LATTC-adopted LMS (Moodle) allows for secure login by the students. LATTC verifies student identity with a secure log-in and password. Students are authenticated via a lightweight directory access portal connection through the District's Student Information System. This connection allows Moodle to use the same District-issued student credentials used in the District systems; thus, no authentication fees charged to the student. To take a distance education course, a student must go through the LATTC admissions process and receive a student identification number. The College publishes information on student rights and privacy in the College Catalog (CPDE-7).
Yes	<i>The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.</i> LATTC provides appropriate and adequate technology resources to support DE offerings. The College continually evaluates new instructional technology and technology business solutions through the Program Review process. The College approved the Computer Replacement Plan on October 19th, 2015 to ensure continuous improvements in computing technology. The College established policies and procedures to ensure that its systems can operate in the event of an emergency or system failure (CPDE-8). The Information Technology Department performs emergency backups of power and storage. The College LMS, which is hosted by a third party, is also backed up hourly. (See Standards III.C.1 and III.C.2)
Yes	<i>The institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education.</i> LATTC complies with the <i>Commission Policy on Distance Education and Correspondence Education</i>. LATTC offers courses through distance education as a means to achieve its mission to provide students educational opportunities to meet their career and academic goals. LATTC does not offer any degrees or certificates through distance education.

The College assures that DE courses meet the same rigor as courses taught in-person through 1) Curriculum Committee review, 2) department chair oversight, 3) instructor training and approval to teach DE, and 4) oversight of regular and substantive teacher-student interaction ([CPDE-9](#)). ADA 508 compliance is required for instructional materials regardless of teaching mode. Courses that are not suitable for distance education are not offered fully online. Program review is another process that ensures student success, along with statistical analysis of success rates of online courses compared to in-person courses.

All class offerings, regardless of delivery mode, follow the same course outline of record (COR) and student learning outcomes (SLOs), except that DE courses have an additional DE addendum to comply with all regulations. SLO data is collected for all classes offered on an ongoing basis regardless of location and delivery mode ([CPDE-10](#)). All CORs for new courses, as well as course updates and revisions, are reviewed and approved by the Curriculum Committee. Requests for courses to be offered in DE format go through separate review and approval through the Curriculum Committee ([CPDE-1](#)). SLO assessment is one measure used to ensure the quality of instruction. All faculty are evaluated at least once every three years as indicated in Article 19 and Article 42 of the *Agreement 2014-2017* between the LACCD and the Los Angeles College Faculty Guild ([CPDE-12](#), [CPDE-13](#)). ADA 508 compliance is required for instructional materials regardless of teaching mode.

LATTC offers resources for online students that are comparable to services provided on campus. Students apply, register for classes, pay fees, and view grades online ([CPDE-14](#)). All Library research databases are available via the internet to DE and on-campus students ([CPDE-15](#)). Online students are directed to an Online Student Support website where they have access to student support services that reflect those serves available to students on campus. Students are provided links and directions from the College website and LMS website ([CPDE-16](#), [CPDE-17](#)). These include

- Online Student Help Desk
- Online videos and printable tutorials
- Academic Support Services, which serves as a one-stop center for the entire onboarding experience, helps students enroll, assess, get counseling and register for courses
- Academic Technology support for help with the campus LMS, campus email, and general computer-related questions
- Financial Aid support
- Library Services
- Business Office support – specifically issues with holds on student account and reimbursement due to cancelled or dropped classes
- Online Tutoring
- DSPS support
- EOPS Support – available to those students who are registered in 12 units or more of online-only courses at LATTC

The College utilizes the state Online Education Initiative Online Readiness modules to help prepare students to be successful in online courses. Students can go through the readiness modules and then take a quiz that covers the major points in the tutorials. Students can take the quiz multiple times to complete a passing score of 80 percent or higher. Students are then

	issued an Online Course Readiness certificate. Teachers of online courses can request students complete the modules and upload their Online Course Readiness certificates by the end of the first week of class. The College utilized a Title V grant to establish a multimedia technology and training center, which is now part of the College's Academic Technology Unit, where faculty, students, and staff can get training with audience response systems (clicker technology), ePortfolios, mobile devices, smart carts and classrooms, smartboard software, and more (CPDE-18). Through District and College discussion, the Academic Senate recommended to the District Academic Senate that the College and District move to Canvas as its official LMS by Fall 2016. (See Standard II.C.1)
Ev.	CPDE-1 Distance Education Accessibility Checklist and Course Approval Form CPDE-2 Standards for Providing Quality Distance Education, pp. 4-10 CPDE-3 DE Instructor-Student Absentee Policy CPDE-4 Admin. Reg. E-89 CPDE-5 Admin. Reg. E-65 CPDE-6 DE instructor approval form CPDE-7 LATTC College Catalog p. 19 CPDE-8 LATTC System Backup Schedule CPDE-9 Checklist Activities to include in DE Courses CPDE-10 SLO Data Collected CPDE-11 Curriculum Distance Education Course Approval Process CPDE-12 Art. 19 AFT Agreement CPDE-13 Art. 42 AFT Agreement CPDE-14 SIS Page CPDE-15 Library Databases CPDE-16 Online Student Guide CPDE-17 Moodle site CPDE-18 Academic Technology Unit services

Student Complaints Regulation citations: 602.16(a)(1)(ix); 668.43	
Yes	<i>The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.</i> The Los Angeles Community College District (LACCD) has policies and procedures for handling student grievances and complaints. Board Rule 15003 defines prohibited discrimination and provides the procedure for complaints (CPSC-1). Board Rules are posted online on the LACCD website under the Board of Trustees link. Administrative Regulation E-55 outlines the grievance procedure for students who reasonably believe they were subject to unjust action or denied rights involving their status or privileges as a student (CPSC-2). This regulation is available online at the District’s website under the “About LACCD” link. LATTC’s student complaint process is posted on the Student Complaint/Student Grievance page of the Student Services webpage (CPSC-3). The webpage includes two flowcharts outlining the student complaint process for classroom, non-classroom, and discrimination/harassment issues. The Student Complaint/Grievance form detailing procedures for handling student complaints is available online at the Student Services webpage (CPSC-4). Information about student complaint policies and procedures is also available in the College Catalog (CPSC-5).
Yes	<i>The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.</i> Student complaint files are filed with the Office of Student Services.
IP	<i>The team analysis of the student complaint files identifies any issues that may be indicative of the institution’s noncompliance with any Accreditation Standards. 5 Rev. July 2015.</i> To be determined by the Evaluating Team during the site visit.
Yes	<i>The institution posts on its website the names of associations, agencies and govern mental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.</i> LATTC’s accreditation status with the Accrediting Commission for California and Community Colleges (ACCJC) and other associations is posted on its website under the “About LATTC” and “Accreditation” web pages (CPSC-6). The Accreditation webpage is one-click away from the College homepage and provides contact information for filing complaints with the ACCJC. It displays the following information: Los Angeles Trade-Technical College is accredited by the Accrediting Commission for Community and Junior College, Western Association of Schools and Colleges, 10 Commercial Blvd. Suite 204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Council of Higher Education Accreditation and the U.S. Department of Education. Additional information about accreditation, including the filing of complaints against member institutions, can be found at: www.accjc.org

Yes	<i>The institution demonstrates compliance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions.</i> LATTC complies with the <i>Commission Policy on Representation of Accredited Status</i> and the <i>Policy on Student and Public Complaints Against Institutions</i>. The College publishes its accreditation status on its Accreditation webpage, which is one-click away from its homepage using language prescribed by the ACCJC. In addition to the statement regarding the College's accredited status and the contact information for the Commission, there are links on the Accreditation webpage to the College's annual reports to the Commission dating back to 2006. There are also links to its substantive change reports, comprehensive self evaluation, follow-up reports, visiting team reports, action letters, and related self-evaluation documents dating back to 2009. As discussed above, the College has student grievance and public complaint policies and procedures that are reasonable and fairly administered. Such policies and procedures are publicized on its webpage and in its General Catalog.
Ev.	CPSC-1 Board Rule 15003 CPSC-2 Admin Reg E-55 CPSC-3 Screenshot-Conflict-Resolution-2015-10-08 CPSC-4 Screenshot-Student-Complaint-Form-2015-10-08 CPSC-5 LATTC-Catalog-2014-2016, p. 25 et seq. CPSC-6 Screenshot About LATTC and Accreditation webpage

Institutional Disclosure and Advertising and Recruitment Materials Regulation citations: 602.16(a)(1)(vii); 668.6	
Yes	<i>The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.</i> Los Angeles Trade-Technical College (LATTC) communicates information about programs, locations, and policies to students and the public via the College Catalog and the College website. Details about class locations are provided in the Schedule of Classes. The Schedule of Classes and College Catalog are available on the College website. The Schedule is updated to show the most accurate information every semester. The College Catalog is updated every two years with curricular and program updates available online twice a year through an addendum.
Yes	<i>The institution complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.</i> LATTC accurately represents the educational programs and services it provides. The College Catalog accurately reports the official College name, telephone numbers, and the street and website addresses (CPAM-1). The College articulates its mission, and Core Competencies on the website and in the general catalog (CPAM-2, CPAM-3). Information regarding courses and course sequencing; degree, certificate, and program completion requirements; policies regarding transfer of academic credits from other educational institutions; tuition, fees, and policies and procedures for refunds; information regarding availability of and requirements for financial aid; and the rules and regulations regarding student conduct are presented in the College Catalog (CPAM-4). In addition to the proceeding information, students and the public may find the following in the Catalog: a list of faculty and administrators and the degrees they hold, the districtwide academic freedom and nondiscrimination statements, members of the governing board, and references to the location or publication of other institutional policies (CPAM-5, CPAM-6, CPAM-7, CPAM-8, CPAM-9). The College statement on its accredited status is presented in the College Catalog and on the website one click from the homepage (CPAM-10, CPAM-11). Copies of all college catalogs are archived in the College Library and are available upon request (CPAM-12). The Commission policy on Representation of ACCJC Accredited Status is addressed in the <i>Student Complaint</i> section above
Yes	<i>The institution provides required information concerning its accredited status as described above in the section on Student Complaints.</i> See in the section on <i>Student Complaints</i>.
Ev.	CPAM-1 College name, street, website addresses in the Catalog CPAM-2 Mission, goals and values on the website CPAM-3 Mission, goals and values in the catalog CPAM-4 Information presented in College Catalog CPAM-5 list of faculty and their degrees in catalog

	CPAM-6 Academic Freedom statement in Catalog CPAM-7 Nondiscrimination statement in the catalog CPAM-8 Governing Board members in Catalog CPAM-9 References to other Policies in Catalog CPAM-10 Statement of accredited status in catalog CPAM-11 statement of accredited status on webpage CPAM-12 Historic catalogs archived in library



Title IV Compliance Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq	
Yes	<i>The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.</i> Los Angeles Trade-Technical College (LATTC) complies with the required components of the Title IV federal financial aid regulations. The Los Angeles Community College District (LACCD) undergoes an external audit annually. The District office gives the College the list of any College audit findings so that it can prepare corrective action plans. The College has received no external audit findings since 2011 (CPIV-1). When there were findings in the past, the College responded in a comprehensive and timely manner, and communicated the findings and corrective action plan through the senior administration (CPIV-2). Audit reports are available on the College website (CPIV-3). The District is subject to the annual Office of Management and Budget (OMB) A-133 audit. The audit allows the auditor to express an opinion on compliance for the District's major federal programs, including Title IV programs. For the year ending June 30, 2014, the District received an unmodified opinion over the compliance with requirements as described in the OMB Circular A-133 Compliance Supplement. The audit found no instances of non-compliance at LATTC (CPIV-4). (See ER 5 and Standards III.D.5, III.D.6 and III.D.7)
Yes	<i>The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.</i> The USDE has not identified any issues with LATTC's financial responsibility, including student financial aid responsibility. (See Standards III.D.7, III.D.10, III.D.14 and III.D.15)
Yes	<i>The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.</i> The student loan debt of LATTC students has reached the default rate level 32.2% (CPIV-5) for fiscal year 2012. This is above the federal requirement (<30%). As a result, the College contracted with the services of a consultant to assist in improving the percentage of students repaying their loans (CPIV-6). The College has also created a Loan Default Prevention workgroup comprised of faculty, staff, and administration from across the institution. The Office of Institutional Effectiveness provided a deep analysis of student level information for students currently in default. After review of the data, the workgroup identified three target student populations. These groups will be the basis for the Loan Default Prevention Plan, as required by the United States Department of Education. (See ER 5)

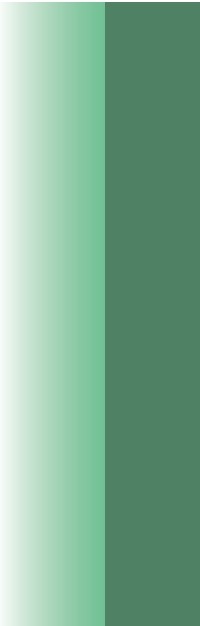
Yes	<i>Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.</i> LATTC's contractual relationships to offer and receive educational, library, and student support services are appropriate for an institution of higher learning. The District coordinates purchase of subscriptions for all nine campuses with the Community College Library Consortium of California. LATTC renews formal membership agreements on an annual basis (CPIV-7). Participating in the consortium allows LATTC to expand its purchasing power, as it is able to purchase subscriptions at a reduced cost. As a signatory designee, the Vice President of Administrative Services signs off on all contract requests after careful review to ensure all contracts are consistent with LATTC mission and goals (CPIV-8). The Vice President of Administrative Services ensures that all contract provisions maintain the integrity of programs, services and operations from the initial contract request to final contract approval (CPIV-9). The LACCD Board of Trustees requires that all contracts be ratified within 60 days of the start of the contract. The College has put in place a technical reviewer in Administrative Services to ensure all Board Rules, District procedures, and College processes are followed (CPIV-10). No substantive changes have been submitted to the Commission for approval. (See Standards II.B.4 and III.D.16)
Yes	<i>The institution demonstrates compliance with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV.</i> LATTC demonstrates compliance with the <i>Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations</i>. At LATTC, the College President delegated the authority to approve and sign contracts to the Vice President of Administrative Services in his absence; therefore, the Vice President of Administrative Services may approve such documents (CPIV-11). The request for contract (RFC) follows an established procurement process that guides the development of the contract and the contractual relationship with the outside entity (CPIV-12). Once approved, if the contracted amount is below \$2,499, the completed RPF is converted to a contract by the Office of Administrative Services and returned for signature. If the contracted amount is \$2,500 to \$85,999, the RFC is sent to the LATTC Regional Procurement Specialist with the requisite supporting documentation for conversion to a contract. If the amount contracted is above \$86,000, the RFC is sent to the LACCD Contracts Office to place the RFC out to formal bid. All requests for instructional service agreements (ISA) at the College must follow the requirements contained in the State Chancellor's Office "Contract Guide for Instructional Service Agreements between College Districts and Public Agencies" (CPIV-13). ISAs must meet all of the provisions of the California Code of Regulations Title 5, California Education

	Code, and be reviewed by the LACCD's Office of the General Counsel prior to Board approval. The ISA must detail enrollment period, enrollment fees, class hours, supervision process for evaluation, and procedures for students to withdraw. The agreement must also include references to supervision and control to protect the health and safety of the student. Instructors must maintain consistency with the course outline of record and the College must control and direct the instructional activity in its purview. In addition, the facilities must be open to the general public and enrollment in the class must be open to any person who has been admitted to the College and has met applicable prerequisites (CPIV-14). Instructors who are hired under an ISA must submit documentation to District Human Resources for review to determine that the minimum qualifications to teach the course are met. From March 2015 through August 2015, districtwide training sessions reviewing common audit findings and improving contracting performance practices have been sponsored collaboratively through the Contracts and Purchasing Unit, Office of the General Counsel, and the regional procurement specialists (CPIV-15). LATTC complies with the <i>Policy on Institutional Compliance with Title IV</i>. Please see the above Checklist components regarding compliance with this policy. (See ER 5)
Ev.	CPIV-1 LATTC Audit Findings CPIV-2 2011 LATTC Corrective Action Plan in Response to External Audit CPIV-3 Link to Audit Reports on LATTC Website CPIV-4 LACCD OMB A-133 Compliance Audit CPIV-5 Official LATTC Default Loan Rate CPIV-6 LATTC Contract with Consultant to Improve Student Repayment of Loans CPIV-7 Sample Consortium Agreement CPIV-8 Contract Request Forms Signed by VPAS CPIV-9 LATTC One Page from Procurement Training June 2015 CPIV-10 LACCD Board of Trustees Policy on Ratifying Contracts within 60 Days CPIV-11 LACCD-Admin-Reg-B-19 CPIV-12 LATTC-Procurement-Process CPIV-13 LACCD-Admin-Reg-E-109 CPIV-14 LACCD-Admin-Reg-E-109 CPIV-15 SAP-PROCUREMENT-TRAINING-Presentation





.....Standard I: Mission, Academic Quality and
Institutional Effectiveness, and Integrity



STANDARD I.A. MISSION

I.A.1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard

The Los Angeles Trade-Technical College's (LATTC) mission was approved by the Board of Trustees in 2012 and is widely published in appropriate College materials ([I.A.1-1](#)).

LATTC's mission statement reads:

We provide our students and community with high-quality academic, technical, and professional educational opportunities that:

- *meet their career development and academic goals;*
- *foster a climate of life-long learning;*
- *prepare our students to participate effectively in our society; and*
- *generate economic development with our educational, governmental, community and business partners*

The mission statement provides insight into the College's broad educational purposes. It delineates the College's commitment to providing academic, technical, and professional educational opportunities for students to meet their goals. The mission statement also demonstrates that the College encourages continuous learning, provides a holistic approach to student training and reaches beyond the institution to meet the needs of the community and business and industry partners.

Broad Educational Purpose

To develop the current mission statement in 2011-12, faculty, staff, and students gathered to formulate the components of the College mission ([I.A.1-2](#)). The group chose to articulate a sense of broad educational purpose in the first part of the statement and emphasize that the College provides "high-quality academic, technical and professional educational opportunities".

Intended Student Population

The mission statement does not explicitly identify the intended student population; however, the reference in the first sentence to providing "students and *community* with high-quality academic, technical, and professional educational opportunities" states LATTC's intention to serve its community. As a result of the ongoing dialogue regarding its mission statement, the College will update the statement to more explicitly specify its intended student population.

Types of Degrees/Credentials Offered

The mission statement identifies LATTC as an institution that provides "academic, technical, and professional educational opportunities." Although the mission statement does not specifically identify the types of degrees and credentials offered, it can be implied that the College grants academic transfer

degrees, as well as CTE certificates and degrees, and professional credentials. As a California community college, the College confers Associate of Arts degrees, Associate of Science degrees, Associate Degrees for Transfer, Certificates of Achievement, and industry recognized certifications.

Commitment to Student Learning and Achievement

The College's commitment to student learning and achievement is implicitly reflected in the mission statement, which mentions career development as well as academic goals. The mission statement includes the goals to "foster a climate of life-long learning" and "preparing students to participate effectively in our society." LATTC's mission extends beyond the granting of degrees and certificates, and views student achievement in terms of the ability to participate in the economic development of the community as lifelong learners. Since career technical programs make up to majority of program offerings, the College focus is on student learning and achievement in employment resulting from certificate completion and transfer.

During reviews of the mission statement by the College Council at its 2013, 2014, and 2015 retreats, comments surfaced regarding the need to revamp the mission statement, which has not changed since its adoption in 2012 ([I.A.1-3](#)). As a result of ongoing dialogue with the campus community this past year, the College is committed to developing a new mission statement that will point to the institution's broad educational purpose, its intended student population, and its awards of certificates and degrees.

Analysis and Evaluation

Evidence demonstrates the College meets this Standard and Eligibility Requirement 6. LATTC's mission statement provides a broad definition of its educational purpose, a generalized intended population, and its commitment to student learning and achievement. During the College's current process of updating its mission, the College will more explicitly state its intended population and the types of completion awards as outlined in the Quality Focus Essay Project 1.

I.A.1. Evidence

[I.A.1-1 BOT Minutes 07 11 2012](#)

[I.A.1-2 Notes from Mission Statement Development Meetings 2011 through 2012](#)

[I.A.1-3 Notes from 2013, 2014 and 2015 College Council Retreat Mission Statement Discussion](#)

I.A.2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

Uses Data to Determine Effectiveness of Accomplishing Mission

The College measures its effectiveness in accomplishing its mission by using the Program Review process, which includes data analysis for each program and outcomes assessment data to plan for improvements of both instructional and service related programs. The first step in the Program Review process is to show the alignment of the program mission with the College mission. Then different types

of data are used in the process to evaluate how effectively a program meets its program mission and to identify areas of improvement within the program ([I.A.2-1](#)).

Data types include:

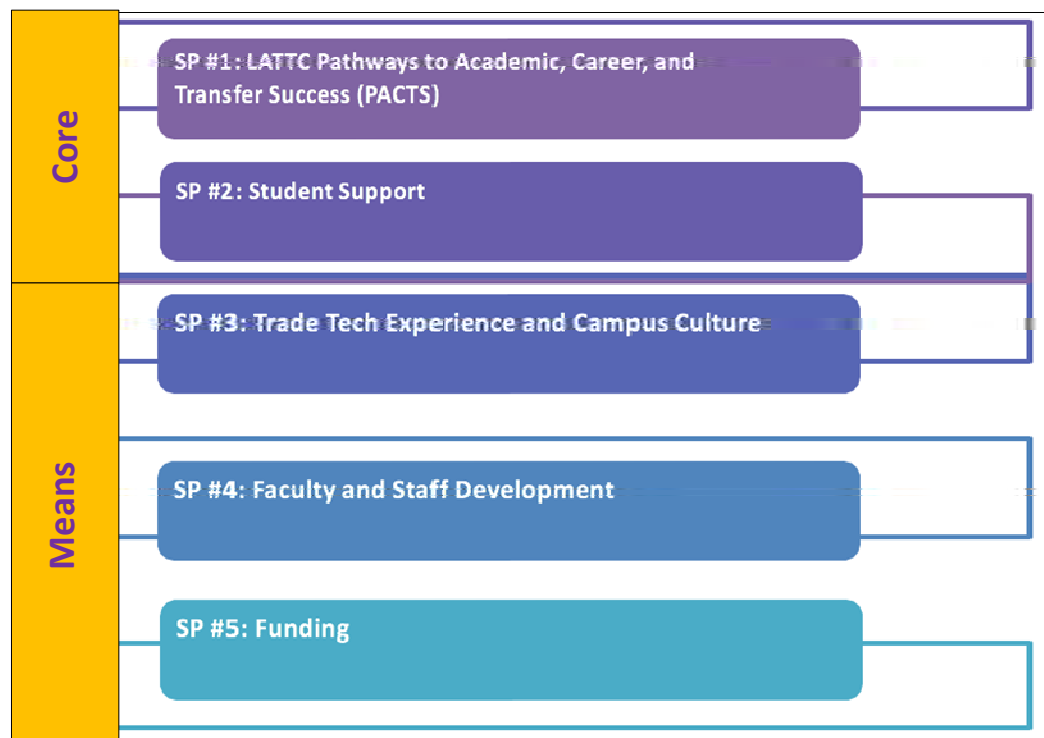
- Soft data – refers to subjective measures, such as surveys, validations, and advisory recommendations ([I.A.2-2](#), [I.A.2-3](#), [I.A.2-4](#)).
- Hard data – refers to relatively quantifiable measures (e.g., institutional effectiveness internal reports of program data, data trends, and other external industry data reports) ([I.A.2-5](#)).
- Assessment Results – refers to results from evaluations of student learning/service delivery within a particular course/program/service ([I.A.2-6](#)).
- Institution-set standards (ISS) – are drafted and approved through the participatory governance process ([I.A.2-7](#)). The standards are established for the following categories: course completion, retention, degree and certificate completions, and transfers (see Standard I.B.3 for a complete explanation of the ISS). The Student Success Committee is charged with monitoring the achievement of the ISS, identifying areas of focus, and making appropriate recommendations as needed ([I.A.2-8](#), [I.A.2-9](#)).

During the Program Review process, programs identify the need for resources and have the opportunity to submit resource requests. In order for a program's resource request to be approved, the request must score high against other resource requests using a standardized rubric. One component of the rubric is alignment with the College mission; this allows the College to directly connect Program Review improvements with meeting the College mission ([I.A.2-10](#)).

Mission Directs Institutional Priorities

The College's Strategic Priorities were developed in alignment with the institutional mission ([I.A.2-11](#)). The mission statement informs institutional planning through the College's Program Review and budgeting processes (see Standard I.B.4 for complete details about these processes).

The mission directs the priorities of the College’s Strategic Educational Master Plan (SEMP). The College’s five strategic priorities are listed below in priority order:



2014-2017 LATTC Strategic Educational Master Plan, p 12.

Strategic priorities 1 and 2 address the College’s primary objective to reorganize current instructional activities and services into pathways. The College defines a pathway as a sequence of postsecondary instructional programs and activities, with coordinated student supportive services, designed to provide individuals with the competencies to successfully access a college education; attain industry-recognized and post-secondary credentials; and obtain a career that pays family-supporting wages and offers opportunities for advancement and growth. The goal of this reorganization is to improve student achievement and provide a platform for students to find their best-suited educational pathway ([I.A.2-12](#)).

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. The Office of Institutional Effectiveness (OIE) provides the necessary research capacity to help support a data-driven decision-making culture. To accomplish this, the OIE prepares reports on a regular basis for Program Review, enrollment management, and as requested by departments to ensure data is available to support College needs. The College mission guided the development of the SEMP. As a result, the main goals of the SEMP’s priorities are to address students’ needs and increase student achievement. Student, program, and departmental level data linked to the College mission is readily available to ensure ongoing enhancements to the College’s institutional processes and for evaluating the institutional mission’s effectiveness and success.

I.A.2. Evidence

[I.A.2-1 Sample PR Alignment Program Mission to College Mission 2010 through 2015](#)

[I.A.2-2 Student Survey Report](#)

[I.A.2-3 Sample Validations](#)

[I.A.2-4 Sample Advisory Recommendations – Barbering, p3](#)

[I.A.2-5 PR1415 Data Packs, PR1415 Industry data](#)

[I.A.2-6 Sample Assessment SLO-PLO-SAO](#)

[I.A.2-7 LATTC Institution-Set Standards 06 03 2013](#)

[I.A.2-8 Student Success Agendas](#)

[I.A.2-9 LATTC Scorecard](#)

[I.A.2-10 Rubric for Scoring Resource Requests](#)

[I.A.2-11 SMP-Mission Development-Process-Timeline 04 25 2012](#)

[I.A.2-12 2014-2017 Strategic Educational Master Plan, p. 12-14](#)

I.A.3. The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

Programs/Services Aligned with the Mission

The College ensures programs and services are aligned with the institutional mission by demonstrating the link between the department/program mission to the institutional mission. During the annual Program Review process, the institution reviews and (updates as needed) department/program missions and specifies the alignment between these missions to the institutional mission ([I.A.3-1](#)).

Mission Guides Decision-Making, Planning, and Resource Allocation

The College’s mission directed the institutional priorities of the Strategic Educational Master Plan (SEMP). This following chart demonstrates this:

Strategic Priority	Alignment to Mission Statement
SP#1 LATTC Pathways to Academic, Career, and Transfer Success (PACTS)	high-quality education/career development and academic goals/lifelong learning/participate effectively in society/economic development
SP#2 Student Support	high-quality education/career development and academic goals participate effectively in society
SP#3 Trade Tech Experience and Campus Culture	high-quality education/career development and academic goals/lifelong learning/participate effectively in society

SP#4 Faculty and Staff Development	high-quality education/career development and academic goals/ participate effectively in society/economic development
SP#5 Funding	high-quality academic, technical, and professional educational programs

The mission statement is the foundation for the College's strategic priorities. It also guided the College in establishing its institution-set standards (ISS). Together, the mission statement, the SEMP, and the ISS provided the basis for the College's annual Program Review process (see statement I.B.2 for a detail explanation of the process). As new needs are identified through this process, programs and services request resources to address these needs ([I.A.3-2](#), [I.A.3-3](#)). All resource requests received during an annual Program Review cycle go through a prioritization process in which rankings are assigned and funding sources are identified and allocated. For example, Perkins IV funds are distributed to career technical education (CTE) programs based on the prioritization rankings. As a result, planning of the Perkins program is dependent upon the improvements identified in Program Review and the resources needed to fulfil the improvement plan ([I.A.3-4](#)).

The Mission Informs Institutional Goals

The mission statement was developed prior to the SEMP in order for it to serve as the basis for developing the strategic priorities. To do this, in May of 2011 the College held several focus groups to review the mission statement and provide feedback. Based on this dialogue, additional meetings were held in June 2011 to gather information to be used to draft the SEMP and institutional goals (strategic priorities) ([I.A.3-5](#)). Through this process, student success was once more reemphasized as the ultimate and over-arching strategic priority for the College. In alignment to the mission and the institutional goals, the College offers high-quality programs that meet students' educational goals and lead to the development of the practice of lifelong learning, while producing good working citizens, to help drive the economy.

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. The mission statement guides planning and decision-making through the annual Program Review process. This process requires all departments/programs to ensure program missions align to the College mission. Based on the program reviews, plans for improvements are generated and resources are requested. The mission statement is the driving force behind the College's strategic priorities. The College's main focus is to provide students with high-quality technical and professional educational opportunities to meet their career development and academic goals. Since the adoption of the mission and these priorities, the College has undergone major re-engineering to transform programs to lead to improved learning outcomes and student achievement.

I.A.3. Evidence

[I.A.3-1 Sample Department Program Reviews](#)

[I.A.3-2 Sample PR1415 Resource Requests](#)

[I.A.3-3 Rubric for Scoring Resource Requests](#)

I.A.4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard

Widely Published Mission

The College mission statement is widely published across the College campus, in the College Catalog, College website, and major College publications ([I.A.4-1](#), [I.A.4-2](#)).

Approved by Governing Board

The Board of Trustees approved LATTC's mission statement on July 11, 2012 ([I.A.4-3](#)).

Periodically Reviewed/Updated

The process for reviewing the mission statement is outlined in the Participatory Governance & Planning Handbook and reviewed annually at the College Council Retreat. Full revision and College approval is conducted every three to five years in concert with the update of the College's Strategic Educational Master Plan ([I.A.4-4](#)).

Analysis and Evaluation

Evidence demonstrates the College meets this Standard and Eligibility Requirement 6. The mission statement was approved by the Board of Trustees on July 11, 2012 and is published in various venues. The College has an established process to review and update its mission.

I.A.4. Evidence

[I.A.4-1 College Catalog, p. 1](#)
[I.A.4-2 2014-2017 Strategic Educational Master Plan](#)
[I.A.4-3 board Minutes 07 11 2012](#)
[I.A.4-4 2015 College Council Retreat PPT](#)

Changes Arising Out of the Self Evaluation Process

Standard I.A	
Timeline	Summer 2015 - Ongoing
College Lead(s) & Venues	College Council; Faculty and Staff Convocations; Days of Dialogue
Change, Improvement and Innovation	Expected Outcomes
Initiate dialogue on College mission and Strategic and Educational Master Plans	College mission statement revision discussions culminating with revised Strategic Educational

Plans Arising out of the Self Evaluation Process

Standard I.A	
Timeline	Fall 2015 - Spring 2017
College Lead(s) & Venues	College Council, Academic Senate
Change, Improvement and Innovation	Expected Outcomes
Update the mission statement to reflect the broad educational mission of the College, its intended population, types of degrees/credentials offered and its commitment to Pathways to Academic, Career, and Transfer Success (PACTS) for student learning and achievement.	Mission statement delineating the LATTC broad educational purpose, intended population and awards



STANDARD I.B. ASSURING ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS

Academic Quality

I.B.1. The institution demonstrates a sustained, substantive and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

Dialogue About Student Outcomes

Dialogue about student outcomes occurs in different forums at the department, division, and institutional level. Throughout the assessment cycle each discipline/program/department meets to dialogue about assessment results, identify gaps/areas for improvement, provide recommendations for changes, and identify resources needed to implement those changes ([I.B.1-1](#), [I.B.1-2](#)). Dialogue about student outcomes and achievement data are important components of the Program Review and prioritization processes. During Program Review, programs are required to dialogue about the program's student achievement and outcome data, determine its implications, and make plans for program improvements. Additionally, during the resource request prioritization process, points given in the "Demonstrated Need" section of the Program Review form PR1314 and PR1415 are based on the quality of program responses relating to outcome data and its analysis ([I.B.1-3](#), [I.B.1-4](#)). Furthermore, through the process of reviewing and updating curricular maps, departments/programs dialogue about whether or not their established learning outcomes are reasonable and appropriate, and make plans for corrections as needed ([I.B.1-1](#)). All curricular maps and assessment plans are reviewed and updated every three years at the beginning of the assessment cycle. The current cycle ends in Spring 2016 ([I.B.1-5](#)).

Dialogue About Student Equity

Dialogue about student equity topics and plans takes place regularly during the Student Success Committee meetings ([I.B.1-6](#)). A role of the Student Success Committee is to identify and establish policies to help remove barriers that impede students from receiving the instruction and support needed to be successful. One of the 2014-15 Student Success Committee goals was to complete and monitor progress of Student Success and Support Program (SSSP) and Student Equity Plans ([I.B.1-7](#)). Over the past two years, the Student Success Committee has formed workgroups and organized campus wide gatherings to solicit feedback in order to identify and develop strategies to close achievement gaps among disaggregated student groups in an effort to improve overall success rates ([I.B.1-8](#), [I.B.1-10](#)). The focus group dialogue has been rich and inclusive, which is evidenced by the number of meetings held and participants involved in the development of the Student Equity Plan ([I.B.1-11](#)).

In Spring of 2014 and 2015, the Office of Institutional Effectiveness (OIE) prepared a Campus-Research Equity Report and presented it at several Student Success Committee, Academic Council, and Academic Senate committee meetings with the intent of brainstorming, sharing ideas, and collecting feedback on how to present and disaggregate data in a way to clearly reflect the gaps ([I.B.1-12](#)). Data were also presented at other college-wide gatherings, such as the Staff Convocation, Faculty Convocation, and

Days of Dialogue ([I.B.1-13](#)). Throughout the 2014 and 2015 fall semesters, Student Success Committee workgroup sessions were scheduled every Wednesday to dig more deeply into specific student success indicators. The outcome from the meetings was the identification of goals and action plans that are outlined in the Student Equity Plan to address equity gaps in alignment with the College's strategic priorities ([I.B.1-14](#), [I.B.1-15](#)). Furthermore, during each Program Review cycle, the OIE provides disaggregated student achievement data (degree and certificate completion) for dialogue and planning how to close program-specific equity gaps ([I.B.1-16](#)).

Dialogue About Academic Quality

The College measures its academic quality through the accomplishment of its Institution-Set Standards (ISS), which were drafted and approved through the participatory governance process. This process involved discussing and approving the ISSs during the following committee meetings: Accreditation Steering, Academic Senate, Academic Council, College Council, Educational Policies, and Student Success ([I.B.1-17](#), [I.B.1-18](#), [I.B.1-19](#), [I.B.1-20](#), [I.B.1-21](#), [I.B.1-22](#), [I.B.1-23](#), [I.B.1-24](#), [I.B.1-25](#), [I.B.1-26](#), [I.B.1-27](#)).

There are ongoing opportunities for dialogue on academic quality during regular formal and informal departmental meetings ([I.B.1-28](#)). As part of the Program Review reflection, faculty and staff dialogue about academic quality in association with the College mission ([I.B.1-29](#)). Academic quality and institutional effectiveness matters are also discussed at various participatory governance meetings, college-wide gatherings and annual districtwide college presentations to the Board of Trustees ([I.B.1-30](#), [I.B.1-9](#), [I.B.1-31](#)).

The Educational Policies Committee (Ed Policies) took the lead in dialoguing about syllabi enhancements and professional development activities related to the syllabi ([I.B.1-32](#)). This dialogue continues. Academic quality for online education has also been a major topic of discussion at Ed Policies, which has been having in-depth dialogue about the comparison between student success rates of face to face versus online courses. Major dialogue has taken place to develop parameters to resolve low success rates and establish standards/thresholds for identifying courses with low online success rates ([I.B.1-33](#)). In addition, to further improve academic quality, the Student Success Committee engaged in dialogue about strategies to improve Math and English student progression ([I.B.1-34](#)).

Dialogue About Institutional Effectiveness

Cognizant of the need for increased conversation to improve institutional effectiveness, in 2011, the College institutionalized continuous dialogue by setting aside the third Thursday of every month to hold the *Days of Dialogue* (DoD) forums. From its inception in 2011 until today, a total of 22 DoD's have taken place covering various topics, including Accreditation, student success, ISS, budget and facilities master planning, and cultural issues, to name a few. Based on sign-in documents a total of 1,860 students, faculty, and staff have participated (duplicated) in these sessions. The College President and/or the vice presidents attend and lead the dialogues and activities. The OIE provides overall support and maintains a website with all information pertaining to DoD, which includes presentations, handouts, description of the activities, evaluation survey results, and institutional effectiveness reports ([I.B.1-35](#)).

During the Summer of 2014, in lieu of DoD's, the College launched the Accreditation Summer Campaign and met every Thursday from 1 p.m. to 3 p.m. to talk about Accreditation. During this time staff members were reassigned to the Library to hold conversations and gain understanding of the

Standards, as well as to identify areas where the College needed to focus its energy. These gatherings accelerated the campus wide effort toward improvements. The College closed offices to facilitate gatherings of available staff, faculty, administrators, and students. The participants were divided into groups to discuss and answer evaluation questions and list evidence needed to support the assertions ([I.B.1-36](#)).

Dialogue surrounding institutional effectiveness also takes place when the College prepares its annual Institutional Effectiveness (IE) report to the Institutional Effectiveness & Student Success Committee of the Board of Trustees. The presentation includes alignment of College and District goals and progress made on meeting these goals. The OIE prepares data and solicits feedback from different constituencies prior to submitting and presenting its comprehensive report to the Board ([I.B.1-37](#)).

Dialogue About Continuous Improvement of Student Learning and Achievement

The College's commitment towards continuous improvement of student learning and achievement is also demonstrated through the continuous work of the different College committees; the dialogue and constituency inclusiveness in the development of the Student Equity and Student Success and Support Program (SSSP) Plans; the comprehensive approach of the College's Integrated Planning Process; as well as the various outreach strategies for services to target gaps among special populations.

The Program Review-Assessment Committee (PRAC) is charged with overseeing implementation of Program Review processes. While the process has remained the same, the PRAC has made continuous improvements to its content and format. Some examples are the shift in focus towards program achievement of ISS and re-drafting of questions to ensure program plans are geared towards program student achievement improvements ([I.B.1-38](#)). Additionally, over the past three years, degree and certificate completion data by program, as well as the College's progress towards meeting ISS, were topics of discussion during the faculty convocation ([I.B.1-39](#)).

Nonetheless, one of the main practices at the College regarding continuous improvement revolves around the development and implementation of the Pathways to Academic, Career, and Transfer Success (PACTS) framework—the College's innovative student success strategy. PACTS expanded the College's traditional educational dialogue from program specific to a pathway concept. The work for each pathway is carried out by the following team members:

- **Vice President** – Provides overall administrative support to ensure Pathway success
- **Pathway Dean** – Coordinates with other Deans to provide administrative support, resources, and monitor Pathway activities.
- **Pathway Counselor** – Identifies and implements prevention/intervention activities based on data; co-facilitates PACTS Plans; has a role in special initiatives; is responsible for monitoring progress on PACTS Plan aligned with state and district reporting requirements
- **Pathway Chair** – Faculty position (typically a Chair): leads/co-leads/facilitates instructional innovations and student experience efforts and activities. Serves as the primary communicator to the Pathway Teams
- **Faculty** – Plan, develop, and enhance contextualized instructional materials to implement PACTS classroom innovations.
- **Pathway Navigator** – Under the supervision and guidance of the Pathway Administrator, provide support for the Pathway Team in the planning, implementation, and monitoring of Pathway initiatives and outcomes

- **Support Staff** – Support Pathway activities as appropriate

The PACTS framework is the centerpiece of the College’s Strategic Educational Master Plan (SEMP) ([I.B.1-40](#)). Furthermore, LATTC’s Achieving the Dream (AtD) plan concurrently focuses on the development of very specific, Math-related components of the PACTS framework ([I.B.1-41](#)). Thus, leading to two major College improvements, 1) gradual increases in four out of the five ISS, and 2) development and implementation of the student competency-based framework, PACTS.

Distance Education

In adherence with California Education Code section 55202 guidelines regarding Course Quality Standards, which states, “The same standards of course quality shall be applied to any portion of a course conducted through distance education as are applied to traditional classroom courses,” the College’s Distance Learning (DL) Committee developed a set of standards for providing quality distance education. These standards ensure the rigor of courses and programs and that the quality of instruction is comparable to the traditional mode of instruction ([I.B.1-42](#); [I.B.1-43](#), [I.B.1-44](#)). The DL Committee, which is charged with communicating and advising the College on issues regarding distance education, is comprised of Academic Senate faculty, AFT Faculty Guild faculty, the Vice President of Academic Affairs & Workforce Development, the Information Technology Manager, and the Distance Education Coordinator. This committee provides oversight of the quality of distance education instruction to ensure it is comparable to the traditional mode of instruction.

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. Through committee meetings, convocations, Days of Dialogue and/or departmental meetings, the College has systems in place to ensure systematic and continuous dialogue about outcomes, equity, quality, effectiveness, and improving student learning and achievement. Dialogue has become an ongoing institutional practice. Engagement and participation in all college-related activities is highly encouraged and attended by students, faculty, staff, and administrators. At the institutional level, dialogue takes on a cultural dimension where participants in college-wide forums and/or committee meetings suspend assumptions and engage a genuine “thinking together” approach as was the case during the development and approval of PACTS. At the department/discipline/program level, dialogue pertains to course, program, and students’ learning experiences. These combined College conversations have led to a better understanding of the meaning and the use of data for College improvement. As a result, the College is now shifting its dialogue to concepts associated with its pathways, which incorporate sharing and communicating best practices among faculty and staff.

I.B.1. Evidence

[I.B.1-1 Curricular Map Dialogue](#)

[I.B.1-2 Discipline Dialogue-FD](#)

[I.B.1-3 PR1314 rubric](#)

[I.B.1-4 PR1415 rubric](#)

[I.B.1-5 Baking Curricular Map-AssessmentPl](#)

[I.B.1-6 StudSucComte-050114-Minutes](#)

[I.B.1-7 StuSucCom-Minutes-050715](#)

[I.B.1-8 emails inviting attendance](#)

[I.B.1-9 Governance Structure page](#)
[I.B.1-10 DoD evidence 091814](#)
[I.B.1-11 Notes from Student Equity Plan Meetings](#)
[I.B.1-12 Campus-Research Equity Report 2014](#)
[I.B.1-13 Data Presented at Convocations and DoD](#)
[I.B.1-14 Notes form Student Success Workgroup sessions](#)
[I.B.1-15 Goals and Activities to Address Equity Gaps](#)
[I.B.1-16 PR Equity data](#)
[I.B.1-17-ASC 03 11 2013-Minutes](#)
[I.B.1-18 AS Minutes 03 12 2013](#)
[I.B.1-19 AS-Minutes- 04 09 2013](#)
[I.B.1-20 AS-Minutes- 05 14 2013](#)
[I.B.1-21 AS-Minutes-05 28 2014](#)
[I.B.1-22 Acad-Council Minutes-03 14 2013](#)
[I.B.1-23 College-Council-Minutes 03 18 2013](#)
[I.B.1-24 College-Council-04 15 2013](#)
[I.B.1-25 Ed-Policies-Minutes-03 19 2013](#)
[I.B.1-26 Ed-Policies-Minutes-04 16 2013](#)
[I.B.1-27 Student Success Minutes 03 21 2013](#)
[I.B.1-28 Notes from Departments Meetings on Academic Quality](#)
[I.B.1-29 PR1415 departmental forms](#)
[I.B.1-30 DoD Newsletter 112014](#)
[I.B.1-31 BOT Effectiveness Presentations](#)
[I.B.1-32 ED Policies Minutes 2 17 2015](#)
[I.B.1-33 Ed Policies Minutes 05 20 2014, 09 16 2014, 10 21 2014, 11 18 2014](#)
[I.B.1-34 Student Success Agenda 05 07 2015, 03 05 2015](#)
[I.B.1-35 DoD Screenshot](#)
[I.B.1-36 Summer Accreditation Campaign Summaries](#)
[I.B.1-37 LATTC IE Reports to the BOT](#)
[I.B.1-38 PR 1011; PR 1112, PR 1213, PR1314, PR1415](#)
[I.B.1-39 Scorecard Reports - Convocation](#)
[I.B.1-40 PACTS](#)
[I.B.1-41 ATD](#)
[I.B.1-42 DE guidelines](#)
[I.B.1-43 DDLC screenshot](#)
[I.B.1-44 LATTC_DL-Standards](#)

I.B.2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

Definition of Learning Outcomes

Student learning outcomes (SLOs) are developed for all courses. They identify the essential and enduring knowledge, abilities (skills) and attitudes (values, dispositions) that constitute the integrated learning needed by a completer of a course ([I.B.2-1](#)). Program learning outcomes (PLOs) have been

developed for every program. These represent students' overall achievement of the broad goals of the academic program (e.g., employment, mastery of certain skills, successful transfer, etc.) ([I.B.2-2](#)). In addition, the College developed General Education Learning Outcomes (GELOs), which encompass curricular areas meeting the College's general education requirements for an associate degree. These areas are: Ethical and Effective Citizen, Humanities, Natural Sciences, Language and Rationality, Behavioral and Social Sciences, and Health and Physical Education.

Non-instructional areas have defined service area outcomes (SAO) for service activities that occur outside of the classroom, complement the academic programs, and enhance the overall educational experience of students and/or their achievement of SLOs. Student and administrative services that have direct contact with students also established SLOs for their programs ([I.B.2-3](#)).

In addition, the College has established institutional learning outcomes (ILOs) that represent the broad categories of competence that enable students to be successful in their education, careers, as citizens, and in their personal lives. As such, they also provide a framework to support the development of SLOs for each program ([I.B.2-4](#)).

Established Policies and Processes

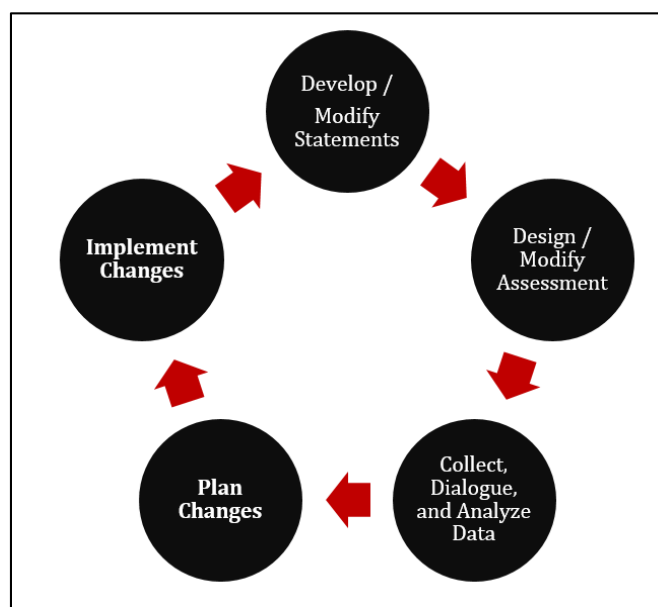
Based on California's Title 5 Regulations, the District has established processes for defining and institutionalizing learning outcomes for all instructional courses/programs. To assure that learning outcomes are incorporated into all course syllabi, the Los Angeles Community College District (LACCD) Board of Trustees approved a districtwide policy stating that every course syllabus must contain the course SLOs ([I.B.2-5](#)). At the College, classroom policy dictates that all course syllabi shall include the approved course SLO(s) ([I.B.2-6](#)). At the beginning of every semester, department chairs collect and review the syllabi of their respective areas against a syllabus checklist ([I.B.2-7](#), [I.B.2-8](#)).

The latest AFT Faculty Guild collective bargaining agreement states that monitoring SLO development and assessment is part of a department chair's primary duties ([I.B.2-9](#)). In addition, the LACCD and Faculty Guild signed an MOU stating that "Participating in the Student Learning Outcomes is the responsibility of the full-time faculty" ([I.B.2-10](#)). Per state, District and College policy, SLOs are an integral part of the LATTC course outline of record initiated in the District's Electronic Curriculum Development System (ECD) ([I.B.2-11](#)).

The College's Curriculum Committee is the regulating body that oversees and approves SLOs for all courses (credit and non-credit). As part of the curriculum process, course updates and new SLOs are approved through the Curriculum Committee using the ECD system ([I.B.2-12](#)). As part of the Curriculum Committee's by-laws, this committee regularly reviews and evaluates SLOs ([I.B.2-13](#)). The committee has a pre-established set of minimum standards for SLOs ([I.B.2-14](#)).

Outcomes assessment is embedded in regular College processes for evaluation, including Program Review, planning, budgeting, and faculty evaluations. In 2015, the College conclude use of the Assessment Management plan because it was determined that assessment is not a plan, but a process. To formalize this change, the College developed the LATTC Assessment Guidelines ([I.B.2-15](#)). The development of this document helped highlight the complexity of assessment related work, and it became a mechanism to engage in dialogue and get a broader understanding of what needed to be done. The document is comprised of definitions, policies, and procedures for assessing outcomes, as well as the LATTC Five-Step Assessment Process. The Program Review-Assessment Committee (PRAC), a

committee of the Academic Senate, along with the Academic Senate have reviewed and approved this document ([I.B.2-16](#)). Below is the conceptual framework of the Five-Step Assessment Process:



Five-Step Assessment Process

The College's assessment cycle is three years. This means that all learning outcome statements should be assessed within the three-year assessment cycle. Curricular maps are reviewed and updated at the end of the assessment cycle to inform the next cycle. Assessment plans are developed prior to the start of the new cycle. Curricular maps and assessment plans help ensure establishment of learning outcomes, reveal gaps in the curriculum or services, and provide a plan to conduct assessments to ensure that all outcomes are assessed. The current cycle began in Fall 2013 and will end in Spring 2016. The next cycle is scheduled to begin in Fall 2016 and end in Spring 2019 ([I.B.2-17](#)).

Assessment of Student Learning Outcomes

During the last two cycle all active courses, programs, and services have complied with the assessment and evaluation processes set by the College. In particular, all programs have submitted their curricular maps, assessment plans, and assessment findings for their courses, programs, and services. In addition, all instructional and student support services programs undergo yearly self-evaluations through the College's Program Review process (please refer to standard I.B.3 and I.B.4 for a detailed explanation of the process). The findings from learning outcome assessment results are fundamental to complete the Program Review and resource request documents. In addition, during these evaluations, instructional programs use the Institution-Set Standards (ISS) as performance benchmarks, and analyze programmatic outcomes based on those standards. Student support services programs measure their performance against pre-established service-oriented metrics. After the evaluation, both instructional and services programs set action plans for improvements and request resources, as needed.

At the institutional level, to assess ILOs the College employs an indirect assessment method. It utilizes student self-reported data collected through a student survey that is drawn from a stratified random sampling methodology ([I.B.2-18](#)). This method provides an opportunity for students to share their

educational experience and provide feedback to colleges and the District. The report on ILOs is part of the Program Review data.

All learning outcome assessment results are compiled annually and posted on the SLO Assessment website by the Office of Institutional Effectiveness (OIE) ([I.B.2-19](#)). The OIE is tasked with compiling this data into reports for different accountability reporting to the College, the public, and external constituencies. This is an extremely challenging and time consuming task due to the absence of a common assessment database. To help with this issue, in January 2015, the College acquired a web-based application (eLumen) to collect and manage assessment data and processes. In Summer 2015, selected programs began piloting eLumen and inputting assessment findings for the current cycle. Training for course coordinators and faculty is underway, and training guides have been developed, posted on the website and used to conduct training. It is anticipated that by Summer 2016, all assessment data will be collected through this platform ([I.B.2-20](#), [I.B.2-21](#), [I.B.2-22](#)).

Use of Results Examples

During the process of reviewing SLOs, the Fashion Design faculty in the Design and Media Arts Pathway learned that their students do not enroll in the Fashion Design program with the level of sewing knowledge that is expected. In addition to providing an even-paced introduction to sewing, the department started utilizing YouTube to showcase sewing techniques. The Fashion Design faculty also noticed that a select number of projects often take students longer to complete than was anticipated. To support their students, they began offering extended lab hours and also added a “unit free” lab time that students can take advantage of to finish larger class projects.

The student service, Bridges to Success, reported making program improvements as a result of the assessment and Program Review process. As a program that has recently shifted from a service focused on specific populations to a program that serves the entire student population, the Bridges to Success staff used the assessment and Program Review process to lay a new foundation to assess their practices. They started the process by aligning the goals of their service area with the mission and vision of the College. They spent time defining service area outcome (SAO) and identifying the SAOs for their college-wide population. Finally, they discussed how they could assess their own practices to understand if they are meeting their SAOs. As a result of laying a new foundation for program assessment, the program made tangible changes to meet student needs based on assessment. Historically, the service area only offered in-person orientation, which also included an assessment and counseling component. Bridges to Success learned from their student assessment that the process was too long (approximately five hours). To better serve their student population they have taken steps to create an online orientation component, which allows students to complete the orientation segment off campus and then visit campus at their convenience for a shorter duration.

The Physical Plant unit of Administrative Services made an assumption when they benchmarked their service area outcome that they were responding to 80 percent of their trouble calls and making repairs within five business days. They had not been tracking work orders in previous years. Once they began tracking work orders and assessed their findings, they realized they were actually responding to fewer than 50% of their trouble calls within five business days. Their improvement plan included ensuring the documentation of trouble calls into the work order system and establishing expected completion times. In the subsequent year, the response time improved to 72 percent of trouble calls being responded to and fixed within two days ([I.B.2-23](#)).

Analysis and Evaluation

Evidence demonstrates the College meets this Standard and Eligibility Requirement 11. The College's Curriculum Committee guides the development and evaluation of courses and programs within the context of student learning outcomes for instructional programs. Through the curriculum process, the College has predefined policies and processes to guide the development of all courses and programs, which include development and evaluation of their learning outcomes. An updated assessment process has been formalized and became the blueprint to guide future assessment efforts and will be used as a mechanism for accountability. All courses, programs (credit and non-credit), and services have established learning outcomes and conduct ongoing assessments.

The College began setting learning outcomes in 2009. By 2015, as the College gained a better understanding with regards to learning outcomes and their assessments, it became evident that there is a need to revisit the learning outcome statements. In order to advance in the utilization of assessment results it is critical for programs to review and update their learning outcome statements to further align them with the needs of external and internal requirements and competencies. Additionally, programs will revisit curricular maps to inform any programmatic or course curricular changes. Parallel to this work, the College also plans to enhance service area outcomes to align service-related outcomes with PACTS competencies, as applicable.

I.B.2. Evidence

[I.B.2-1 SLO Website Screenshot](#)

[I.B.2-2 PLO Website Screenshot](#)

[I.B.2-3 SAOs for Student-Admin](#)

[I.B.2-4 ILO Website Screenshot](#)

[I.B.2-5 SLO Board rule 6705.20](#)

[I.B.2-6 LATTC class-policy, p. 6](#)

[I.B.2-7 Faculty Resources Website](#)

[I.B.2-8 syllabi checklist](#)

[I.B.2-9 AFT Contract, p. 63](#)

[I.B.2-10 AFT Contract, p. 261](#)

[I.B.2-11 course outline, ECD](#)

[I.B.2-12 ECD Screenshot](#)

[I.B.2-13 Curriculum bylaws](#)

[I.B.2-14 Curriculum SLO Minimum Standards](#)

[I.B.2-15 LATTC Assessment Guidelines](#)

[I.B.2-16 Minutes from PAR Committee and Academic Senate](#)

[I.B.2-17 Sample Curricular maps](#)

[I.B.2-18 Fall 2014 Student Survey Form](#)

[I.B.2-19 Assessment Website](#)

[I.B.2-20 eLumen Process Diagram](#)

[I.B.2-21 eLumen Faculty and Course Coordinator Guides](#)

[I.B.2-22 eLumen Training List](#)

[I.B.2-23 Physical Plant SAO Assessment 2011](#)

I.B.3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.

Evidence of Meeting the Standard

Establishes Institution-set Standards Appropriate to the Mission

In June 2013, the College established Institution-Set Standards (ISS) through a series of meetings involving dialogue about data on the success rates of the students in completing courses, programs, and transfer. The College examined six years of trend data for each metric, studied the impact of external metrics, and compared performance over time to that of similar colleges. After several months of meetings and college-wide forums, the College agreed upon its ISS ([I.B.3-1](#), [I.B.3-2](#), [I.B.3-3](#)).

Assesses How Well the College is Achieving ISS

The Student Success Committee regularly monitors achievement of the ISS through a scorecard ([I.B.3-4](#); [I.B.3-5](#)). After review and evaluation of College performance based on the set standards, the Student Success Committee identifies focus areas and makes appropriate recommendations for improvement. As illustrated in the chart below, in the 2014-15 academic year, the College met all of its targets except course completion.

Institutional-Set Standards	Set Standard	Counts							
		2011-12		2012-13		2013-14		2014-15	
		Actuals		Actuals		Actuals		Actuals	
Course completion rate	70.0%	69.2%		67.7%		67.5%		67.3%	
Retention percentage	56.0%	55.6%		62.0%		58.6%		60.2%	
N (3-Year Fall Average)		14,886		14,212		13,814		13,701	
		N	%	N	%	N	%	N	%
Certificate completion	5.3%	673	4.5%	1135	8.0%	1246	9.0%	1349	9.8%
Degree completion	2.7%	340	2.3%	363	2.6%	410	3.0%	403	2.9%
Transfer	UC & CSU	163		134		178		213*	
	Other	156	2.1%	71	1.4%	35	1.5%	-	1.6%

The completion and transfer percentages calculated based on credit, degree applicable, graded Fall headcount for the 3 prior years, as of 9/8/2015.
 * - Currently, only CSU data is available (10/8/2015)

LATTC Student Success Scorecard

As a result, the Student Success Committee recommended several improvement strategies. These include:

- Re-establishment of the Umoja program (A program to serve African-American students)
- Improvement of in-class interventions
- Math department review of data to address math-related problems
- Professional development to be utilized for faculty training/sharing best practices and new technology
- New strategies and projects and

- Disaggregate data into specific areas: ethnicity, full-time versus part-time, evening students, etc. ([I.B.3-6](#)).

In addition, it is anticipated that the work being done to establish the Pathways to Academic, Career, and Transfer Success (PACTS) framework will enable the College to focus all instructional and student support programs and services in a concentrated and strategic manner in order to identify and select targeted interventions to address critical areas or gaps, leading to increased student success and completions ([I.B.3-7](#)).

The ISS have been presented and discussed during the College Council Retreat, Days of Dialogue (DoD), as well as at Educational Policies Committee (Ed Policies) meetings ([I.B.3-8](#), [I.B.3-9](#), [I.B.3-10](#)). In addition, Ed Policies identified the need, and formed a taskforce, to establish a process to review and update the ISS. This will be accomplished during the 2015-16 academic year ([I.B.3-10](#), [I.B.3-11](#)).

The ISS are also, an integral part of the Program Review process as all instructional programs are required to gauge their performance against the ISS and provide analysis and action plans for required improvements. In addition, during Program Review in 2014-2015, programs were asked to set their own achievement goals, as appropriate, with regards to course success, certificate and degree completions, job placement, and licensing exams ([I.B.3-12](#), [I.B.3-13](#)).

In October 2015, through its participatory governance process, the College collectively decided on the appropriate methodology to establish an Institution-Set Standard relating to job placement. To accomplish this, several methodologies were presented during the following meetings: Council of Chairs, Student Success Committee, and Education Policies ([I.B.3-14](#)). ISS responses are contained in the annual Accreditation reports and are published on the College's Accreditation website and on the Research and Planning website ([I.B.3-15](#), [I.B.3-16](#)).

Analysis and Evaluation

Evidence demonstrates the College meets this Standard and Eligibility Requirement 11. The College established Institution-Set Standards (ISS) consistent with its mission to offer high-quality programs. The ISS were approved through a collegial dialogue and a rigorous process. The College used the same method to establish a set-standard for job placement. The participatory governance structures, Day of Dialogue, and fall convocation meetings serve as the main opportunities to inform, share, and gather feedback about the ISS. Pre-determined standards have been part of College's Program Reviews in 2013-14 and 2014-15. In 2014-15, the College achieved its ISS in four out of the five metrics: retention, certificate/degree completions, and transfer. In that same year, the College did not reach the course success rate ISS.

ISS rates are published in several places on the College website and have been used for discussion. Institutionally, the College assesses its performance against the standards every semester, through the LATTC Scorecard. Programmatically, every year all areas assesses their performance against the ISS with the use of program achievement data during the Program Review process. After using the ISS for 2 years to drive dialogue and reflections at the college and program levels, it became evident that the College's agreed upon ISS are aspirational goals rather than minimum standards. Thus, the Educational Policy Committee began dialogue on developing a process for reviewing and updating the ISS.

I.B.3. Evidence

[I.B.3-1 LATTC Institution-Set Standards 06 03 2013](#)

[I.B.3-2 Notes from Meetings Held to Establish ISS](#)

[I.B.3-3 Trend Data Report to Establish ISS](#)

[I.B.3-4 Sample SSC Agendas](#)

[I.B.3-5 SSC Scorecard](#)

[I.B.3-6 SSC Minutes 03 05 2015](#)

[I.B.3-7 PACTS Model](#)

[I.B.3-8 PPT of 2014 Retreat](#)

[I.B.3-9 ISS-DoD](#)

[I.B.3-10 EPC Meeting Minutes](#)

[I.B.3-11 EPC Meeting Agenda 121515](#)

[I.B.3-12 PR1415 data packs,](#)

[I.B.3-13 Program Reviews-Cosmetology and Nursing](#)

[I.B.3-14 Minutes of Methodologies to Set ISS for Job Placement-CoC/SSC/EPC](#)

[I.B.3-15 Accreditation Annual Reports](#)

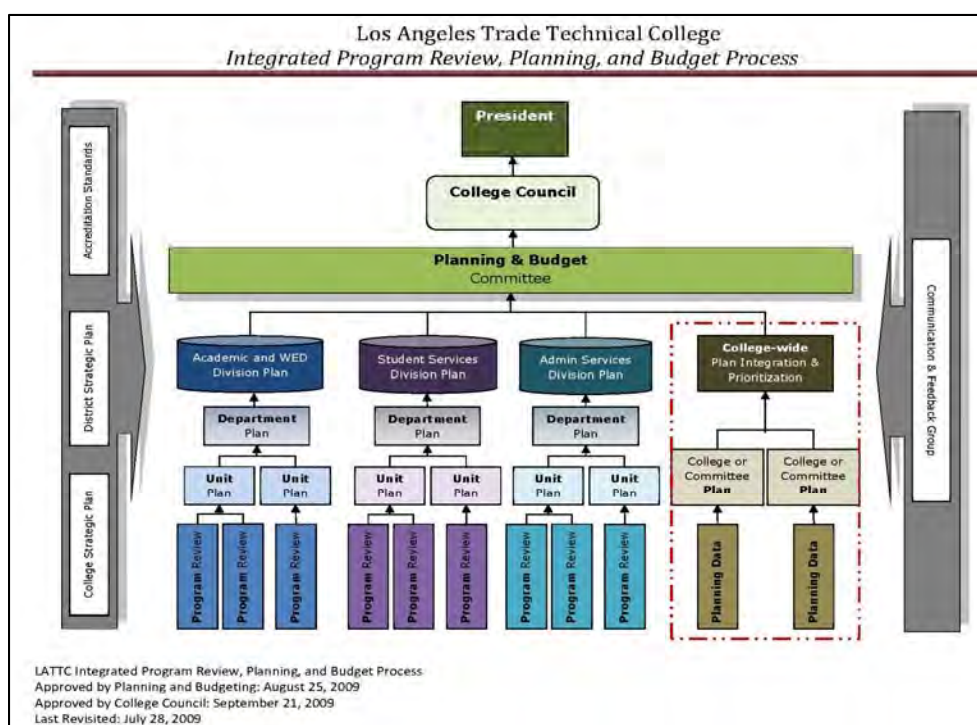
[I.B.3-16 ISS Research and Planning website](#)

I.B.4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

The Institution Uses Assessment Data

College efforts to use assessment data to support and improve student learning and student achievement revolve around the institution's Integrated Planning Process. In 2009, the College adopted the integrated Program Review, planning, and budgeting process (see conceptual framework below). Since then, all instructional and non-instructional programs have conducted Program Review annually ([I.B.4-1](#)).



LATTC Integrated Program Review, Planning, and Budget Process

In the Integrated Planning and Program Review process, data from different sources inform the Program Review. As stated in Standard I.A.2, soft data, hard data, assessment results, and Institution-Set Standards (ISS) are the data components utilized during the Program Review process ([I.B.4-2](#), [I.B.4-3](#)). The 2014-15 Program Review included a “Program Effectiveness Evaluation” module. In this section, each program conducted a self-evaluation within five years, guided by respective area rubrics, of the quality of learning outcomes, their assessments, Program Plan, and planning. This module was designed to assist faculty, staff, and administrators with improving and refining College programs and services with the ultimate goal of improving student learning and achievement ([I.B.4-4](#), [I.B.4-5](#)). Furthermore, assessment data is an important component of the Program Review and prioritization process. Scores in the “Demonstrated Need” section found in PR1415 documents are based on the quality of program responses as they relate to assessment data and analysis ([I.B.4-6](#)). Course and program assessment data guide faculty to make minor adjustments and/or plan significant improvements to classroom instruction and programs. Assessment data and plans are documented in the Assessment Forms submitted by faculty. Some examples:

- Making changes within course curriculum improvement ([I.B.4-7](#))
- Making changes within program curriculum improvement ([I.B.4-8](#))
- Targeting additional individual instruction for students who are struggling with particular topics ([I.B.4-9](#))
- Identifying individual students’ strengths and instructional interventions that can help students continue to progress ([I.B.4-10](#))
- Addressing student preparedness ([I.B.4-11](#))
- Revising PLOs, SLOs, and/or Assessment Methods ([I.B.4-12](#))
- Gauging the instructional effectiveness of classroom lessons ([I.B.4-13](#))
- Refining instructional methods ([I.B.4-14](#))
- Examining school wide data to consider whether and how to adapt their curriculum and/or instructional methods ([I.B.4-15](#))

Organizes its Institutional Processes to Support Student Learning and Student Achievement

During the Program Review process, programs are required to use the ISS as a comparison to prepare an in-depth analysis of their programmatic student outcomes and/or student achievement data. To strengthen their request for additional funding, programs must clearly establish an alignment between data results, action plans for improvement, and their resource requests, as well as ensure alignment with the College strategic priorities ([I.B.4-16](#)). The strategic priorities were established to improve student learning and achievement by ensuring students obtain the competencies needed to successfully access a college education, attain industry-recognized and post-secondary credentials, transfer to a university, and obtain a career that pays family-supporting wages and offers opportunities for advancement and growth ([I.B.4-17](#), [I.B.4-18](#)).

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. The College has an established Integrated Planning Process for using assessment and achievement data to determine the need for program improvements. The process entails utilizing ISS as benchmarks against programmatic student achievement outcomes, and using analysis of assessment data to help plan program improvements. While assessment data is available at the program level, due to the lack of a central data storage system, performing institution-wide analysis has been challenging. Based on this limitation, the College acquired eLumen to help enhance its capability for collecting and disaggregating assessment data. This will increase the use of institution-wide assessment results analysis, and document, as well as strengthen, its ability to validate the connections between assessment results, planned program improvements, and resource requests in a timely and efficient manner.

I.B.4. Evidence

[I.B.4-1 Sample Program Reviews 2010 through 2015](#)

[I.B.4-2 PR Framework](#)

[I.B.4-3 Guide to 1415 PR Planning](#)

[I.B.4-4 Program Effectiveness Rubrics](#)

[I.B.4-5 Program Review, p. 4 Instructional & 5 Services](#)

[I.B.4-6 Rubric to Prioritize Resource Requests](#)

[I.B.4-7 Assessment Form FD 122_S14-Course Improvement](#)

[I.B.4-8 Assessment Form CD46-Prog-Improvement](#)

[I.B.4-9 Assessment Form Phys2-Spring2014 Topics](#)

[I.B.4-10 Assessment Form DM115-Progress](#)

[I.B.4-11 Assessment Form-Viscom115 Preparedness](#)

[I.B.4-12 Assessment Form LS105-Assessment Methods](#)

[I.B.4-13 Assessment Form-Eng21-Lessons](#)

[I.B.4-14 Assessment Form Eng21 Refine Methods](#)

[I.B.4-15 PR1314 Cosmo](#)

[I.B.4-16 PR1415-Guide, Program Review and Resource Requests](#)

[I.B.4-17 PACTS Framework](#)

[I.B.4-18 LATTC-SEMP, p. 12](#)

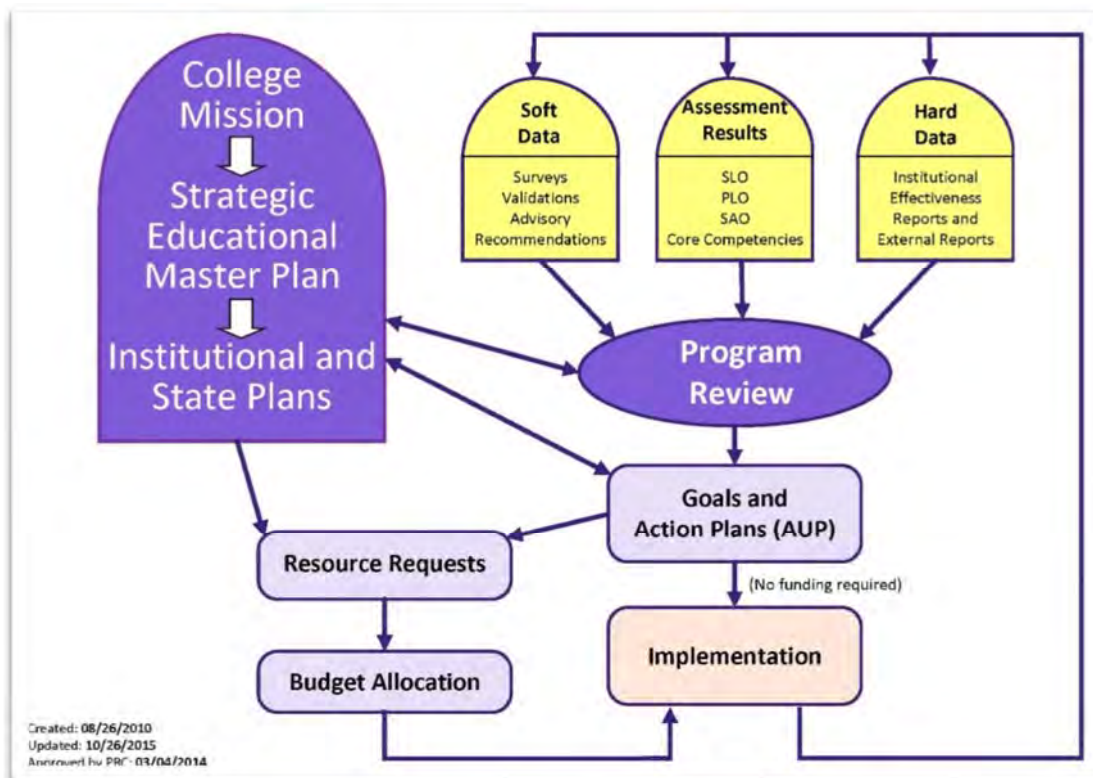
Institutional Effectiveness

I.B.5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

Assesses Accomplishment of its Mission through an Integrated Planning and Evaluation Process

In 2010 the College adopted the Integrated Planning Framework. The framework provides a graphic representation of the interdependent and interacting components of the College's Integrated Planning Process: mission drives institutional plans which drive Program Review. The framework begins with the mission statement, which serves as the foundation for the College's Strategic Educational Master Plan priorities. The strategic priorities guide program goals, objectives, activities, Data/assessment results, Program Review, planning, and resource allocation. All of these components must link back to the strategic priorities, which align with the institutional mission of offering high-quality programs. The purpose of the Integrated Planning Process is to engage in a continuous cycle of evaluation and improvement of College programs and services based on achievement and assessment results, with the mindset that the ultimate beneficiaries will be the students ([I.B.5-1](#)). Each year, the process is evaluated by the campus via a survey. Enhancements are made based on the campus input, as a result the initial form used in the 2009-10 process had 31 pages and the one used in 2014-2015 had 6 pages ([I.B.5-2](#), [I.B.5-3](#))



LATTC Integrated Planning Process

Uses Quantitative and Qualitative Data

As outlined in the Standard I.A.2, the data component of the framework includes the availability of soft data, hard data, and assessment findings. The data is used by each program to analyze trends and identify possible improvement plans to reach and/or exceed institutional and programmatic benchmarks ([I.B.5-4](#), [I.B.5-5](#)). Program Review is the centerpiece of the framework. The College's Program Review is an outcomes-based self-evaluation process designed with questions and linkages that integrate an annual review of the programs with alignments to data/assessment results, planning, resource allocation, and budgeting. All departments and programs/units complete Program Reviews every year and a comprehensive program review evaluation at the end of the cycle ([I.B.5-6](#), [I.B.5-7](#)). Since the process was established in 2010, participation of different constituency groups in the process has been required ([I.B.5-8](#)).

Since the launch of the last Program Review cycle in 2010, the framework has been using the modularized Program Review approach. The idea behind this approach is that every year the questions in the Program Review are divided into separate modules targeting different institutional plans in addition to the annual short-term needs of programs. Thus, every year the questions are different, but the process remains constant. Through this approach the College was able to learn, streamline the Program Review process, and identify its core indicators. The instructional indicators are:

- Course success
- Sequence
- Degree/certificate completion
- Transfer
- External needs and requirements
- Equity gaps

Data related to these indicators is disaggregated by program, mode of delivery, demographics, and by relevant sub-populations ([I.B.5-9](#)). During a program's data review stage, programs compare their outcomes against the Institution-Set Standards (ISS), provide analysis, and set their own improvement target goals ([I.B.5-10](#)).

Once programs/services prepare their self-evaluations based on indicators, they identify areas where additional resources are needed and request resources accordingly. In order to be considered, all resource requests must align with one of the Colleges strategic priorities. If no resources are needed, planned program improvements are implemented, and the cycle begins again by utilizing data to assess implemented improvements ([I.B.5-11](#)). All resource requests are prioritized as part of the budget prioritization process through the Planning and Budget Committee (PBC). The prioritize resource request list includes requests that require funding from different sources. An example is the College's Perkins plan which was developed based on PBC rankings ([I.B.5-12](#)).

The Office of Institutional Effectiveness team comprises three analysts and a dean to provide the College with training, professional guidance, and administrative support for all College-sponsored research activities, data gathering, interpretation, and external research requests ([I.B.5-13](#)). The team also facilitates Days of Dialogue campus forums, which cover a wide array of topics. The College uses a considerable amount of disaggregated student achievement data to make important decisions based on equity gaps among the different groups. Disaggregated achievement data is also available for programs to use in their annual Program Review ([I.B.5-14](#)).

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. The College's Integrated Planning Framework components are structured in a way to ensure a mission-driven and collaborative/inclusive process that is cyclical and includes systematic reviews of programs/services while using achievement/assessment data results. The framework links program goals, planning, and budgeting. Resource allocation for program needs are submitted along with Program Review documents. Their funding is dependent upon the program's ability to align student achievement/assessment data, planned program improvements, and College goals.

The Office of Institutional Effectiveness generates and provides annual "data packs" and other reports for programs to utilize in their analysis. Data informs program review, and Institution-Set Standards serve as benchmarks to set goals and action plans accordingly. By developing, establishing, and promoting an infrastructure that embraces evidence-based analysis and dialogue, the College has evolved and will continue to make great strides towards improving its processes. Additional plans include using a web-based platform (E-Lumen) to deliver and manage all aspects of Program Review as well as its assessment process.

I.B.5. Evidence

[I.B.5-1 1415 PR and RR](#)

[I.B.5-2 Results of Planning & Budget Survey 2010-2015](#)

[I.B.5-3 Improvements to Program Review Process as a Result of Evaluation](#)

[I.B.5-4 data packs](#)

[I.B.5-5 EMT reports](#)

[I.B.5-6 Yearly PR cycle](#)

[I.B.5-7 5 year planning cycle](#)

[I.B.5-8 PR membership-timeline](#)

[I.B.5-9 EMT reports](#)

[I.B.5-10 PR module B – instructional](#)

[I.B.5-11 Resource requests](#)

[I.B.5-12 Perkins-Plan-14-15](#)

[I.B.5-13 Samples of Reports Prepared by OIE](#)

[I.B.5-14 Samples of Disaggregated Achievement Data Reports](#)

I.B.6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

Disaggregates and Analyzes Learning Outcomes and Achievement for Subpopulations

For the development of the Student Equity Plans, the Office of Institutional Effectiveness (OIE) prepares data reports that are disaggregated for different student population groups. In creating the 2015

Student Equity Plan, the College reviewed and established goals and activities for the following indicators: access, course completion, English as a Second Language (ESL) and basic skills progression, degree and certificate completion, and transfer. Based on the trends, inequities for three groups were identified: African American students, Disabled Students (DSPS), and students who are in the 25-34 age group. The goal of the Student Equity Plan was to establish action plans to decrease the equity gaps for the target student groups and increase student completions ([I.B.6-1](#)). As a result of the Pathways to Academic, Career, and Transfer Success (PACTS) reorganization, data has been disaggregated to target different services to address different student populations. The Academic Connections Department has outlined steps to address the findings from the data through a pathway for English and math remediation ([I.B.6-2](#)).

Every year during the Program Review process, the OIE prepares program data packs in disaggregated format to reveal patterns in student achievement and gain a deeper insight into students' needs ([I.B.6-3](#)). Enrollment management, award completions, and student profile disaggregated data files are also available through the research website. Programs use these documents to identify trends and establish planned program improvements. For example, disaggregating data helped enhance the Math program's understanding and commitment to develop solutions ([I.B.6-4](#), [I.B.6-5](#)).

Institutional learning outcomes (ILOs) are assessed through an indirect assessment based on Los Angeles Community College District (LACCD) Student Survey data. Student surveys are conducted every other year. Classes chosen for the surveys are selected based on stratified random sampling methodology to accurately represent colleges' student bodies. In addition, the survey was distributed to all on-line classes. Both surveys include student identifiers which allow disaggregating data by student population groups, and also to compare the results of traditional versus online students ([I.B.6-6](#)).

As stated in I.B.2, until the summer of 2015 all student learning outcomes (SLOs), program learning outcomes (PLOs), general education learning outcomes (GELOs), and service area outcomes (SAOs) assessments have been done on paper, and the assessment results have been compiled into pdf reports and updated regularly on the website by the OIE. At the beginning of the 2013-2016 assessment cycle, departments and programs continued to conduct assessments and develop curricular maps and assessment plans. As a result, the Office of Institutional Effectiveness (OIE) had to collect assessment information for up to 890 active courses, each of which had an average of three (3) SLO statements. The OIE collected approximately 2,670 assessment forms along with documents for 148 courses in the General Education areas. The OIE also collected PLO assessment documents for 93 instructional programs and 32 SAOs.

The College used approximately 15 different types of multipage forms (MSWord and pdf forms) to capture all of the required data from the different types of outcomes and documented dialogue about outcomes at program meetings. The OIE is tasked with compiling this data into high quality timely reports for different accountability reporting to the College, the public, and external constituencies. However, due to the large volume of documents it received and the lack of automation and a single database, the OIE found it extremely challenging to provide reports to college and external constituencies regarding outcomes data and its alignment with internal and external standards. These reports are needed to improve the quality of learning outcome statements.

In January 2015, the College moved on to using eLumen to collect and manage assessment data. The primary factor for selecting the eLumen system was its capability of disaggregating learning outcome assessment data to enable identification of gaps for different student populations ([I.B.6-7](#)). The College

anticipates to have a rich data set and be able to disaggregate learning outcome assessments by Fall of 2016.

Identifies Performance Gaps and Implements Strategies to Mitigate Them

The College determines achievement of the target student population outcomes through a Proportionality Index (P.I.) which compares the percentage of the disaggregated subgroups in an initial cohort to its own percentage in the resultant outcome group. For example, if 30 percent of LATTC's student population is African American, then 30 percent of degrees completed are expected to be by African American students ([I.B.6-8](#)). Institutional performance with regards to the Student Equity Plan will be analyzed in the 2015 fall semester.

To address equity-related issues, the College grouped four main activities to target the affected population groups, 1) data collection with further disaggregation and exploration, 2) review and revise current practices, policies and procedures, 3) faculty and staff professional development, and 4) pilot different strategies related to the indicator ([I.B.6-9](#)).

Cognizant of the fact that student progress was declining, the College adopted the PACTS framework and has been working towards re-engineering the entire onboarding, enrollment, and teaching processes towards its successful implementation ([I.B.6-10](#)). To this end, PACTS is now an important component of college-related planning processes. Through an intensive step by step approach, the different tiers of PACTS have been undergoing transformation. For example, for Tier 2, Academic Connections Department began establishing a pathway for English and math remediation which will provide students with the knowledge, skills/abilities, and qualities they need to attain and demonstrate to show they are "ready" to enter and progress in a program of study ([I.B.6-11](#)).

As it was stated in Standard I.B.3, College performance with regards to the Institution-Set Standards (ISS) is reviewed at the end of spring and fall semesters through different governance structures. These are Student Success Committee, Educational Policies Committee, and Academic Council Committee. Furthermore, during the annual Program Review process, the College uses the ISS indicators as baselines for programs to compare and dialogue about student achievement and learning outcomes in order to plan for program improvements and request resources ([I.B.6-12](#)). As of Spring 2015, all ISS have been met with the exception of course completion rate. To identify the underlying issues, disaggregation of course success by delivery mode was analyzed. The College found that for the majority of courses there are significant gaps between online and face-to-face success rates. This led to a series of meetings and actions by the Vice President of Academic Affairs & Workforce Development.

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. The College uses different data types to make decisions at all levels. For example, assessment and achievement data drives Program Review, planning, and resource allocations; and equity data drives goals and actions plans to close achievement gaps. Whether to respond to equity questions in the Program Review documents and/or determine achievement gaps to develop strategies in the Student Equity Plan, the Office of Institutional Effectiveness provides disaggregated data so the College can make informed decisions to help mitigate any gaps. Furthermore, the districtwide approach to collecting standardized student satisfaction surveys provides substantive data for analysis. The results contain information on many different aspects of the College's operation and student learning, experience, and engagement. They can be compared for nine

different colleges over several years. This provides a comprehensive disaggregated data set that can be used to inform decisions and develop appropriate strategies.

The College has the ability prepare reports and provide analysis related to student achievement. However, the lack of a system capable of storing and collecting substantial student-level assessment information in a central location limited the College's ability to document, disaggregate, and report outcome assessment data, as well as, easily validate the connections between assessment results, planned program improvements, and resource requests.

I.B.6. Evidence

[I.B.6-1 2015 Student Equity Plan, p. 4](#)

[I.B.6-2 AcadCon ppt to SSC 05 07 2015, p. 4](#)

[I.B.6-3 PR1415 Data packs - Culinary Arts](#)

[I.B.6-4 EMT Reports](#)

[I.B.6-5 PR1415–Math](#)

[I.B.6-6 ILO analysis report](#)

[I.B.6-7 SLO assessment website](#)

[I.B.6-8 Student Equity Plan–Session 1](#)

[I.B.6-9 Minutes of Meeting That Determined Targets for SEP](#)

[I.B.6-10 PACTS in Action](#)

[I.B.6-11 AcadCon ppt to SSC 05 07 2015, p. 16](#)

[I.B.6-12 PR1415 Module B](#)

I.B.7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

The College's policies and procedures are established by Los Angeles Community College District (LACCD) Board Rules and Administrative Regulations. Each vice president provides oversight over the policies and procedures of their respective areas. Annually in June, the Administrative Services Office of the College distributes current Los Angeles Trade-Technical (LATTC) processes that meet the Board of Trustees Rules and Administrative Regulations for review and update by each division. During the year, as parent regulations/rules change, the Administrative Services Office transmits new policies to the Vice President of Administrative Services to update College processes. The Vice President of Administrative Services provides functional oversight for processes at LATTC ([I.B.7-1](#)).

As stated in the Standard I.B.5, evaluation of instructional programs and support services is done through the annual Program Review process ([I.B.7-2](#)). From its inception, the College's Integrated Planning Process included meta-evaluation at the end of the cycle. In Summer 2015, the College contracted with an external research group, specializing in educational strategic planning, to conduct a meta-evaluation of its integrated planning processes ([I.B.7-3](#)).

In addition, the College Council and its committees, along with the Academic Senate and its committees, annually evaluate the effectiveness of their processes through self-evaluation and external evaluation ([I.B.7-4](#)). Additionally, on an annual basis the members of the College are sent an electronic survey to report on the effectiveness of processes on the campus ([I.B.7-5](#)).

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. In concert with changes to LACCD Board Rules and Administrative Regulations, the College regularly evaluates the currency of its processes. Most academic-related changes are carried out as a result of Program Review and typically through the curriculum process. Other types of changes are carried out through actions performed by the participatory governance committees or departments as a result of Program Review. To assess the effectiveness of the Program Review process, on conclusion of the cycle, the College contracted with a research group of professional strategic educational planners to conduct a meta-evaluation of its processes and the components of its process. The goal was to determine the following:

- Mission statement influence over the process
- Effectiveness and feasibility of the assessment process
- Analysis and evaluation of the Program Review process
- Effectiveness of the resource allocation

The research group provided a report that meaningfully outlines successes and actionable lessons, as well as recommendations for the next cycle. The report indicated that current processes are fostering institutional improvements. However, some changes need to take place in order to allow the College to continuously improve and build capacity.

I.B.7. Evidence

[I.B.7-1 Policies and procedures process](#)

[I.B.7-2 PR1415](#)

[I.B.7-3 Meta evaluation scope](#)

[I.B.7-4 College Committee Self and External Evaluations](#)

[I.B.7-5 Effectiveness Survey](#)

I.B.8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

The College has several mechanisms in place to ensure participation in its planning and evaluation activities. It has a governance structure where all campus stakeholders have the right and responsibility to play a role in decision-making. It has an Integrated Planning Process that encourages participation from all constituency groups. It offers different venues to provide opportunity for input ([I.B.8-1](#), [I.B.8-2](#), [I.B.8-3](#)).

The Office of Institutional Effectiveness (OIE) prepares continuous reports of its assessment and evaluation activities and presents them at different committee meetings ([I.B.8-4](#), [I.B.8-5](#), [I.B.8-6](#)). All

documents related to the College's assessment and planning processes are posted on the website ([I.B.8-7](#)). Prior year assessment results are posted on the Assessment website ([I.B.8-8](#)). In 2015, eLumen made it possible to generate comprehensive reports at the course and program levels ([I.B.8-9](#)).

Since 2009 all Program Review documents have been compiled and posted on the Program Review Committee (now Program Review-Assessment Committee) website ([I.B.8-10](#)). In 2012, the College began sharing and posting all documents relating to Program Review in the SharePoint site ([I.B.8-11](#)).

Different programs have different ways of communicating and handling assessment and achievement results. For example, in Cosmetology, the department chair stated,

“Our program is sequentially built, and it is critical for students to gain skill and knowledge at each level before moving to the next level. So it is critical for our program that our instructors at each level communicate and discuss the students' entry skill with their learning outcomes from the previous course. These constant communications between faculty helped to improve our courses, program more importantly student's learning outcomes and achievements.” ([I.B.8-12](#)).

To facilitate an on-going, in-depth discussion between College leaders and the Board of Trustees on College progress, the College provides annual institutional effectiveness presentations to the Board of Trustees' Institutional Effectiveness & Student Success Committee. Presentation information is also distributed to the campus community and posted on the College website ([I.B.8-13](#)). In addition, college-wide gatherings such as convocations and Days of Dialogue sessions covering different topics are used as venues to communicate matters relevant to College functions and to gather input for facilitating college-wide improvements ([I.B.8-14](#)).

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. The College uses several mechanisms and venues to communicate assessment and/or planning activities. These are its participatory governance structures, reports and presentations, website, institution-wide processes, and gatherings. Communication strategies are set up to enhance dialogue, increase understanding of the College's strengths and weaknesses, and set appropriate priorities.

I.B.8. Evidence

[I.B.8-1 Participatory Governance Handbook](#)

[I.B.8-2 PR1415 constituency participants](#)

[I.B.8-3 DoD Website Screenshot](#)

[I.B.8-4 2014 SLO-PLO Reports](#)

[I.B.8-5 2015 SLO-PLO Reports](#)

[I.B.8-6 Accreditation Gaps Evaluation](#)

[I.B.8-7 screenshot of processes posted online](#)

[I.B.8-8 Screenshot of Assessment website](#)

[I.B.8-9 eLumen Reports](#)

[I.B.8-10 PR Archives Website Screenshot](#)

[I.B.8-11 PR SharePoint Site Screenshot](#)

[I.B.8-12 Academic Council Meeting Minutes-03 27 2014](#)

[I.B.8-13 IE Reports Research website](#)

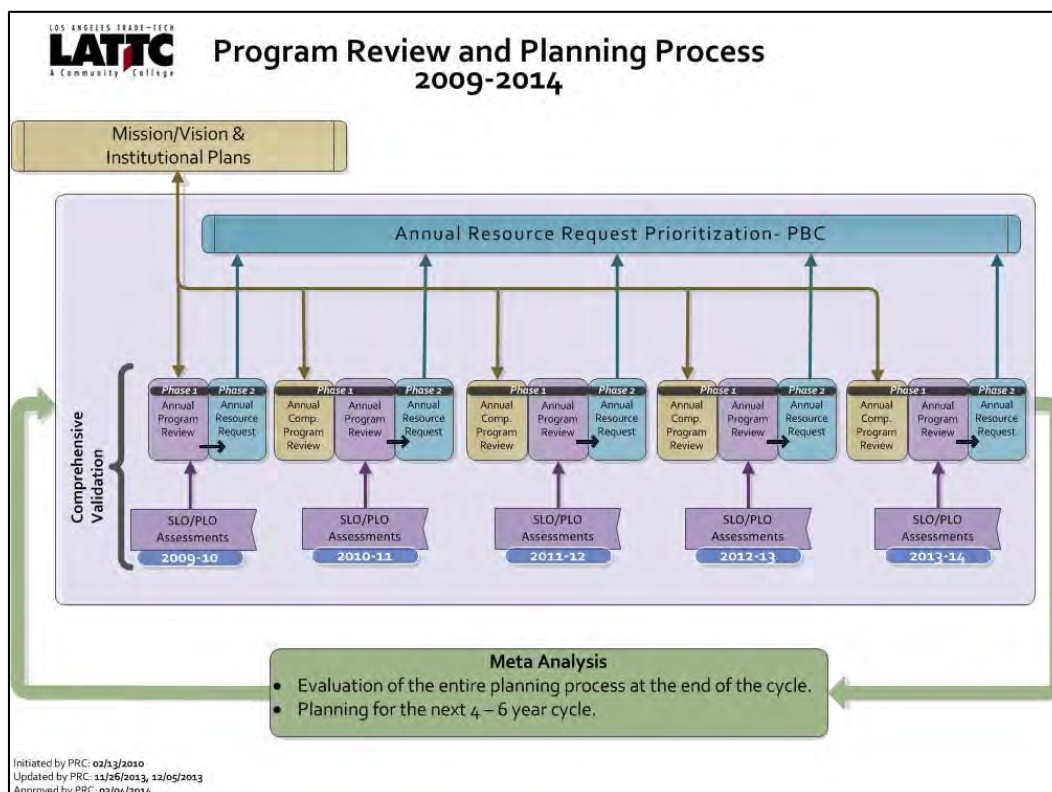
I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

Evidence of Meeting the Standard

Engages in Continuous, Broad Based, Systematic Evaluation and Planning

As components of the Integrated Planning Framework, in 2009 the College adopted the Program Review, planning, and budgeting processes to assess the effectiveness of its programs and services. The last cycle started in 2009 and ended in 2014. The processes are comprised of annual Program Review evaluations and planning over a five (5) year period. During 2014-15, programs were engaged in comprehensive self-evaluation, which covered the entire cycle from 2009 to 2014, and stated their long term goals.

At the conclusion of Program Review, the College engages in a validation process, a peer review process that commends a program's achievements, and provides recommendations for program improvements ([I.B.9-1](#)). Furthermore, in 2015-16, the College entered its meta-evaluation phase to comprehensively evaluate the Integrated Planning Process before a new Program Review cycle begins. The College contracted with a university research group specializing in educational strategic planning to conduct a meta-evaluation and provide recommendations for improvements for the next cycle ([I.B.9-2](#), [I.B.9-3](#)). The following table depicts the current structure of the Program Review and planning cycle:



Program Review and Planning Process 2009-2014

Integrates Program Review, Planning, and Resource Allocation

Through the Program Review process all instructional programs dialogue about their student achievement data in relation to the Institution-Set Standards (ISSs), and non-instructional areas dialogue about how to improve support for student success. Assessment results and data trends are incorporated into the analysis and serve as the basis to identify programmatic needs and plan program improvements for the upcoming year ([I.B.9-4](#)).

As a part of the Program Review process, programs prepare resource request forms based on the needs identified in the assessment findings and plans for program improvement section of their Program Review documents. Programs submit their prioritized requests to their department. At the department level, all resource requests from different programs are prioritized and submitted to the division for ranking. Once the division has completed the ranking, the requests are submitted to the Planning and Budget Committee (PBC) for college-wide prioritization ([I.B.9-5](#), [I.B.9-6](#), [I.B.9-7](#)).

It is important to note that every prioritization level honors the priority order of the prior level (Program to Department to Division to PBC). Different components of Program Review are assigned different scores based on the strength of the request. To ensure a fair resource request prioritization process, a rubric is used to score the strength of all resources requests based on the College identified indicators. These are:

- Demonstrated needs
- Planned program improvements
- Alignment with strategic priorities
- Sustainability
- Accountability, and
- Collaboration between programs

Once PBC members assign their ranking, resources are allocated based on funding source; Perkins, Block Grants, SFP, etc. ([I.B.9-8](#)). Several substantial program improvements, have resulted due to funding received from the Program Review process over the last six years, for example:

- Culinary Arts obtained national accreditation recognition
- Cosmetology started a Barbering Program
- Transportation obtained national accreditation recognition
- Information Technology now updates and renews all instructional and administrative software ([I.B.9-10](#))

Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

The College utilizes Program Review as the primary mechanism through which departments and programs develop short and long-term plans. Once plans have been identified, programs submit resource request forms to request funding for resources needed ([I.B.9-11](#)).

Improvement of Institutional Effectiveness and Academic Quality

This mission of the College is to offer high-quality programs. In order to meet its mission, the College developed a Strategic Educational Master Plan (SEMP) with delineated and prioritized action plans to assure the institution continually reviews its effectiveness, and that academic quality remains at the heart of the dialogue about student success ([I.B.9-12](#)). The SEMP frames the activities the College undertakes and the work of its committees. Central to this is accountability and monthly reporting out on the progress committees are making to achieve the strategic priorities and therefore the institutional mission ([I.B.9-13](#)).

Analysis and Evaluation

Evidence demonstrates the College meets this Standard and Eligibility Requirement 19. The Integrated Planning Framework, which incorporates data, Program Review, planning, and budgeting processes has provided a structure to conduct program evaluations. Through this venue, instructional programs compare their performance against Institution-Set Standards, plan program improvements based on their assessments and/or other types of data, help determine institutional budget priorities, and ensure alignment of funding based on needs specified by programs. Support services use similar processes to ensure they assess what is needed to support students to successfully complete programs. However, this self-evaluation has helped the College recognize the vital need to adopt a system capable of documenting, reporting and easily validating the connections between assessment results, planned program improvements, and resources requested.

The annual evaluation process carried through Program Review, includes the use of learning outcomes assessments (course, program, institutional, and service), and student achievement indicators (course success, completions, transfer, etc.) as measures of program effectiveness. These serve as a guiding points to evaluate progress, plan program improvements, and request resources to carry out improvement plans. Validation and meta-analysis are tools the College utilizes to evaluate whether its programs and services are effective and incorporate the components necessary for continuous institutional improvements. Although the current process is set up for programs to link Program Review and outcomes assessments to resource request justifications, the College's ability to document and memorialize the dialogue leading to programmatic improvements has been hindered by the lack of a platform to document and report the connections.

I.B.9. Evidence

[I.B.9-1 Sample PR Validation](#)

[I.B.9-2 Results of Initial College Meta-Analysis](#)

[I.B.9-3 Results of Final Meta-Analysis from Outside Consultants](#)

[I.B.9-4 Program Reviews PR1415 Data Packs/Scorecard](#)

[I.B.9-5 PR1415 Blank Scoring Sheets](#)

[I.B.9-6 PR1415-Prioritization Results](#)

[I.B.9-7 RR Rubric for Prioritization](#)

[I.B.9-8 Perkins Plan](#)

[I.B.9-10 Sample above Program Reviews that resulted in changes](#)

[I.B.9-11 PR1415RR forms, p. 2](#)

[I.B.9-12 SEMP Action Plans](#)

[I.B.9-13 College Council Agenda Template](#)

Plans Arising out of the Self Evaluation Process

Standard I.B	
Timeline	Spring 2016
College Lead(s) & Venues	Program Review-Assessment Committee
Change, Improvement and Innovation	Expected Outcomes
Improve the quality of assessments at all levels to expand the opportunities for data driven dialogue that further promotes student learning, achievement and decision making.	Improved and easily accessible data to promote and sustain dialogue at all levels



STANDARD I.C. INSTITUTIONAL INTEGRITY

I.C.1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard

Printed and Electronic Information

The main College publication is the College Catalog. The Catalog is generated and posted to the College website every other year. Additional course and program information is communicated to the public through the Schedule of Classes and Program Factsheets. Information included in the Catalog is in accordance with accreditation requirements outlined in Standard I.C.2 and Eligibility Requirement 20 ([I.C.1-1](#), [I.C.1-2](#), [I.C.1-3](#)). The Curriculum Dean is responsible ensuring information in these publications is accurate. Furthermore, individual departments, support services, and committees are responsible for the quality and accuracy of information presented on the College website. To accomplish this, these entities must designate website gatekeeper(s) and a manager. The roles and responsibilities for each gatekeeper is as follows:

- Web Gatekeeper – is responsible for updates to the webpages of the respective department, service, or committee website (as assigned by area manager/Vice President or Committee Chairperson) and moderates any comments posted by anonymous visitors.
- Web Manager – provides direction and content to the Web Gatekeeper, as needed ([I.C.1-4](#), [I.C.1-5](#)).

Mission Statement

The College's mission statement is clearly written and displayed in the College Catalog, College website, and major documents ([I.C.1-6](#), [I.C.1-7](#), [I.C.1-8](#)). The mission statement is reviewed annually at the College Council Retreat ([I.C.1-9](#)). The mission statement is fully revised and approved by the institution every three to five years, in concert with the update of the College Strategic Educational Master Plan.

Learning Outcomes

Student learning outcome (SLO) information is listed in the Catalog ([I.C.1-10](#), [I.C.1-11](#)), the assessment website ([I.C.1-12](#)), course outlines of record ([I.C.1-13](#)), and course syllabi ([I.C.1-14](#)).

The Curriculum Committee is the regulating body that updates and approves the minimum standards for student learning outcomes ([I.C.1-15](#)). Per Los Angeles Trade-Technical College (LATTC) classroom policy ([I.C.1-16](#)), course syllabi shall include the approved course SLOs. At the beginning of every semester, department chairs collect and review syllabi of their respective areas against a syllabus checklist ([I.C.1-17](#)).

Program learning outcomes (PLOs) are updated annually through the Program Review process ([I.C.1-18](#)). Any changes/updates are forwarded annually to the Curriculum Dean to be included in the next full two-year publication of the College Catalog or periodic addendum ([I.C.1-19](#)). According to the 2014 Los Angeles Community College District (LACCD) Student Survey results, 80 percent of LATTC students agreed that they are aware of the intended learning outcomes of the College and its programs ([I.C.1-20](#)).

Educational Programs

Educational course and program information is published in the College Catalog ([I.C.1-21](#)), Program Factsheets ([I.C.1-22](#)), the College website ([I.C.1-23](#)), and via printed material developed by individual programs ([I.C.1-24](#), [I.C.1-25](#)). To assure standardization, data integrity, and accuracy of information, all changes and/or additions to educational courses and programs must be in accordance with the Curriculum Committee guidelines ([I.C.1-26](#), [I.C.1-27](#)) and consistent with District and state regulations and policies related to curriculum. Updates to the Catalog and Schedule of Classes follow specific steps that are outlined by the Curriculum Dean ([I.C.1-28](#)). Program specific information, such as textbook, supply costs, as well as changes to PLO statements, gets captured in Program Review. This information feeds several areas where the information is provided:

- Catalog ([I.C.1-1](#)).
- Federal Gainful Employment reports ([I.C.1-30](#)).
- Career Coach website – provides students with labor market information for their chosen program of study, such as employment trends, earnings potential, and job postings to help establish program connection with real-world outcomes ([I.C.29](#), [I.C.1-31](#)).

Depending on needs and/or requirements, the following institutional and program student achievement information is reviewed, updated, and posted to the Research and Planning website:

- Factbook – provides information about LATTC’s student population, academic outreach, and education ([I.C.1-32](#)).
- Student profile – general population student profiles are published at the end of each Spring and Fall term.
- Enrollment management reports – assists the campus administration in providing the necessary course offerings. Student completion of major goals is updated once a year.
- Institutional Effectiveness Reports – facilitates an on-going, in-depth discussion between college leaders and the Board of Trustees on college progress toward achieving College and District strategic goals and objectives. They are updated once a year.
- LATTC Scorecard and Institution-Set Standards – internal standards for student achievement reviewed every semester.
- Accountability Reporting for the Community Colleges (ARCC) – an overview of system performance on specific indicators (transfer, vocational certificates, participation, etc.), along with college demographics and performance on certain indicators (transfer, ESL, basic skills, vocational, etc.). This is updated once a year.
- Integrated Post-secondary Education Data System (IPEDS) – post-secondary education data collection program that is updated once a year.
- Institutional Effectiveness Partnership Initiative (IEPI) – data to help advance the College’s institutional effectiveness, significantly reduce the number of Accreditation sanctions and audit issues, but most importantly, enhance the College’s ability to effectively serve students.

- Program Review data packs – programmatic student achievement information provided once a year for programs to complete their program reviews. *Data packs are updated once a year. (*This information is also used by Faculty Hiring Prioritization Committee.) ([I.C.1-33](#))

Student Support Services

Information regarding student support services is available in the College Catalog and College. Information for the College Catalog is updated every other year ([I.C.1-34](#)). If important updates or changes take place outside of this cycle, the new information is included in an addendum is published every six months ([I.C.1-35](#)).

Faculty, staff, and administrators review key processes and provide updates at department/program retreats and training ([I.C.1-36](#)) and monthly Student Services Council meetings ([I.C.1-37](#)). Changes and updates are communicated during various committee and department meetings as well as during the annual Student Services retreat held for the entire student services division (orientation, assessment, counseling, financial aid, etc.) ([I.C.1-38](#)).

Accreditation Status

In conjunction with the Faculty Accreditation Coordinator, the College Accreditation Liaison Officer provides pertinent and updated information regarding College Accreditation status via the LATTC Accreditation website ([I.C.1-39](#)), college-wide gatherings ([I.C.1-40](#)), Accreditation newsletters ([I.C.1-41](#)), and Accreditation Steering Committee meetings ([I.C.1-42](#)).

Analysis and Evaluation

Evidence demonstrates the College meets this Standard and Eligibility Requirement 20. The College follows structured pre-established processes and procedures for establishing, updating, and approving its mission statement, SLOs, educational programs, and support services. As a means for documenting and publishing programmatic updates, the Catalog is updated and published every other year with addendums published every six months. The Catalog contains general information, educational programs and courses, graduation requirements, student services and academic resources, and major policies affecting students as required by Eligibility Requirement 20.

Data gathered during the annual Program Review process are used to inform programmatic updates. Student Services areas have a standard process in place to ensure department/program information posted on the website is up-to-date. All information regarding the College's Accreditation status is kept current and published. The College website is regularly reviewed and is the topic of conversation at the monthly web-group meetings. All programs have a representative in charge of keeping the website updated.

To ensure currency and accuracy of information, the Office of Institutional Effectiveness prepares regular reports containing student achievement information. These reports include student profile information, enrollment management, awards, institutional effectiveness reports, LATTC scorecard and Institution-set standards, ARCC, IPEDS, and IEPI reports.

I.C.1. Evidence

[I.C.1-1 LATTC Catalog 2014-2016](#)
[I.C.1-2 Schedule of Classes](#)
[I.C.1-3 Program Factsheets](#)
[I.C.1-4 Website content update policy](#)
[I.C.1-5 Webgroup users list and meeting info](#)
[I.C.1-6 Mission in LATTC Catalog 2015-2016](#)
[I.C.1-7 College Accreditation website](#)
[I.C.1-8 Strategic Educational Master Plan 2014-2017](#)
[I.C.1-9 2015 College Council retreat PPT](#)
[I.C.1-10 pages from programs from catalog with PLOs](#)
[I.C.1-11 pages from catalog that include course SLOs](#)
[I.C.1-12 SLO assessment website screenshot](#)
[I.C.1-13 course outline- ECD Cosmetology](#)
[I.C.1-14 sample course syllabus](#)
[I.C.1-15 Curriculum bylaws](#)
[I.C.1-16 LATTC classroom policies, p. 6](#)
[I.C.1-17 syllabi checklist](#)
[I.C.1-18 Program Reviews 1415](#)
[I.C.1-19 PLO reports](#)
[I.C.1-20 Student Survey, Q#32b](#)
[I.C.1-21 Table of Content LATTC Catalog 2014-2016](#)
[I.C.1-22 Program Factsheets website](#)
[I.C.1-23 Sample instructional departmental websites](#)
[I.C.1-24 Department prepared brochures](#)
[I.C.1-25 Tuesdays at Trade newsletters](#)
[I.C.1-26 curriculum committee procedures](#)
[I.C.1-27 curriculum committee and corner website screenshots](#)
[I.C.1-28 Catalog addendum screenshot](#)
[I.C.1-29 Career Coach screenshots](#)
[I.C.1-30 Gainful employment gadgets screenshot](#)
[I.C.1-31 Backpack screenshots](#)
[I.C.1-32 Factbook 112515](#)
[I.C.1-33 Sample Data Reports](#)
[I.C.1-34 Catalog update PPT](#)
[I.C.1-35 screenshot with catalog addendums](#)
[I.C.1-36 EOPS retreat agenda/Gain CalWORKs retreat agenda/joint FA & AR agenda](#)
[I.C.1-37 SS council meeting info](#)
[I.C.1-38 2015 SS retreat](#)
[I.C.1-39 Accreditation website screenshot](#)
[I.C.1-40 DoD screenshot](#)
[I.C.1-41 Accreditation newsletters](#)
[I.C.1-42 ASC-meeting agendas 052115, 041615, 031615](#)

I.C.2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements" (see endnote). (ER 20)

Evidence of Meeting the Standard

Provides an online catalog

The College provides a comprehensive Catalog available in downloadable PDF format for students and prospective students, personnel, and the public ([I.C.2-1](#)). According to the 2014 LACCD Student Survey results, 89 percent of students agreed that the College Catalog provides accurate information about the College, its programs, and policies ([I.C.2-2](#)). Catalogs from previous years can be found on the website for student information ([I.C.2-3](#)).

Catalog Requirements

The table below contains a list of Accreditation Standard “Catalog Requirements” and corresponding page sections in the Catalog and/or links:

General Information/with website link	Catalog Section #
Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	1
Educational Mission	1
Representation of accredited status with ACCJC, and with programmatic accreditors if any	1
Course, Program, and Degree Offerings	8
Degrees Plan A and Plan B requirements	
Program Specific degrees	
Courses per program	
Course descriptions including SLOs	8
Student Learning Outcomes for Programs and Degrees	
Programs	
Courses	1 and 8
Academic Calendar and Program Length	
Wherever applicable, the College provides students with suggested course sequence by term.	3
Academic Freedom Statement	
Available Student Financial Aid	5
Available Learning Resources	6
Names and Degrees of Administrators and Faculty	10
Names of Governing Board Members	inside cover
Requirements	
Admissions	2
Student Tuition, Fees, and Other Financial Obligations	2
Degrees, Certificates, Graduation and Transfer	7 and 8
Major Policies and Procedures Affecting Students	

Academic Regulations, including Academic Honesty	4
Nondiscrimination	3
Acceptance and Transfer of Credits	4
Transcripts	4
Grievance and Complaint Procedures	3
Sexual Harassment	3
Refund of Fees	5
Locations or Publications where Other Policies may be Found	
LACCD Board Rules	
LACCD Administrative Regulations	
Important student services policies	

Precise, accurate, and current information on all facts, requirements, policies

As mentioned in I.C.1, the College has established processes to ensure information in the Catalog is current. Every two years, the publication reflects changes to courses through Curriculum Committee and/or programmatic updates through Program Review ([I.C.2-4](#)). To ensure currency of online information, a Website workgroup meets regularly and has worked under the auspices of the Work Environment Committee WEC since Spring 2014. The workgroup meets each month to talk about College website updates and needs ([I.C.2-5](#)).

The College is currently working on building a feature through SharePoint web environment, which audits websites and reports inactivity via email if a site has had no changes in 30 days. Through this feature, all site managers will get an email inactivity update and reminder to keep the site current ([I.C.2-6](#)).

Analysis and Evaluation

Evidence demonstrates the College meets this Standard and Eligibility Requirement 20. The Catalog is available in downloadable PDF format. The College Catalog is the most complete and current document containing information about College programs, policies, and services pertaining to students. The Dean of Curriculum is the person in charge of ensuring information in the Catalog is kept current. To accomplish this, he/she follows established processes to regularly update and publish the Catalog. As a result of such changes, addendums are developed and uploaded to the College website. Such processes include: an established timeline to complete programmatic revisions; an approval process by the deans of the respective areas; and final review and approval by the vice presidents of Academic Affairs, Student Services, and Administrative Services.

The College publishes a Catalog and posts the Catalog to the College website every other year with addendums as needed. The Catalog contains general information, educational programs and courses, graduation requirements, student services and academic resources, and major policies affecting students as required by Eligibility Requirement 20.

I.C.2. Evidence

[I.C.2-1 LATTC Catalog 2015-2016](#)

[I.C.2-2 Student Survey, Q#23e](#)

[I.C.2-3 catalog archive](#)

[I.C.2-4 Catalog update](#)

I.C.3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

Uses documented assessment of student learning

The Office of Institutional Effectiveness (OIE) collects, and posts to the assessment website different assessment results and reports, which include:

- Student, program, and general learning outcome assessments – results from assessments are posted on the assessment website throughout the year as they are received from discipline faculty. ([I.C.3-1](#)).
- Institutional learning outcome (ILO) assessments – student survey responses are used as a way to assess ILOs. The survey is a District driven survey and includes data from the nine community colleges in the District. Students in particular courses are chosen for the survey based on stratified random sampling methodology to accurately represent the student body from the different colleges. ([I.C.3-2](#)).
- Service areas assessment results – posted on the assessment website throughout the year as they are received from each service area ([I.C.3-3](#)).

Uses evaluation of student achievement

The OIE utilizes student level data provided by the California Community College Chancellor's Office to generate different reports. The data is used to conduct additional analyses to help understand and interpret the findings. Student achievement data is collected and reported in the following reports ([I.C.3-4](#)):

- Student profile – profile of the general student population which includes a snapshot of student demographics and characteristics for that term/year and other related data. Student profile data is prepared at the end of spring and fall terms.
- Enrollment management reports – reports which include enrollment management, the Student Success scorecard and other related files which assist the College administration in providing the necessary course offerings to improve institutional efficiency and student completion of their major goals. They are updated annually in spring.
- Factbook – pamphlet containing information about the College's history, service area, student level data, programs and services, student outcomes, faculty and staff and resources. The most recent Factbook update was in 2015.
- Student Achievement Data – yearly report containing student achievement data, reviewed by the Board of Trustees and where the college outlines strategies taken to improve student learning and achievement.

Accountability reports provide the College with an improved ability to assess its performance, identify areas for improvement, and clearly demonstrate commitment to its academic mission. These reports are

usually updated annually, submitted electronically to requesting institutions, and published in the College Research and Planning website. They are:

- Institution-set standards (ISS) – reports which contains internal standards (i.e., baselines) for student achievement ([I.C.3-5](#)).
- Accountability Reporting for the Community Colleges (ARCC) – this report provides an overview of system performance on specific indicators (transfer, vocational certificates, etc.), along with college demographics and performance on certain indicators (transfer, ESL, basic skills, vocational, etc.) ([I.C.3-6](#)).
- Integrated Post-secondary Education Data System (IPEDS) – report which contains the core post-secondary education data collection metrics for the NCES. A single comprehensive system designed to encompass all institutions and educational organizations whose primary purpose is to provide post-secondary education ([I.C.3-7](#)).
- Institutional Effectiveness Partnership Initiative (IEPI) – Initiative report which helps advance colleges’ institutional effectiveness, significantly reduce the number of Accreditation sanctions and audit issues, and enhances colleges’ ability to effectively serve students ([I.C.3-8](#)).

Communicates matters of academic quality to appropriate constituencies

All data related reports are posted in the Research and Planning website ([I.C.3-9](#)). Data are also regularly presented at college-wide gatherings ([I.C.3-10](#), [I.C.3-11](#)), committee meetings ([I.C.3-12](#), [I.C.3-13](#)), or as requested by constituencies. As stated in I.A.2, soft data, hard data, and learning outcome assessments are an integral part of Program Review ([I.C.3-14](#)) because each program is required to conduct dialogue about and document how data impacts the academic quality of their program ([I.C.3-15](#)). All Program Review documents for the last five years are available on the Program Review and SharePoint websites ([I.C.3-16](#)).

Analysis and Evaluation

Evidence demonstrates the College meets this Standard and Eligibility Requirement 19. The OIE collects and analyzes course, program, institutional, and service area outcomes assessment results. These results are published in the assessment website. The College is in the process of enhancing its current assessment collection process. As of Spring 2015, assessment data are being entered into the eLumen system. The College anticipates that by Summer 2016, the system will have a rich data set to allow for SLO disaggregation analysis.

Assessment data are available on the assessment website by course, program, general education, and institutional levels. Achievement data are available through student achievement and accountability reports. The various participatory governance committees utilize analysis from student achievement reports to make decisions. Accountability reports are generally submitted electronically to external requesting institutions. After review by various committees, achievement data and accountability reports are uploaded to the College’s Institutional Research website.

The College engages in a yearly cycle of systematic evaluation and planning through its Integrated Planning Process. This evaluation includes learning outcomes assessments (course, program, institutional, and service) and student achievement indicators (course success rate, completions, transfer, etc.). These outcomes are used to measure institutional effectiveness and serve as guiding points to evaluate progress, plan program improvements, and request resources to carry out the improvement

plans. The Integrated Planning Process links Program Review, outcomes assessments, and resource requests, and must align with institutional strategic priorities.

I.C.3. Evidence

[I.C.3-1 Assessment website screenshot](#)
[I.C.3-2 Student Survey Report on ILO](#)
[I.C.3-3 Service area website screenshot](#)
[I.C.3-4 Institutional effectiveness reports website](#)
[I.C.3-5 ISS reports](#)
[I.C.3-6 ARCC reports](#)
[I.C.3-7 IPEDS reports](#)
[I.C.3-8 IEPI reports](#)
[I.C.3-9 RP website screenshot](#)
[I.C.3-10 Presented at 2015 convocation](#)
[I.C.3-11 DoD screenshot](#)
[I.C.3-12 Student Success Agendas](#)
[I.C.3-13 Ed-Policies-minutes031814](#)
[I.C.3-14 Program Reviews-Cosmetology and Nursing](#)
[I.C.3-15 dialogue forms, PR form](#)
[I.C.3-16 PR archive screenshot, SharePoint site screenshot](#)

I.C.4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

Certificate and program information displayed in the factsheets and Catalog includes:

- Purpose – program overview that outlines the purpose of the program
- Content – the total number of course units required and major elective units
- Course requirements – required and major elective courses by semester when appropriate
- Expected learning outcomes – Program learning outcomes (PLOs) by program

This information is updated annually based on information provided through Program Review ([I.C.4-1](#)). Information about degrees and certificates the College offers is also available in different printed and online sources. The primary documents containing the most up-to-date information are the Program Factsheets and program brochures ([I.C.4-2](#), [I.C.4-3](#), [I.C.4-4](#), [I.C.4-5](#)).

Course requirement information in the Program Factsheets and Catalog is updated after attaining state approval ([I.C.4-6](#)). Course student learning outcomes (SLOs) can be found in the Catalog and can only be updated through the curriculum process ([I.C.4-7](#)). According to the 2014 Los Angeles Community College District (LACCD) Student Survey results, 89.3 percent of Los Angeles Trade-Technical College (LATTC) students agreed that they know where to find information on each of the courses and programs. Furthermore, 85.6 percent stated they were aware of the learning outcomes for their program of study, and 90.4 percent stated they were aware of the learning outcomes for their courses ([I.C.4-8](#)).

A checklist for developing a comprehensive course syllabus is available on the faculty webpage of the Academic Affairs website under the LATTC Faculty Resources heading ([I.C.4-9](#)). The course syllabus checklist contains further information on these required course syllabus elements, including SLOs ([I.C.4-10](#)). The College requires faculty to include the course SLOs in the course outline of record and the course syllabus. Course SLOs are also uploaded to eLumen. Department chairs and deans review course syllabi for areas over which they preside each semester. Any changes to the course content and SLOs require courses to undergo the curricular process ([I.C.4-11](#), [I.C.4-12](#)).

In accordance with LACCD Board Rule 6703.10: *“During the first week of classes, the faculty members teaching classes shall provide students and the Department Chairperson (in hard copy or electronically) a syllabus that describes the student work product which will be the basis for determining each student’s grade in the class as well as the grading criteria for the class. Furthermore, the syllabus shall include the approved course student learning outcomes...”* ([I.C.4-13](#)). The College, in compliance with this Board Rule, instituted the following language as part of its Classroom Policies and Procedures: *“instructors are encouraged to provide a syllabus to students on the first day of class—and are required to provide the syllabus by the end of the first week of class.”* This policy language makes it clear that LATTC instructors are required to provide their department chair with a copy of the course syllabus for each course taught by the end of the first week of class ([I.C.4-14](#)).

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. The College’s Curriculum Dean is the person responsible for ensuring information in the Catalog is current. To accomplish this, he/she follows established processes to regularly update and publish the Catalog. As a result of such changes, addendums are developed and uploaded to the College website. Such processes include an established timeline to complete programmatic revisions, an approval process by the Deans of the respective areas, and final review and approval by the vice presidents of Academic Affairs, Student Services, and Administrative Services.

The Catalog and Program Factsheets provide a complete description of all certificates and degrees, including their purpose, content, course requirements, and PLOs. SLOs for courses and PLOs for programs are fully described in the College Catalog.

In accordance with Board Rule 6703.10, College policy states that faculty are encouraged to provide a syllabus to students on the first day of class and are required to provide the syllabus by the end of the first week of class.

The College has a process in place to ensure that courses adhere to the learning outcomes outlined for the course. This process includes documenting SLOs in the course outline of record, including them in the syllabus, and requiring that department chairs review courses in their areas every semester. All changes to SLOs must be made through the curricular process.

I.C.4. Evidence

[I.C.4-1 PR1314 Ph1 ProgDesc PLO](#)

[I.C.4-2 Factsheets](#)

[I.C.4-3 Catalog program descriptions](#)

[I.C.4-4 Dept brochure](#)

[I.C.4-5 Backpack screenshot](#)
[I.C.4-6 Curriculum Course-Change-Process](#)
[I.C.4-7 Catalog pages with SLOs](#)
[I.C.4-8 Student Survey, Q#32c, 32d](#)
[I.C.4-9 Faculty resources website screenshot](#)
[I.C.4-10 Comprehensive course syllabus checklist](#)
[I.C.4-11 course outline of record, syllabus, eLumen SLOs](#)
[I.C.4-12 Curriculum Course-Change-Process](#)
[I.C.4-13 Board Rule 6703.10](#)
[I.C.4-14 LATTC Classroom Policies and Procedures](#)

I.C.5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

Regularly reviews institutional policies and procedures

As stated in I.B.7, the District's Administrative Regulations and Board Rules bind College policies and procedures, which are revised annually in June, or whenever parent regulations/rules change. The Vice President of Administrative Services provides functional oversight ([I.C.5-1](#)).

As described in I.C.1, the College has a process in place to ensure accuracy and currency of policies and procedures as they pertain to the mission, educational programs and student support services. Policies and procedures are reviewed and updated prior to Catalog publication every other year and/or as needed. The Dean of Curriculum is responsible for ensuring information in these publications is accurate.

Regularly reviews institutional publications

The Office of Public Relations (OPR) reviews all College publications and announcements to assure integrity in its representation and accuracy of information. Standards for style, graphics and content are posted on the College website and communicated to constituents ([I.C.5-2](#)). Student announcements must have an ASO stamp of approval and must be sent to the OPR by a dean or vice president. Other campus announcements also must receive approval from a dean or vice president before being sent to OPR ([I.C.5-3](#)).

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. This topic is broadly discussed in Standards I.B.7 and I.C.1. Changes to College policies and procedures are bound by changes to District Administrative Regulations and Board Rules. The Vice President of Administrative Services provides oversight of these changes and communicates with the vice presidents of Academic Affairs and Student Services as changes arise. Changes are made available to the College community through the Administrative Regulations & Process website. The OPR reviews publications to assure the integrity of all materials and to ensure they clearly represent the College.

I.C.5. Evidence

[I.C.5-1 Policies-Procedures screenshot](#)

[I.C.5-2 Publication Guidelines](#)

[I.C.5-3 Public Relations website screenshot](#)

I.C.6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

Los Angeles Trade-Technical College (LATTC) informs current and prospective students and the public of the total cost of education through a variety of online and printed resources. This includes information about tuition, fees, and other required expenses, including textbooks. Based on a federal mandate, the primary venue to communicate all this information is included in Gainful Employment reporting ([I.C.6-1](#)). Gainful Employment reporting requires institutions to provide key information on program costs, how many students complete, how much they earn, and how much debt they may accumulate. This information can be found on the LATTC Programs of Study Fact Sheets 2014-2016 website ([I.C.6-2](#)). The College publishes program related information on the LATTC Career Coach website, which also contains statistics on labor market and job-related information ([I.C.6-3](#)). In addition, the cost of books and book lists can be accessed through the Bookstore webpage ([I.C.6-4](#)). Additional information regarding expenses and financial support to students is available on the Financial Aid webpage ([I.C.6-5](#)). To ensure accuracy, the yearly Program Review process is the venue used to update and collect program information regarding textbook fees, and other program costs ([I.C.6-6](#)).

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. The College provides more than one option for accessing the same information regarding the total cost of education. Federal compliance regulations help ensure that this required information is kept current.

I.C.6. Evidence

[I.C.6-1 Website screenshot of gadgets](#)

[I.C.6-2 gainful employment screenshot](#)

[I.C.6-3 CareerCoach Program website screenshot](#)

[I.C.6-4 Bookstore screenshot](#)

[I.C.6-5 Financial Aid website screenshot](#)

[I.C.6-6 Program Reviews, p. 1](#)

I.C.7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard

Uses and publishes governing board policies on academic freedom and responsibility

Los Angeles Community College District (LACCD) Board Rule 15002, which deals with academic freedom, reaffirms the District/College commitment to academic freedom ([I.C.7-1](#)). Board Rule 1204.12, which deals with the faculty code of ethics, outlines faculty responsibilities as teachers, colleagues, and members of an academic institution ([I.C.7-2](#)).

Board Rule	Free pursuit and dissemination of knowledge	Support for an atmosphere in which intellectual freedom exists for all constituencies
15002 - Academic Freedom	<i>"...It is recognized that an essential function of education is a probing of received opinions and an exploration of ideas which may cause some students discomfort..."</i>	<i>"...It is further recognized that academic freedom insures the faculty's right to teach and the student's right to learn..."</i>
1204.12 - Code of Ethics	<i>"...faculty members encourage the free pursuit of learning in their students..."</i> <i>"...They protect the academic freedom of students..."</i>	<i>"...Faculty members demonstrate respect for the student as an individual, and adhere to their proper role as intellectual guides and counselors..."</i>

In compliance with Board Rule 1204.12, the College adopted the Faculty Code of Ethics Policy which highlights the College commitment to free pursuit and dissemination of knowledge. The policy also delineates faculty roles and responsibilities in support of intellectual freedom of faculty and students ([I.C.7-3](#), [I.C.7-4](#)). Los Angeles Trade-Technical College (LATTTC) extends the Ethics Policy to include all College employees, and the expectation to *"...Respect differences of opinion and approaches to issues and problems."* All LATTTC employees must *"...uphold the highest standards of intellectual honesty and academic, professional, and personal integrity in the conduct of instruction, research, college services, and all other functions of the college"* ([I.C.7-5](#)).

Article 4 of the Agreement between the LACCD and Los Angeles College Faculty Guild also states, *"The Faculty shall have the academic freedom to seek the truth and guarantee freedom of learning to the students"* ([I.C.7-6](#)). In addition, the College Catalog includes a section on District and College policies which includes academic freedom and responsibilities to promote an environment that supports intellectual freedom ([I.C.7-7](#)).

Analysis and Evaluation

Evidence demonstrates the College meets this Standard and Eligibility Requirement 13. The College publishes and uses policies on academic freedom and responsibilities governed by the LACCD Board

Rules. The College emphasizes its commitment to the free pursuit and dissemination of knowledge, and its support for intellectual freedom through its adopted code of ethics.

I.C.7. Evidence

[I.C.7-1 Board Rule 15002](#)

[I.C.7-2 Board Rule 1204.12](#)

[I.C.7-3 Participatory Governance & Planning Handbook, p. 23](#)

[I.C.7-4 AAUP](#)

[I.C.7-5 Participatory Governance & Planning Handbook, p. 24](#)

[I.C.7-6 Faculty Contract, p. 3](#)

[I.C.7-7 LATTC-LACCD academic freedom](#)

I.C.8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard

Honesty, responsibility and academic integrity – Students

To ensure honesty, responsibility and academic integrity, the College uses and publishes numerous guidelines for student behavior, academic honesty, and dishonesty in the College Catalog ([I.C.8-1](#)). These guidelines are based on Los Angeles Community College District (LACCD) Board Rule 9803.28 which deals with standards of student conduct on campus ([I.C.8-2](#)). The LACCD Board of Trustees specifies the following as actions which violate academic integrity, “*cheating on an exam, plagiarism, working together on an assignment, paper or project when the instructor has specifically stated students should not do so, submitting the same term paper to more than one instructor, or allowing another individual to assume one’s identity for the purpose of enhancing one’s grade.*”

Faculty are required to include an academic honesty statement on their syllabi and review it with their students during their first meeting ([I.C.8-3](#), [I.C.8-4](#)). The Office of Academic Affairs maintains and posts on its website a Los Angeles Trade-Technical College (LATTC) Classroom Policies and Procedures document. This document includes policies and procedures pertaining to student behavior, academic honesty, consequences for dishonesty, as well as other faculty and student responsibilities ([I.C.8-5](#), [I.C.8-6](#)). The LATTC Student Discipline Forms and Guidelines website provides information about the administrator responsible for discipline; formal and informal procedures to follow; types of student discipline in progressive order; reasons for disciplinary actions; and LACCD classroom conduct rules ([I.C.8-7](#)). This information is also included in the College Catalog.

According to the 2014 LACCD Student Survey results, 91 percent of the students agreed that the policies and penalties for cheating are clear and enforced ([I.C.8-8](#)). The LATTC standards for providing quality distance education has a specific plagiarism policy that is posted onto all online courses ([I.C.8-9](#)).

Honesty, responsibility and academic integrity: Faculty & Staff

Codes of ethical conduct for faculty and staff are included in the LATTC Participatory Governance & Planning Handbook. As mentioned in I.C.7, the Ethics Policy includes the expectation that all College employees must “...*uphold the highest standards of intellectual honesty and academic, professional, and personal integrity in the conduct of instruction, research, college services, and all other functions of the college*” ([I.C.8-10](#)).

In May 2011, focus groups and college-wide gatherings were conducted to establish LATTC’s Core Values, which were then included in the current Strategic Educational Master Plan ([I.C.8-11](#)) and Participatory Governance & Planning Handbook ([I.C.8-12](#)). In addition, some departments developed and adopted departmental professional standards to address their departmental and industry needs ([I.C.8-13](#)).



LATTC's Core Values

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. Board Rule 9803 outlines specific actions as violations of academic integrity. The Board Rules are available to the public on the District website, the College Catalog and the College website. To further supplement these policies the College also follows its own set of Core Values, Codes of Ethical Conduct, and other program-based standards of conduct.

Faculty inform students about policies on academic dishonesty in their respective classrooms, and the information is also posted in the College Catalog. The College also has an assigned administrator in charge of enforcing progressive discipline for students who do not abide by the policies.

The Codes of Ethical Conduct printed in the Participatory Governance & Planning Handbook and published on the College website is utilized to inform faculty and staff about the policies regarding employee behavior. Such policies may be enforced through annual employee evaluations.

I.C.8. Evidence

[I.C.8-1 Catalog-student conduct, p. 23](#)

[I.C.8-2 Board Rule 9803.28](#)

[I.C.8-3 Faculty Course Syllabus Evaluation checklist](#)

[I.C.8-4 Syllabus](#)

[I.C.8-5 LATTC classroom policies](#)

[I.C.8-6 Academic Affairs website screenshot](#)

[I.C.8-7 Student discipline forms screenshot](#)

[I.C.8-8 Student Survey, Q#23d](#)

[I.C.8-9 DDL policies, p. 18](#)

[I.C.8-10 Participatory Governance & Planning Handbook, p. 23-25](#)

[I.C.8-11 SEMP 2014-2017](#)

[I.C.8-12 Participatory Governance & Planning Handbook, p. 5](#)

[I.C.8-13 Science standards](#)

I.C.9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

Faculty distinguish between personal conviction and professionally accepted views

Los Angeles Community College District Board Rules affirm that academic freedom is essential to excellence in education and outline the District expectations from all employees to behave in an honest, fair, and appropriate manner in pursuit of its mission ([I.C.9-1](#)). The College follows numerous guidelines on academic freedom and academic, professional, and personal integrity ([I.C.9-2](#), [I.C.9-3](#)). The Faculty Code of Ethics in the Participatory Governance & Planning Handbook specifically states, “...[Faculty] practice intellectual honesty. Although faculty members may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry” ([I.C.9-4](#)).

Faculty present data and information fairly and objectively

A required component of the Faculty Course Syllabus Evaluation Checklist states that faculty must include “a method of evaluating student progress toward and achievement of course objectives...and how students will be graded...also standard requirements for the course” ([I.C.9-5](#), [I.C.9-6](#)). Based on the Fall 2014 LACCD Student Survey, 90 percent of students agreed that Los Angeles Trade-Technical College (LATTC) faculty distinguish between personal conviction and professionally accepted views in class and present information fairly and objectively ([I.C.9-7](#)).

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. The College has adopted and publishes statements to inform faculty about their responsibilities and obligations to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. Every three years the District conducts student surveys which solicit student responses to questions related to this Standard. Results from the Fall 2014 survey confirmed a positive LATTC student experience.

I.C.9. Evidence

[I.C.9-1 Board Rule 1204](#)

[I.C.9-2 Governance handbook, p. 26](#)

[I.C.9-3 College Catalog, p. 21 & 19](#)

[I.C.9-4 Governance handbook p. 26](#)

[I.C.9-5 Faculty Course Syllabus Evaluation checklist](#)

[I.C.9-6 Sample syllabus](#)

[I.C.9-7 Student Survey p. 15](#)

I.C.10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

Codes of conduct – Staff and Administrators

The College adheres to specific standards of conduct for staff as specified in Los Angeles Community College District (LACCD) Personnel Commission Rule 735, which outlines specific unacceptable acts and behaviors by employees ([I.C.10-1](#)). Employee standards of performance are also prescribed in the Employee Handbook which states, “...each employee of the District is expected to take personal responsibility for their actions, conduct themselves in a positive and ethical manner and maintain satisfactory job performance...” ([I.C.10-2](#)). In addition, LACCD Board Rule 10101 and Human Resource (HR) Guide E-001 deal with unsolicited derogatory communications. The Board Rule and HR guide outline requirements, procedures, and processes for dealing with employee derogatory communications and define it as “...inadequate or improper performance of duties, an unlawful act, an act of moral turpitude, inappropriate conduct in the course and scope of employment, or conduct outside the course and scope of employment that is incompatible with the employee’s job duties” ([I.C.10-3](#)).

Codes of conduct – Faculty

The College follows a faculty code of conduct approved by the Board of Trustees as an umbrella code applying to all employees who are not covered by some other codes of conduct. This is posted on the District website ([I.C.10-4](#)). The Academic Senate has a specific Statement on Professional Ethics for faculty as part of the Faculty Handbook ([I.C.10-5](#), [I.C.10-6](#)).

Codes of conduct – Students

The District adopted Standards of Student Conduct Board Rule 9803 and its accompanying Student Discipline Procedures Board Rule 91101, which outline student standards of conduct pertaining to willful disobedience, dishonesty, disruption of classes, theft of or damage to property, etc., and possible courses of action ([I.C.10-7](#)). These Standards of Student Conduct are accessible in the College Catalog, and College Website ([I.C.10-8](#)). Additionally the College's Vice President of Student Services or her designee provides student discipline guidelines to students ([I.C.10-9](#)).

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. Standards of conduct for students, faculty, staff, and administrators are dependent upon different Board Rules, Personnel Commission rules, HR guides, etc. These rules are clearly stated and accessible via the College and/or District website. As one of the District nine campuses which is funded as a public educational institution, Los Angeles Trade-Technical College is prohibited by law from instilling specific beliefs or world views upon its faculty, staff, and students.

I.C.10. Evidence

[I.C.10-1 PC-RULE 735](#)

[I.C.10-2 Employee Handbook, p. 31](#)

[I.C.10-3 Board Rule 10101- HR Guide E001](#)

[I.C.10-4 Board Rule 1204.13](#)

[I.C.10-5 Statement of Faculty Ethics](#)

[I.C.10-6 Faculty Handbook screenshot](#)

[I.C.10-7 Board Rule 9803 and 91101](#)

[I.C.10-8 Student Conduct catalog](#)

[I.C.10-9 Student Discipline Guidelines](#)

I.C.11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

This Standard does not apply to the College.

I.C.12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

Compliance requirements

The College complies with all Accreditation Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure regarding all accreditation-related matters, reports, and documents as evidenced by the Accreditation site on the Los Angeles Trade-Technical College (LATTC) home page ([I.C.12-1](#)). To comply with public disclosure, the College Accreditation site is kept current with all Accreditation status information and correspondence between the College and the Commission. This includes posting the College's annual reports to the Commission, which provides information about College educational quality and institutional effectiveness ([I.C.12-2](#)).

Responsiveness and disclosure of requirements

The College responds to meet Commission requirements within the specified time period. In 2009, the College was placed on probation ([I.C.12-3](#)). Between 2010 and 2011 the College took a series of actions to meet requirements and ensure compliance with the recommendations. By June of 2011, the College received a letter reaffirming its Accreditation status ([I.C.12-4](#)).

Analysis and Evaluation

Evidence demonstrates the College meets this Standard and Eligibility Requirement 21. To ensure compliance, the College practices adherence to the Commission requirements. Standards and policies are disclosed to the public. All student-related matters, communications, committee minutes, reports, and program evaluations are posted on the College website. The College has diligently strived to comply and respond to recommendations and plans for improvement expeditiously. Information is continuously updated and kept current.

The College adheres to Eligibility Requirements and Accreditation Standards as described in this Self-Evaluation report. It maintains its integrity in describing itself to all accrediting agencies and communicates any changes in its accredited status. The College agrees to disclose information as required by the Commission. Furthermore, the College will comply with Commission requests, directives, decisions, and policies, and will make complete, accurate, and honest disclosure.

I.C.12. Evidence

[I.C.12-1 LATTC Accreditation website Screenshot](#)

[I.C.12-2 Annual Reports Screenshot](#)

[I.C.12-3 Probation Letter](#)

[I.C.12-4 Letter and Certificate of Accreditation](#)

I.C.13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

Compliance with regulations and statutes

The College demonstrates continuous compliance with external regulatory agency requirements. As stated in I.C.12, the College is in compliance with all ACCJC requirements. In addition the College also complies with federal and state mandates, as well as regulations from the California Community College Chancellors Office pertaining to Gainful Employment, etc. ([I.C.13-1](#), [I.C.13-2](#)). Additionally, specific programs within the College are accredited by the American Culinary Federation Education Foundation Accrediting Commission, Interstate Renewable Energy Council, and the National Automotive Technicians Education Foundation ([I.C.13-3](#)).

Communicates any changes in its accredited status to the Commission, students, and the public

Changes in the College's Accreditation status are communicated to the public via the College website, Accreditation related-newsletters, and the President's Monday blasts ([I.C.13-4](#), [I.C.13-5](#), [I.C.13-6](#)).

Analysis and Evaluation

Evidence demonstrates the College meets this Standard and Eligibility Requirement 21. In June 2009, when the College was placed on probation it worked diligently to reaffirm its Accreditation status. In April 2010, the College had a follow up visit and as a result, its Accreditation status changed from probation to warning. In June of 2011, after months of addressing the team's recommendations, the College's Accreditation status was reaffirmed. As demonstrated by the Accreditation reaffirmation status letter which is posted to the College website, the College ensures that the information provided to the Commission and public is complete and accurate.

The College adheres to Eligibility Requirements and Accreditation Standards as described in this Institutional Self-Evaluation report. It maintains its integrity in describing itself to all accrediting agencies and communicates changes in its accredited status. The College agrees to disclose information as required by the Commission. It will comply with Commission requests, directives, decisions, and policies, and make complete, accurate, and honest disclosure.

I.C.13. Evidence

[I.C.13-1 Accreditation website screenshot](#)

[I.C.13-2 Accreditation certificate](#)

[I.C.13-3 Culinary, Automotive, Renewal Energy Accreditations](#)

[I.C.13-4 Accreditation website screenshot, probation letter, Accreditation status reaffirmed letter](#)

[I.C.13-5 Follow up visit report](#)

[I.C.13-6 Monday blast, Accreditation newsletter](#)

I.C.14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

High-quality education, student achievement and student learning objectives are the college's priority

High quality education is at the forefront of the College mission statement. The statement affirms, “We provide our students and community with high-quality academic, technical, and professional educational opportunities.” Section I.A of this report further evaluates how the College mission directs institutional priorities.

The ongoing work of the Pathways to Academic, Career, and Transfer Success (PACTS) framework exemplifies a transformational change for the College and its commitment to ensure student success is at the forefront of its practices. PACTS was developed and is being integrated into daily institutional operations. Its premise is that in spite of any barriers, the College will provide students with the competencies needed to successfully access a college education, to attain industry-recognized and post-secondary credentials, and to obtain a career that pays family-supporting wages and offers opportunities for advancement and growth ([I.C.14-1](#), [I.C.14-2](#)).

The College's commitment to support a successful student-centered environment is highlighted by the conversations surrounding student achievement data that take place at the participatory governance committee meetings, college-wide forums, and college-district presentations. The College's institutional processes are specifically targeted to address performance gaps, further demonstrating its commitment to continuously enhance student learning and achievement ([I.C.14-3](#), [I.C.14-4](#), [I.C.14-5](#), [I.C.14-6](#)).

The Los Angeles Trade-Technical College Foundation works in conjunction with the College and offers scholarships to help students pay for college and achieve their goals. In 2014, the Foundation awarded a total of \$151,552 in student scholarships ([I.C.14-7](#)). The College works closely with industry partners to ensure students are trained with the most recent technology and industry standards. This ensures that programs keep abreast of new technologies and requirements in their fields and make changes to their curriculum accordingly ([I.C.14-8](#)).

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. The College is a publicly-funded, open-access institution that functions for the benefit of the surrounding community and its students. The College does not generate financial returns for investors, but works closely with industry partners to ensure students are prepared to meet the demands of their chosen industry. It also provides scholarship opportunities to deserving students. Its commitment to high quality education is best exemplified by the work taking place to implement PACTS, which is one of the College's strategic priorities documented in its Strategic Educational Master Plan.

PACTS was developed as a comprehensive reform initiative designed to integrate academic, assessment, counseling, and advisement services into structured pathways that students can follow in order to earn

certificates, degrees, and/or prepare for transfer. PACTS is an emerging innovation, and many of the activities envisioned are in various stages of implementation. The College is jointly working with the University of Southern California's Center for Urban Education (CUE) to ensure evaluation methods are in place to document PACTS implementation processes, and that these methods continuously use information to make mid-course revisions. This will help facilitate a smooth transition into the pathways for students.

I.C.14. Evidence

[I.C.14-1 PACTS description](#)

[I.C.14-2 USC retreats](#)

[I.C.14-3 Department meetings minutes](#)

[I.C.14-4 DoD screenshot](#)

[I.C.14-5 IE presentations](#)

[I.C.14-6 Equity plan](#)

[I.C.14-7 Scholarship Report](#)

[I.C.14-8 Advisory minutes](#)

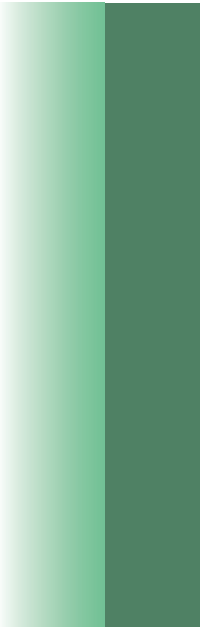




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Standard II: Student Learning Programs and Support Services

Standard II: Student Learning
Programs and Support Services



STANDARD II.A. INSTRUCTIONAL PROGRAMS

II.A.1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting Standard

All instructional programs at Los Angeles Trade-Technical College (LATTC) are offered in fields of study consistent with the institution’s mission to “provide high quality academic, technical, and professional educational opportunities and generate economic development with our educational, governmental, community and business partners” ([II.A.1-1](#)). Our mission is carried through programs ranging from career technical education (CTE), transfer, credit, and non-credit basic skills ([II.A.1-2](#)). All courses and programs are appropriate to higher education and culminate in defined student learning outcomes ([II.A.1-3](#)). Students must successfully complete their program courses with a “C” or better and maintain a grade point average of 2.0 to attain a degree or certificate. The College’s programs prepare students for employment, further academic studies, or transfer to baccalaureate programs. The College evaluates student progress through its Institution-Set Standards (ISS), which include: retention, certificate/degree completions, transfer, and the newly approved job placement rate. Institutionally, the College assesses its performance against the ISS every semester through the LATTC Scorecard ([II.A.1-4](#)).

In 2014-15, LATTC offered 98 programs of study with 2,517 credit course sections. This includes 2,382 degree-applicable course sections, 135 non-degree applicable course sections, 1,436 CTE course sections, and 290 non-credit sections. The College offers 53 associate degrees (AA and AS), five (5) associate degrees for transfer (ADTs: AA-T and AS-T), and 67 state-approved certificate programs ([II.A.1-5](#)). All approved programs are published in the LATTC College Catalog with clearly stated program learning outcomes, program goals and objectives ([II.A.1-6](#)). The College currently tracks job placement/employment through the Perkins Core Indicator report. In 2015-16, the College will be participating in the CTE Outcomes Survey, a state-level strategy designed to collect job placement and employment outcome data from alumni to gather additional employment data. In addition, the College has partnered with the Coalition for Responsible Community Development, a community-based organization, to co-locate an American Job Center—or WorkSource Center—on campus with the goal of accessing more timely student employment attainment data ([II.A.1-7](#)).

Regardless of location or means of delivery, LATTC offers quality programs that are supported by adequate facilities. While most course sections are offered at the College, the College also serves the community through off-campus offerings. For example, Labor Studies courses are frequently offered at union halls, and non-credit courses are offered at community-based organizations. LATTC also offers courses through distance education. All courses, no matter their location (on-campus or off-campus) or delivery method (in-person, distance, hybrid) are based on the same course outline of record as face-to-face courses ([II.A.1-8](#)). LATTC does not offer degrees or certificates that can be completely earned through distance education.

The Curriculum Committee is the regulating body that oversees and approves changes, additions and/or archival of courses to ensure appropriateness, identification of learning outcomes, and course alignment with programs ([II.A.1-9](#)). The College makes decisions regarding which courses are offered through distance education by consultation at multiple levels. The Curriculum Committee, comprised mostly of faculty members, reviews courses requested for distance education approval to determine if the modality is conducive for online offering. Furthermore, the Vice President of Academic Affairs & Workforce Development, dean, and department chair confer before scheduling classes to ensure that programs are offering courses that help students meet their educational goals towards earning a degree and/or certificate. To ensure consistent quality, distance education student success rates are reviewed by the Educational Policies Committee and Student Success Committee to identify disparities and the need for improvements ([II.A.1-10](#)).

Furthermore, the yearly Program Review process is an outcomes-based self-evaluation process designed with questions and linkages that integrate an annual review of the programs with alignments to data/assessment results, planning, resource allocation, and budgeting. All departments and programs/units complete the Program Review process every year and a comprehensive Program Review evaluation at the end of the cycle (refer to I.B.5-6, I.B.5-7).

Analysis and Evaluation

Evidence demonstrates the College meets this Standard and Eligibility Requirements 9 and 11. The College ensures the quality and appropriateness of all programs and services, and that they are consistent with the College mission through multiple institutional processes, including Program Review and curriculum review ([II.A.1-11](#)). These linked processes include the development and evaluation of learning outcomes for all courses, degrees, and certificates. The curriculum approval process requires that learning outcomes and other pertinent information be developed and included in the course outline of record for all courses ([II.A.1-12](#)).

Curricular and program standards are consistent for all courses and programs of study, regardless of location or mode of delivery. Standards and review processes for courses and programs provided at off-site locations are likewise identical to on-campus courses and programs.

In 2014, and again in 2015, LATTC completed a study to review course level success rates based on modality for all courses offered via distance education ([II.A.1-13](#)). This report provided a thorough evaluation of the outcomes between on-campus and online course offerings.

Educational programs at the institution are based upon whether or not they are CTE and/or lead to a transfer pathway. Student progression at the College is measured through the ISS assessed through the LATTC Scorecard.

II.A.1. Evidence

[II.A.1-1 LATTC College Mission](#)

[II.A.1-2 LATTC College Catalog](#)

[II.A.1-3 Sample PLOs and SLOs](#)

[II.A.1-4 LATTC Scorecard](#)

[II.A.1-5 List of Degrees and Certificates Offered](#)

[II.A.1-6 Child Development ADT Catalog Page](#)

[II.A.1-7 Screenshot WorkSource Center Webpage](#)

[II.A.1-8 Sample ECD](#)

[II.A.1-9 Sample Curriculum Committee Agendas with DE Agenda Items](#)

[II.A.1-10 Educational Policies Agenda with DE Agenda Items](#)

[II.A.1-11 Sample Program Review](#)

[II.A.1-12 LATTC Curriculum Guidebook](#)

[II.A.1-13 DE Success Rates](#)

II.A.2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Evidence of Meeting the Standard

The College's faculty are responsible for ensuring that all credit and non-credit courses meet academic and professional standards and expectations. Proposed courses are appropriate for lower-division instruction and fulfill requirements for general education, transfer preparation, workforce preparation, or basic skills. Faculty ensure quality of courses through the formal curricular development process in addition to departmental and discipline meetings ([II.A.2-1](#)). The course outline of record (COR) contains all elements required by Title 5 of the California Code of Regulations—unit values, contact hours, requisites, catalog description, objectives, and content ([II.A.2-2](#)). Course outlines incorporate institutional and course level learning outcomes. The *LATTC Curriculum Guidebook* provides guidelines and standards, aligned with state and external standards, for the development and review of curriculum ([II.A.2-3](#)). The College's faculty are responsible for ensuring that all credit and non-credit courses meet academic and professional standards and expectations, in terms of both content and methods of instruction.

Course syllabi are developed based on the official COR, which includes minimum standards for content and methods of instruction ([II.A.2-4](#)). Chairs and deans review faculty course syllabi to ensure that the course sections are consistent with the expectations listed on the official COR.

Faculty review and improve courses and programs through the curriculum review and Program Review processes. Through the curriculum review process, which occurs at least every six years, faculty review all courses within their program, check for currency and stipulate changes needed in the courses and degrees. Types of changes include: substantive change, non-substantive change, archival, or development of new courses. Likewise, career technical education (CTE) course outlines are reviewed every two years.

As explained in I.B.5, every year, all departments and programs/units complete Program Reviews and a comprehensive Program Review evaluation at the end of the cycle (refer to I.B.5-6, I.B.5-7). Programs gauge their performance against the following indicators: Course success, Sequence, Degree/certificate completion, Transfer, External needs and requirements, and Equity gaps. Data related to these indicators are disaggregated by program, mode of delivery, demographics, and by relevant sub-populations (refer to I.B.5-9). During a program's data review stage, the program compares its outcomes against the institution-set standards (ISS), uses assessment results in their analysis, and sets their own improvement target goals (refer to I.B.5-10). Once programs/services prepare their self-evaluations based on

indicators, they outline future plans, identify additional resources needed, and request them accordingly.

In order to be considered, all resource requests must align with one of the Colleges strategic priorities. If no resources are needed, planned program improvements are implemented, and the cycle begins again by utilizing data to assess implemented improvements (refer to I.B.5-11). All resource requests are prioritized as part of the budget prioritization process through the Planning and Budget Committee (PBC). The prioritized resource request list includes requests that require funding from different sources. An example is the College's Perkins plan, which was developed based on PBC rankings (refer to I.B.5-12). Several substantial program improvements, have resulted due to funding received from the Program Review process over the last six years, for example:

- Culinary Arts obtained national accreditation recognition
- Cosmetology started a Barbering Program
- Transportation obtained national accreditation recognition
- Information Technology (IT) updates and renews all instructional and administrative software (refer to I.B.9-10)

Classes taught through distance education are required to meet the same measurable student learning outcomes (SLOs) as courses taught in-person and those taught through a blend of in-person and distance education, also known as hybrid. The course outline of record contains the SLOs, and the teaching modality of the course does not impact the desired course outcomes. A student taking a course should be able to achieve the course objectives and outcomes regardless of the method of instruction.

The College has a Distance Learning (DL) Committee, which consists of Academic Senate representatives, AFT faculty members, the Vice President of Academic Affairs and Workforce Development or designee, the IT Manager (non-voting), and the Distance Learning Coordinator ([II.A.2-5](#)). The DL committee is charged with approving instructors for distance education learning management system competency and advising the College on distance learning matters. The DL committee recommends technologies to deliver instruction and to support regular and substantive interaction between students and instructors. It also determines instructor proficiency in a learning management system. In addition, it serves as a resource to the College through its corresponding committees on distance learning issues. The Academic Technology Unit provides training and support for a variety of instructional technologies, including those associated with distance education ([II.A.2-6](#)).

All online courses must meet the requirements of courses based on the course outline of record ([II.A.2-7](#)). This includes the following:

- Regular, effective, and substantive contact between the instructor and the student, and peer contact between students through the use of synchronous or asynchronous discussion forums, in-person meetings, synchronous instructional sessions, and office hours.
- Technology used by the instructor must meet required accessibility standards and all online course content must be compliant with ADA Section 508 standards.
- Instructional methodology must meet the learning outcomes for the course. If the teaching method cannot effectively deliver instruction or provide accurate assessment of student competency in the course learning outcomes, it is not approved for use by the Curriculum Committee, the department chair, or the dean upon review.
- Instructors discuss course SLOs and student performance as part of the regular Program Review process. Additional discussions are held as part of the curriculum review process, at the chair's meetings, and at academic technology trainings and meetings. Special professional development

workshops are held on these topics annually.

In 2014, the Educational Policies Committee recommended to the Vice President of Academic Affairs & Workforce Development that online course student success rates be within 20 percent of the success rate of the same course taught through in-person methods. Based on review and discussion, the Educational Policies Committee and the Student Success Committee recommended that if the success rates of online courses were 20 percent or more below their equivalent in-person courses, then those courses should not be scheduled online until an improvement plan is developed and implemented ([II.A.2-8](#)).

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. Faculty at Los Angeles Trade-Technical College regularly and systematically review and improve course and program curricula to ensure academic rigor and alignment with current standards. Faculty regularly assess course level learning outcomes for improvement of student learning. Assessment results are used during Program Review, and consequently, as part of the resource allocation processes ([II.A.2-9](#)).

Course outlines, consisting of all required and recommended elements, are accessible to College staff and the public through the District's Electronic Curriculum Database (ECD). Full-time faculty use ECD to modify existing course outlines as a means to improve and generate new curriculum ([II.A.2-10](#)). Faculty members of the Curriculum Committee review courses and programs within the system and provide feedback to discipline faculty.

All College departments and programs engage in a systematic Program Review process and use assessment and achievement data to determine the need for program improvements. The process entails utilizing institution-set standards as benchmarks against programmatic student achievement outcomes, and using analysis of assessment data to help plan program improvements. The results of the Program Review and resource allocation processes are later used for institutional planning.

II.A.2. Evidence

[II.A.2-1 English Department Meeting Minutes](#)

[II.A.2-2 Sample Course Outline of Record](#)

[II.A.2-3 LATTC Curriculum Handbook](#)

[II.A.2-4 Sample Syllabi](#)

[II.A.2-5 DL Committee Website Screenshot](#)

[II.A.2-6 ATU Website](#)

[II.A.2-7 DE Addendum Course Outline of Record](#)

[II.A.2-8 DE Discussion Agendas from Student Success and Educational Policies](#)

[II.A.2-9 Sample Program Review](#)

[II.A.2-10 ECD Screenshot](#)

II.A.3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard

As discussed in Standard I.B.5, the College has defined and regularly assesses learning outcomes for courses, programs, certificates, and degrees and uses these documented results to communicate with constituents about the quality of College instruction ([II.A.3-1](#)). The College continues to aggressively refine the learning outcomes process as further discussed in the Quality Focus Essay, Action Project 2. The Los Angeles Trade-Technical (LATTTC) Program Assessment Guidelines, approved recently by the Academic Senate, provide further guidance to the frequency and extent of learning outcomes assessment during each three-year cycle ([II.A.3-2](#)).

The development and implementation of learning outcomes involves broad-based institutional dialogue among faculty, staff, and administrators through the participatory governance structure. The Curriculum Committee, comprised mostly of faculty members, reviews student learning outcomes (SLOs) as a component of the official course outline of record, ensuring alignment between outcome statements and other curricular elements, such as course objectives, methods of instruction, evaluation, and grading standards ([II.A.3-3](#)). The Curriculum Committee Chair and Dean provide guidance to faculty developing or revising outcomes in the course outlines of record. As described in Standards I.C.1 and I.C.3, all faculty are required to distribute a syllabus that includes the approved course SLOs in accordance with Los Angeles Community College District Board Rule 6703.10 ([II.A.3-4](#)). To emphasize the importance of this requirement, a component of the faculty evaluation process, under "Professional Contributions" on the faculty evaluation summary form, documents whether the faculty member has met this requirement ([II.A.3-5](#)).

The College's assessment cycle is three years. This means that all learning outcome statements should be assessed within the three-year assessment cycle. Curricular maps and assessment plans help ensure establishment of learning outcomes, reveal gaps in the curriculum or services, and provide a plan to conduct assessments to ensure that all outcomes are assessed. The current cycle began in Fall 2013 and will end in Spring 2016. The next cycle is scheduled to begin in Fall 2016 and end in Spring 2019 (refer to I.B.2-17). Assessment Plans are posted on the LATTTC Assessment Site ([II.A.3-6](#)). All of the College's degree and certificate programs have identified program learning outcomes (PLOs). The PLOs are published in the *LATTTC College Catalog 2014-2016* ([II.A.3-7](#)). Program learning outcomes will be assessed on a three-year cycle aligned with the *Strategic and Educational Master Plan 2012-2017* ([II.A.3-8](#)).

Analysis and Evaluation

Evidence demonstrates the College meets this standard. All instructional programs have established and recorded learning outcomes for existing courses, degrees, and certificates. Defining SLOs is a required component of all curriculum development and review for instructional programs. Course learning outcomes are recorded on the course outline of record and faculty are required to include them on course syllabi. SLOs are recorded in the official curriculum database and in the College Catalog. PLOs are published in the Program Factsheets and College Catalog. Adjunct and part-time faculty are provided

with current copies of the course outline of record, including SLOs, for syllabi development. Program coordinators, department chairs, and/or division administrators review syllabi to ensure inclusion of course SLOs.

While the College engages in ongoing dialogue on outcomes assessment at all levels—department, division, program, and course—the College recognizes that dialogue needs to be more robust to ensure consistent levels of assessment in all programs. Mitigating this issue is a priority for the institution, therefore this gap is being addressed in the Quality Focus Essay, Action Project 2.

II.A.3. Evidence

[II.A.3-1 Screenshot SLO/PLO Website](#)

[II.A.3-2 LATTC Assessment Guidelines](#)

[II.A.3-3 Sample ECD](#)

[II.A.3-4 Board Rule 6703](#)

[II.A.3-5 Faculty Evaluation Form](#)

[II.A.3-6 LATTC Assessment Webpage Screenshot](#)

[II.A.3-7 LATTC Catalog](#)

[II.A.3-8 Strategic and Educational Master Plan 2012-2017](#)

II.A.4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

Los Angeles Trade-Technical College (LATTC) offers 22 pre-collegiate level courses distinguished by the subjects: Basic Skills or Learning Skills. The sequences of Basic Skills courses in English and mathematics are diagrammed in the College Catalog ([II.A.4-1](#)). Academic Connections directly supports the pre-collegiate courses through tutoring, skills assessment, and English and mathematics refresher courses and workshops. To support students in learning skills and knowledge necessary to advance and succeed in college-level curriculum, LATTC provides paths from pre-collegiate to college-level courses.

Through the new state funded Student Success and Support Program (SSSP), new college applicants to LATTC undergo assessment testing to determine appropriate course placement in English and mathematics. Students then meet with a counselor to select first semester courses based on the test results and to develop an abbreviated education plan ([II.A.4-2](#)). Classes are selected on an individual basis utilizing multiple measures as a means for proper placement and selection.

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. Credit and non-credit pre-collegiate Basic Skills, English and mathematics courses provide students a transition into college-level instruction. Faculty continue to develop curriculum that is responsive to the needs of basic skills students. For example, English faculty developed an accelerated English course that condenses English 21 and English 28 courses into a single three-unit course, English 100, paired with a non-credit course, Basic Skills 2 ([II.A.4-3](#)). A combination of in-class instruction and non-credit course support prepares students

for college-level English in one rather than two semesters.

II.A.4. Evidence

[II.A.4-1 Sequence of Basic Skills Courses](#)

[II.A.4-2 Abbreviated Educational Plan](#)

[II.A.4-3 Course Outline of Record ENG100](#)

II.A.5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

The breadth, depth, quality, and rigor of the College's programs are determined through our curriculum process as directed by Los Angeles Community College District (LACCD) Administrative Regulations E-64 and E-65, and state requirements ([II.A.5-1](#), [II.A.5-2](#), [II.A.5-3](#)).

The College requires a minimum of 18 units in a major or area of emphasis with a minimum total of 60 semester units in order to earn an associate degree. These requirements comply with Title 5, Section 55063 of the California Code of Regulations and LACCD Board Rule 6201.10. State Chancellor's Office-recognized certificates require a minimum of 18 units in the selected major or area of emphasis.

LACCD Board Rule 6201 specifies the following requirements for the award of associate degrees: minimum number of units is no less than 60, a minimum grade point average of 2.0, English and math competency requirements, and general education requirements are met ([II.A.5-4](#)). Degrees consist of a core of required courses in a single field of study allowing for in-depth immersion in the subject. Students must also complete a minimum of 18 units of general education providing a breadth of knowledge outside of the selected program of study.

The general education requirements for approved associate degrees are presented in the College Catalog and address the following areas of knowledge:

- Area A: Natural Science
- Area B: Social and Behavioral Sciences
- Area C: Humanities
- Area D: Language and Rationality: English Composition and Communication/Analytical Thinking
- Area E: Health and Physical Education

Eligible courses provide an introduction to these fields and are specified in the College Catalog. The number of general education units to be taken range from 18 to 30, depending on whether Plan A or Plan B is followed ([II.A.5-5](#), [II.A.5-6](#)).

Analysis and Evaluation

Evidence demonstrates the College meets this Standard and Eligibility Requirement 12. The College

follows practices common to institutions of higher education in designing degree and certificate programs. All degrees require a minimum of 60 units. LATTC's career technical education (CTE) programs are designed for students to enter the workforce after completing a degree or certificate. CTE programs receive regular and ongoing feedback from industry representatives through advisory committee meetings to ensure the required coursework and sequencing is appropriate to meet industry needs. Associate of Science, Arts or transfer degrees require a minimum number of general education units that provide an introduction to the fields of Natural Science, Social and Behavioral Sciences, Humanities, Language and Rationality, and Health and Physical Education.

II.A.5. Evidence

[II.A.5-1 LACCD Administrative Regulation E-64](#)

[II.A.5-2 LACCD Administrative Regulation E-65](#)

[II.A.5-3 CCCC PICAH](#)

[II.A.5-4 LACCD Board Rule 6201](#)

[II.A.5-5 LATTC Graduation Plan A](#)

[II.A.5-6 LATTC Graduation Plan B](#)

II.A.6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

Courses are scheduled in a manner that allows full-time students to complete certificate and degree programs within two years. For example, through the Pathways to Academic, Career, and Transfer Success (PACTS) guided choices strategy, the College has developed two-year plans for students in Advanced Transportation and Manufacturing, Design and Media Arts, and Liberal Arts ([II.A.6-1](#)). All department chairs propose course schedules (for dean approval) that give students the opportunity to complete their programs of study within two years, assuming full-time attendance. Classes are flexibly scheduled in the day, afternoon, and evening hours, Fridays, Saturdays, and online.

Analysis and Evaluation

Evidence demonstrates the College meets this Standard and Eligibility Requirement 9. In addition to the innovative development of the PACTS Plan that includes the guided choices for each Pathway, department chairs and deans collaborate to ensure courses are scheduled in a manner so students may complete their program of study within two-years, if attending full-time.

II.A.6. Evidence

[II.A.6-1 Sample PACTS Plans](#)

II.A.7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

Through its Program Review and participatory governance processes, the College effectively plans and uses delivery modes, teaching methodologies, and learning support services to support student equity. The College provides data about student demographics to guide instructional support services through two primary methods: the Program Review process and the development of the Student Equity planning process.

Through the College Student Equity Plan, the College annually reviews data related to access, course completion, ESL and Basic Skills completion, degree and certificate completion, and transfer disaggregated by gender, ethnicity, and special program status ([II.A.7-1](#)). The Student Success Committee is charged with developing and monitoring the Student Equity plan based on reviewing data provided by the Office of Institutional Effectiveness ([II.A.7-2](#)).

The College offers flexible class schedules including early morning, day, evening, Fridays and Saturdays, 16-week, 8-week, 5-week, and other schedules, and during summer and winter to accommodate the needs of students, especially non-traditional students. This is of critical importance to the College based on the specialized career technical education programs that provide for incumbent worker career advancement opportunities in specialized programs such as Electrical Construction, Diesel and Related Technologies, Professional Baking, among others ([II.A.7-3](#)).

One of the ways the College responds to diverse needs of students is by scheduling classes and supplementary instructional materials online. The College offers hybrid and online classes and many face to face courses that use the learning management system as a supplementary tool for instruction. The College offers distance education courses that reach students who may not otherwise be able to attend face-to-face classes. In Fall 2015, the College offered 40 online courses through Moodle, the College's learning management system and 11 in a hybrid format. In addition, the College offered 393 courses that used Moodle, and six courses that used Canvas, to enhance the face-to-face classroom experience ([II.A.7-4](#)).

Each year, the Vice President of Academic Affairs & Workforce Development reviews the Online Student Success Rate Report that compares student success rates for courses offered online with hybrid and face-to-face courses ([II.A.7-5](#)). This report is shared and discussed with participatory governance committees. A range of support services are also available online to students who never come to campus as further described in Standards IIB and IIC. The College also provides specialized instructional and student services programs to meet the needs of students including Umoja, Puente, Veterans Program, DSPS, EOPS, and GAIN/CalWORKs Program.

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. The College's Office of Institutional Effectiveness provides regular data on student demographics, preparation, and outcomes with faculty and staff during the Program Review and Student Equity planning process. In Fall of 2015, the College engaged in the development of its Student Equity Plan update where sessions, open to the entire College,

were held to review the data and identify gaps among students and strategies to address these inequitable outcomes. These ideas were compiled and vetted through the Student Success Committee who made recommendations for the plan for Academic Senate approval ([II.A.7-6](#)).

In an effort to promote student equity, the Student Success Committee recommended that the College prioritize professional development across all College constituencies to address the Basic Skills successful course completion rate gaps in math and English for African American, foster youth, and disabled students. The College will continue to provide ongoing professional development related to teaching in areas such as distance education and culturally responsive training as addressed in the Quality Focus Essay. The College identified additional professional development as an action plan in Quality Focus Essay Action Project 1.

II.A.7 Evidence

[II.A.7-1 LATTC Student Equity Plan](#)

[II.A.7-2 Student Success Committee Minutes](#)

[II.A.7-3 LATTC Fall schedule](#)

[II.A.7-4 Fall 2015 Moodle Stats](#)

[II.A.7-5 Online Student Success Rate Report](#)

[II.A.7-6 Student Success Committee Minutes – Student Equity Plan](#)

II.A.8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

The College uses department-wide course common finals for mathematics courses. The Mathematics Department utilizes a common final for Math 105, 112, and 115 courses. This final accounts for 20 to 30 percent of the final grade, depending on the instructor's grading policy. The assessment's questions are derived from the textbook publisher's (Pearson) test bank ([II.A.8-1](#)).

Each semester, faculty grade and review the common finals to ensure consistency in evaluation and to analyze the results. Faculty review test items and compare performance across course sections.

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. Where a common department-wide examination occurs, faculty systematically select assessment questions from an approved publisher test-bank. Additionally, faculty meet as peers to grade and review the examinations, further validating reliability and mitigating test bias.

II.A.8. Evidence

[II.A.8-1 Math Common Final Examination Documentation](#)

II.A.9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows federal standards for clock-to-credit-hour conversions.

Evidence of Meeting the Standard

The College awards course credit in a manner that is consistent with institutional policies that reflect the generally accepted norms of higher education and student attainment of learning outcomes. Grading policies and criteria for awarding credit are based on policy established in California Education Code.

The course outline of record (COR) is the official document containing course content, objectives, and methods of assessment used for grading and awarding credit ([II.A.9-1](#)). In compliance with the California Code of Regulations, Title 5, Chapter 6, the Curriculum Committee requires course-level student learning outcomes and its corresponding assessment rubric for each outline. Credits and grades are awarded based upon demonstrated proficiency of the elements outlined in the COR, which are learning outcomes, objectives, and specified competencies. The number of units of credit given for courses is based upon District and state standards for minimum clock (Carnegie) hours needed per unit of credit. In keeping with an 18-week semester framework, the College awards one unit credit for 18 hours of in-class lecture hours and one unit credit for 54 hours of in-class lab hours ([II.A.9-2](#)).

Degree Requirements are specified in Los Angeles Community College District Board Rules Chapter IV Article II:

- Board Rule 6201.10 specifies a minimum of 60 semester units of course credit in a selected curriculum, with at least 18 semester units of study in a major or area of emphasis, and at least 18 semester units of study in general education for a degree to be awarded. It also defines compliance with the state guidelines for Associate Degrees for Transfer ([II.A.9-3](#)).
- Board Rule 6201.10 specifies the requirement for a 2.0 grade average or better in all work attempted in the curriculum upon which the degree is based.
- Board Rule 6201.12 defines the English and math competencies for degree achievement.
- Board Rule 6201.14 outlines the general education requirements for graduation.
- Board Rule 6202 defines students' catalog rights.

Degrees and certificates are awarded based on the successful completion of required courses (including general education requirements) and number of units. All degrees and certificates have a program of study with defined program learning outcomes (PLOs), which were created to integrate the abilities, skills, and knowledge identified in the course-level student learning outcome. While the assessment methods for PLOs vary by program, degrees and certificates will not be awarded unless students successfully complete all required courses, which includes attainment of learning outcomes.

Information related to grading and the awarding of degrees and certificates are available in the Catalog, which is published and also available online ([II.A.9-4](#)).

Analysis and Evaluation

Evidence demonstrates the College meets this Standard and Eligibility Requirement 10. The College awards course credit in a manner that is consistent with institutional policies that reflect the generally

accepted norms of higher education and student attainment of learning outcomes. The College is in the process of further strengthening the assessment process as identified in Quality Focus Essay Action Project 2.

II.A.9. Evidence

[II.A.9-1 Course Outline of Record](#)

[II.A.9-2 PICAH credit hours](#)

[II.A.9-3 LACCD Board Rule 6201](#)

[II.A.9-4 Catalog – Award of grades, certificates, and degrees](#)

II.A.10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

As described in the *Policy on Transfer of Credits*, the College only accepts credits from accredited institutions recognized by the U.S. Department of Education or the Council on Postsecondary Accreditation. The College does not accept credits from non-accredited institutions ([II.A.10-1](#)). District Administrative Regulations provide information about the types of coursework credit the College accepts from a college outside of the District; the credit for courses taken at institutions of higher learning outside of the United States; military credits; and upper-division coursework ([II.A.10-2](#)). The College Catalog provides students with information on transfer of credit policies. The College maintains articulation agreements with the California State University (CSU) and University of California (UC) systems in addition to private and out-of-state colleges and universities. The College Articulation Officer and the Transfer Center Director provide training for all counselors on the acceptance of transfer credit as outlined in the California State University Executive Order 1033 and the Intersegmental General Education Transfer Curriculum (IGETC) Standards ([II.A.10-3](#)).

New or updated courses are uploaded annually to the four-year institutions for review in order to initiate new articulations. Articulation System Stimulating Inter-institutional Student (ASSIST) is updated by both the Articulation Officer and the four year institutions to reflect course and program changes. In accepting transfer credits from other institutions, either the counselor accepts the course using existing articulation agreements, or a course may be sent to a discipline faculty member for review and approval of equivalency ([II.A.10-4](#)). The Articulation Officer oversees the process and ensures that the learning objectives for the course accepted for transfer are consistent with course objectives and transfer guidelines.

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. The College makes information about the transfer of credits available to its students through the Catalog. The College maintains articulation agreements with both in-state and out-of-state colleges, which are available on the Articulation System

Stimulating Inter-institutional Student Transfer (ASSIST) website and the Los Angeles Trade-Technical College Transfer (LATTTC) Center website ([II.A.10-5](#)).

The Articulation Officer submits changes and updates to all UCs and CSUs and participates in the annual submission of new courses approved for IGETC and CSU GE approval. Approvals for IGETC and CSU courses are made available to students via publication in the LATTTC Catalog.

II.A.10. Evidence

[II.A.10-1 LATTTC Policy on Transfer of Credits](#)

[II.A.10-2 LACCD Policy on Transfer of Credits](#)

[II.A.10-3 IGETC Counselor Checklist](#)

[II.A.10-4 LATTTC Request for course substitution/equivalency](#)

[II.A.10-5 LATTTC Transfer Center Webpage](#)

II.A.11 The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

Criteria used for breadth, rigor, and sequencing for courses is determined by ensuring each course included in a program builds the students competencies toward the program learning outcomes (PLOs). The PLOs lead to construction of the curricular map and are aligned with the institutional learning outcomes (ILOs) adopted by the campus ([II.A.11-1](#), [II.A.11-2](#)). The PLOs are published in the College Catalog and are reviewed annually during the Program Review cycle. Additionally, student learning outcomes (SLOs) may be updated during the curricular process and are assessed within a three year assessment cycle ([II.A.11-3](#)). While assessment data are available at the program level, due to the lack of a central data storage system, performing institution-wide analysis to reveal achievement of intended outcomes has been challenging. Based on this limitation, the College acquired a web-based application (eLumen) to help enhance its capability for collecting and disaggregating assessment data. The College is in the process of further strengthening the assessment process as identified in Quality Focus Essay, Action Project 2.

Informational competencies are conveyed to students through the ILOs, which are broad categories of competence that enable students to be successful in further education, in careers, as citizens, and in their personal lives. The ILOs state that upon completion of a degree, students will be able to:

- Use critical thinking skills to gather, identify, analyze, synthesize information, and evaluate problems and solutions.
- Use visual, numerical, verbal, written, and practical skills to create useful and original products.
- Demonstrate technical skills that meet industry and/or employment standards.
- Demonstrate effective communication and comprehension skills.
- Demonstrate ability to interface in a culturally diverse socio-economic environment.

The College evaluates how well students are achieving the ILOs through the LACCD Student Survey ([II.A.11-4](#)).

As explained in I.B.2, PLOs have been developed for every program; representing students' overall achievement of the broad goals of the academic program (for example, employment, mastery of certain skills, successful transfer, etc.) (refer to I.B.2-2). In addition, in an effort to ensure student appreciation of diverse perspectives, the College developed general education learning outcomes (GELOs), which encompass curricular areas meeting the College's general education requirements for an associate degree ([II.A.11-5](#)). These areas are Ethical and Effective Citizen, Humanities, Natural Sciences, Language and Rationality, Behavioral and Social Sciences, and Health and Physical Education.

Each course offered at the College is based off an approved course outline of record, which includes the opportunity for discipline faculty to incorporate appropriate SLOs ([II.A.11-6](#)). SLOs identify the essential and enduring knowledge, abilities (skills) and attitudes (values, dispositions) that constitute the integrated learning needed by a graduate of a course (refer to I.B.2-1).

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. The College has established criteria to help determine the breadth, rigor, and sequencing of learning for each program it offers. Faculty develop a course outline of record for each course, which includes outcomes to be achieved upon completion of the course. Those course outcomes then lead to PLOs that are achieved upon completion of a program of study. Cognizant of the need to strengthen its current assessment practices, Action Project 2 of the Qualify Focus Essay will focus exclusively on assessment practices.

Through defining and assessing its ILOs and GELOs, the College ensures students acquire the necessary information, skills and knowledge to understand diverse perspectives and different world views.

II.A.11. Evidence

[II.A.11-1 Sample Curriculum Map](#)

[II.A.11-2 LATTC Institutional Learning Outcomes](#)

[II.A.11-3 Course Outline of Record](#)

[II.A.11-4 LACCD Student Survey Results](#)

[II.A.11-5 LATTC General Education Learning Outcomes](#)

[II.A.11-6 SLO/Course Outline of Record](#)

II.A.12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

Los Angeles Community College District Board Rules dictate the required general education areas of emphasis required for graduation. As such, the general education discipline faculty identify courses during the curricular adoption process to support the areas of emphasis in the graduation plan. The course outlines of record incorporate all Title V requirements ([II.A.12-1](#)). Syllabi are updated and reviewed each semester to ensure student learning outcomes (SLOs) and course objectives are correct and aligned with the Catalog and course outline of record ([II.A.12-2](#)). At a minimum, the courses are reviewed every five years. The campus has aligned SLOs, program learning outcomes (PLOs), general education learning outcomes (GELOs), and institutional learning outcomes (ILOs), which are assessed during the assessment cycle ([II.A.12-3](#)). The alignment incorporates the ability to evaluate the following during each assessment cycle: student preparation for and acceptance of responsible participation in civil society; skills for lifelong learning and application of learning; and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

The general education discipline faculty identify courses during the curricular adoption process to support the areas of emphasis in graduation plans A and B ([II.A.12-4](#)). The course outlines of record incorporate all state-required Title 5 requirements. The appropriateness of each course for inclusion in the general education curriculum is discussed at the Curriculum Committee. The committee members review the course for inclusion, which includes reviewing the course SLOs and competencies. Career technical education courses are reviewed at the Program Review phase every two years to ensure currency and relevance.

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. The College's learning outcomes include a students' preparation for and acceptance of responsible participation in civil society; skills for lifelong learning and application of learning; and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences (ILOs and GELOs). The College assesses GELOs and ILOs during the three-year assessment cycle; ensuring continuous dialogue on assessment results during regular general education department meetings ([II.A.12-5](#)). Given the College's PACTS implementation, the Liberal Arts Pathway has provided additional opportunities for inter-departmental dialogue to identify and address program improvements through GELOs assessment ([II.A.12-6](#)).

II.A.12. Evidence

[II.A.12-1 Sample Course Outline of Record](#)

[II.A.12-2 Sample Syllabi and Syllabi checklist](#)

[II.A.12-3 LATTC Assessment Cycle](#)

[II.A.12-4 LATTC Graduation Plans \(A & B\)](#)

[II.A.12-5 Liberal Arts Pathway Sample Meeting Agenda](#)

[II.A.12-6 Sample Department Meeting Agendas](#)

II.A.13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

The Program and Course Approval Handbook published by the California Community Colleges Chancellor's Office outlines the requirements regarding the construction of degree programs, which includes guidance on appropriately identifying areas of inquiry and/or emphasis in degree programs. The Chancellor's Office also provides direction on the construction and adoption of Transfer Model Curriculum, alignment of statewide core curriculum as part of C-ID, transferability of courses utilizing ASSIST.org, as well as guidance on complying with Title 5 course and program requirements. Discipline faculty identify courses during the curricular development and adoption process to support the areas of emphasis in the field of study and for career technical education programs to address.

The course outlines of record incorporate appropriate competencies which align with the identified program learning outcomes (PLOs) ([II.A.13-1](#)). While courses are based on learning outcomes and competencies including mastery within the programs of study, the College has identified this as an area for continuous improvement as addressed in the Quality Focused Essay Action Plan 2. To measure levels of mastery in the area of inquiry and/or emphasis upon completion of the program, faculty construct a curricular map identifying the courses, competencies, and identification of key competencies mastered ([II.A.13-2](#)).

Analysis and Evaluation

Evidence demonstrates the College meets the Standard. The inclusion of key theories and practices within the field of study is ensured through the faculty role in developing learning outcomes and curriculum. The faculty member serves as the content expert throughout the development and implementation process within their respective discipline. Learning outcomes are identified and assessed for the courses and programs that comprise the degree. PLOs are either mapped from the courses, captured in a capstone course, or evaluated through student surveys or direct assessment.

The local, District and state approval process ensures that program of study courses incorporate student learning outcomes and the most critical topics and theories to ensure students achieve an appropriate level of mastery to move on to employment or to upper-division courses for transfer programs of study ([II.A.13-3](#)).

II.A.13. Evidence

[II.A.13-1 Sample Course Outline of Record, sample HVAC](#)

[II.A.13-2 Curriculum Map, sample HVAC](#)

[II.A.13-3 CCCCCO Approval Letter, sample HVAC](#)

II.A.14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

Los Angeles Trade-Technical College (LATTC) offers a wide range of occupational and vocational degrees and certificates. Graduates of these programs demonstrate technical and professional competencies that meet employment standards and other standards, such as certification and external licensure. LATTC ensures that graduates of career technical education (CTE) programs have appropriate knowledge and skills as required by the industry through various methods of review and assessment. Each program is periodically and rigorously reviewed through the Program Review process ([II.A.14-1](#)).

CTE programs have advisory committees comprising industry representatives ([II.A.14-2](#)). These professionals give relevant recommendations to keep programs current with evolving professional standards, expected competencies, new trends, and offer advice on equipment and software purchases. The College's Nursing, Cosmetology, and Barbering programs are overseen by regulatory agencies that require periodic review. In addition, the Culinary and Transportation programs have external accreditation standards that need to be met to ensure industry-recognized accreditation status is maintained ([II.A.14-3](#)).

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. At the present time, LATTC offers a combined total of 117 vocational and occupational degrees and certificates. This includes 52 Associate Degrees, 64 Certificates of Achievement, and one Certificate of Completion. All programs are required to complete an annual Program Review, including those overseen by specialized agencies. Many of these programs are required to undergo further external review by their accrediting or regulatory agencies.

In addition to using standardized exams and board licensure pass rates as a measure of students' preparedness for professional practice, many of the accredited programs use input from their advisory boards, which include staff from local business and industry partners. The members of the advisory board provide formal feedback on the quality of students and their preparedness for practice on an annual basis or more often as needed ([II.A.14-4](#)).

II.A.14. Evidence

[II.A.14-1 LATTC Program Review Process](#)

[II.A.14-2 Sample Advisory Committee Documentation](#)

[II.A.14-3 External Accreditation Status Webpage](#)

[II.A.14-4 Advisory Survey Results](#)

II.A.15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard

Los Angeles Community College District Board Rule 6202 states that students may graduate under the catalog in effect at the time of graduation or the catalog in which they entered, if the student maintained catalog rights ([II.A.15-1](#)). If a program is discontinued or changes significantly, the student may file the “Graduation Course Substitution Form” to substitute available and appropriate courses for the program in question ([II.A.15-2](#)). The Academic Senate recommended the Program Discontinuance Process in May of 2013 that provides a process to ensure that students have options should a program be discontinued ([II.A.15-3](#)). The review process considers impacts on students, course offerings, and the department. When programs are eliminated or changed, the institution makes an effort to contact and accommodate current students through program changes.

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. The College’s efforts to maintain program currency have enabled it to change programs without requiring a program discontinuance.

II.A.15. Evidence

[II.A.15-1 LACCD Board Rule 6202](#)

[II.A.15-2 LATTC Graduation Course Substitution Form](#)

[II.A.15-3 LATTC Program Discontinuance](#)

II.A.16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

As explained in I.B.9, in 2009, the College adopted the Program Review, planning, and budgeting processes to assess the effectiveness of its programs and services. The processes are comprised of annual Program Review evaluations and planning over a five-year period ([II.A.16-1](#)). During 2014-15, programs were engaged in comprehensive self-evaluation, which covered the entire cycle from 2009 to 2014 and stated their long term goals. The College ensures that all programs, including credit, noncredit/continuing education and distance education, participate in Program Review. The College does not offer community education or community services courses. Through this process, course level achievement information and assessments are reviewed and changes are planned accordingly.

Board Rules 6801 and 6802 define the required process for Program Review and Biennial Vocational Program Review ([II.A.16-2](#), [II.A.16-3](#)).

Program Review includes the following components:

- A description of the link between the program and the College mission
- Current personnel and their campus involvement
- Recent trends and changes that have impacted the program, what has been done to address these changes, and what changes in curriculum need to be made to plan for improvements
- Program assessment, including an analysis of program-specific enrollment and outcomes data

Soft data, hard data, and assessment findings may be used by each program to analyze trends and identify possible improvement plans to reach and/or exceed institutional and programmatic benchmarks. The instructional indicators are:

- Course success
- Sequence
- Degree/certificate completion
- Transfer
- External needs and requirements
- Equity gaps

The Office of Institutional Effectiveness prepares data packs related to these indicators; data packs are disaggregated by program, mode of delivery, demographics, and by relevant sub-populations (refer to I.B.5-9) ([II.A.16-4](#)). During a program's data review stage, programs compare their outcomes against the Institution-Set Standards (ISS), provide analysis, and set their own improvement target goals (refer to I.B.5-10) ([II.A.16-5](#)).

As stated in II.A.2 and I.B.5, once programs and services prepare their self-evaluations based on indicators, they outline future plans, identify additional resources needed, and request them accordingly.

In order to be considered, all resource requests must align with one of the Colleges strategic priorities ([II.A.16-6](#)). If no resources are needed, planned program improvements are implemented, and the cycle begins again by utilizing data to assess implemented improvements (refer to I.B.5-11). All resource requests are prioritized as part of the budget prioritization process through the Planning and Budget Committee (PBC) ([II.A.16-7](#)). The prioritized resource request list includes requests that require funding from different sources. An example is the College's Perkins plan, which was developed based on PBC rankings (refer to I.B.5-12). Several substantial program improvements have resulted due to funding received from the Program Review process over the last six years, for example:

- Culinary Arts obtained national accreditation recognition
- Cosmetology implemented a Barbering Program
- Transportation obtained national accreditation recognition
- Information Technology updates and renews all instructional and administrative software

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. The College regularly evaluates and improves the quality and currency of instructional programs through a robust annual Program Review process. The process includes analysis of both student learning outcomes and student achievement. In an effort to further improve the College's effectiveness, the College has identified assessment as one of two projects for further improvement as outlined in Quality Focus Essay Action Plan 2.

II.A.16. Evidence

[II.A.16-1 LATTC Program Review Process](#)

[II.A.16-2 LACCD Board Rule 6801](#)

[II.A.16-3 LACCD Board Rule 6802](#)

[II.A.16-4 LACCD Program Review Data Pack](#)

[II.A.16-5 LATTC Institutional Set Standards](#)

[II.A.16-6 LATTC Program Review Resource Requests](#)

[II.A.16-7 LATTC Budget Prioritization Process](#)



STANDARD II.B. LIBRARY AND LEARNING SUPPORT SERVICES

II.B.1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

Mariposa Hall, a newly renovated and innovatively designed building at the center of campus, which is geographically and conceptually the “heart” of the campus, became the new home for Los Angeles Trade-Technical College’s (LATTC) learning support services in 2013. Mariposa Hall houses the departments responsible for student learning support at LATTC. They are the Library, Open Computer Laboratory, Academic Technology Unit, Academic Connections Department, and Tutoring Center.

In addition to the learning support services physically offered in Mariposa Hall, distance education (DE) students receive the assistance they need through a variety of methods. These include contacting the student support service offices on campus, contacting the Academic Technology Unit via phone or email to get assistance, or utilizing the web-based resources on the College website or within Moodle, the Colleges learning management system. The Online Student Guide provides direct phone numbers for DE students to call to get assistance ([II.B.1-1](#)). In regards to off-site classes, the technology needs of the class are considered, and the hosting site is expected to meet and support the required technology needs of the class. Students who attend classes off-site have access to student support services. They have access to the online Library databases and online tutoring, as well as other support services addressed in Standard II.C.

LATTC Library and Campus Open Computer Laboratory

The LATTC Library is open Monday through Thursday 8 a.m. to 7 p.m. and 8 a.m. to 12 p.m. on Friday, for a total of 48 service hours per week during the fall and spring semesters. A secondary computer lab is open from 8 a.m. to 12 p.m. on Saturdays. Additionally, all services may extend hours during key intervals throughout each term, (e.g., midterm and final examinations, based on student demand.) During the winter and summer intersessions, the Library adjusts its service hours to align with intersession class schedules.

The Library’s mission is to serve the College community by evaluating, collecting, organizing, preserving, and providing access to vital resources of information, both print and electronic, in direct support of the curriculum and academic programs of the College. Its primary goal is to achieve excellence in providing and promoting information services to meet the teaching and learning needs of the College. In addition, the Library encourages and facilitates building information competency, critical thinking, intellectual independence, and lifelong learning skills for all students, regardless of their academic goals through its workshop and course offerings. As such, it serves as a center for the College community for learning, exploration, and discovery ([II.B.1-2](#)).

The Library collection is diverse. It includes reference materials, a variety of both fiction and non-fiction literary books, e-books, newspapers, periodicals, and online accessible databases. The Library houses in excess of 72,000 print books, 149 current periodical subscriptions, and 5,311 e-books, as well as 49 electronic databases. Students, faculty, and staff can connect to library resources both on and off campus via the Library database website ([II.B.1-3](#)). The Library also offers reference services for staff, faculty, and students in person during operational hours. As a benefit to students, the Library also offers the *Bookmyne* app, available on iPhone or Android phones, which allows students the ability to conveniently search the LATTC Library Catalog virtually ([II.B.1-4](#)).

Services are sufficient in quantity, currency, depth, and variety to support educational programs

Existing processes ensure collections are sufficient in quantity, currency, depth and variety to support educational programs. Each librarian is assigned as a liaison to the various disciplines across the campus ([II.B.1-5](#)). The discipline liaisons work with faculty regarding the currency of the collection and discipline needs throughout the academic year. This helps assure that the library collection reflects the diversity and commitment of the Library to support lifelong learning and inquiry. Additionally, the course curricular approval process directly connects the Library Department Chair with each new course adopted and/or updated. As a part of the course outline of record, the discipline faculty identify books, periodicals, and electronic resource collections relevant to the course. During the course approval process, the Library Department Chair is responsible for considering the material requests for purchase as funding permits. The Library Department Chair is one of the required approvers of the course outline of record and must review each course prior to final campus approval ([II.B.1-6](#)). Given the need to add to the collection outside of the curricular process, faculty members on campus can submit requests for adoption of materials via the Library website or by contacting their assigned discipline liaison ([II.B.1-7](#)).

In addition to its collection, the Library also houses the College's Open Computer Lab (Open Lab). The Open Lab houses 107 computers for student use, with an additional 24 stations available in the Library reference area. Each of the computers is accessible to the World Wide Web, and the computers connect to both color and black and white fee-for-service printers. Additionally, the Library houses four fee-for-service copy machines for student use. The campus supplies a variety of software applications on each of the computers ([II.B.1-8](#)). Mariposa Hall has wireless access points for students, faculty, staff, and guests. Staff from the Academic Technology Unit and the Information Technology (IT) Department support the Open Lab's technology needs. The Academic Technology Unit provides assistance with computer applications, operations, and minor troubleshooting for students during Lab hours. There is also a virtual Help Desk where students can request assistance through the portal 24/7 and receive a response within 24 business hours ([II.B.1-9](#)). The IT Department is responsible for the technology infrastructure of the Open Lab and ensures that the computers and the systems are working properly. A member from Academic Technology Unit is readily available in the Open Lab during hours of operation, and IT staff ensure efficient operation of computers in the Lab. Further evaluation of Academic Technology Unit and IT Department is discussed in section III.C.

The Library staff at LATTC created *Research Like a Pro* workshops, which are taught by both the Library Department Chair and full-time faculty librarians. These workshops teach students how to find and evaluate library and website resources and how to cite them. The workshops are advertised to the student body, as well as to faculty, and are held weekly at various times during operational hours. Students can sign up to attend a workshop and faculty can request workshop sessions for their courses via an online request form ([II.B.1-10](#)).

During the Fall 2014 term, the Library doubled the number of full-time Library faculty to four; however, there is currently one vacancy in the process of replacement. Along with the new faculty came a number of new innovative initiatives. The Library faculty, also known as Library Liaisons, revamped the Library website, piloted reference chat in Moodle, organized a children's area in the Library, hosted several readings for the campus Child Development Center, and organized Librarian Liaison activities with each of the instructional departments on campus. A sample of activities includes adding new resources and materials to the collection during instructional department meetings and coordinating Library displays related to the various disciplines.

Learning Support Services – Academic Connections

During the summer of 2013, when core student learning support services moved to Mariposa Hall, the Tutoring Center and Reading/Writing Centers merged and became collectively referred to as Tutoring. In an effort to decrease duplicative efforts on campus, the department now known as Academic Connections integrated the tutoring and computer based reading and writing programs into a streamlined comprehensive tutoring program. Along with the move, the department responsible for oversight of the centers changed its name from Learning Skills/Non-Credit to Academic Connections. The mission of Academic Connections, in alignment with the newly adopted Pathways to Academic, Career, and Transfer Success (PACTS) framework, is to, “*Provide learning foundational courses to students from a wide variety of educational, socio-economic, skill, and ability levels to ensure success in their academic, career, and personal pursuits*” ([II.B.1-11](#)). The Academic Connections faculty and staff are dedicated to creating a student-centered environment that fosters creativity and lifelong learning through the delivery of high quality flexible lecture-labs, workshops, tutoring, and self-paced learning programs ([II.B.1-12](#)). Academic Connections has one dedicated smart classroom and one large computer lab which can accommodate up to three cohorts of 30 students at a time. The smart classroom houses 39 computers and the large lab houses 111 computers.

Academic Connections is currently open Monday through Thursday 8 a.m. to 7 p.m. and Friday and Saturday 8 a.m. to 12 p.m., for a total of 52 service hours. The department provides quality and innovative tutoring services in reading, writing, mathematics, sciences, humanities, and a variety of academic and CTE courses to all LATTC students in an environment that is conducive to their learning style and programs. However, there remains an on-going challenge with providing discipline specific tutors for each CTE discipline.

Every student is provided the opportunity to complete a satisfaction survey at the culmination of each tutoring session. The data is collected each semester and analyzed to determine areas for improvement. Previous surveys indicated that students were dissatisfied with having to make an appointment days in advance to see a tutor. In 2013, a new "no appointment" system was launched in the Tutoring Center, which allowed for a more student-centered approach to tutoring. As a result, students are now able to access the assistance of a variety of tutors instead of being limited to one tutor ([II.B.1-13](#)). Today, students who come to the Tutoring Center are matched with on-site tutors who work with them on a one-on-one basis, in small or large groups. In an effort to create a conducive learning environment, the furniture in the Tutoring Center is movable and can be re-arranged into various styles to accommodate individual, small, or large group sessions. The space can also be configured to accommodate large workshop sessions ([II.B.1-14](#)). With the new system, students are served on an “on demand” basis and the data collected since the change indicates students are satisfied with services as they are currently provided ([II.B.1-15](#)).

The Academic Connections Department designs and utilizes foundational learning pathways and develops innovative instructional resources to help students acquire PACTS Tier 2 academic readiness competencies ([II.B.1-16](#)). Its focus is to teach and engage students to develop skills to learn through metacognitive and self-efficacy strategies. Academic Connections provides a seamless instructional and learning delivery model that promotes competency-based acquisition of the knowledge, skills, and abilities students need to be successful at LATTC. In addition to tutoring services, non-credit courses and group workshops are offered to assist students with gaining the competencies they need to be successful while engaging in their educational pursuits ([II.B.1-17](#)).

Academic Connections maintains a website designed to provide students with additional learning resources, including links to online learning resources and videos ([II.B.1-18](#)). Additionally, Academic Connections hosts a myriad of events in addition to their normal service hours; such as *Midnight Madness* during finals week, in an effort to support students in preparation for midterms and final examinations ([II.B.1-19](#)).

Analysis and Evaluation

Evidence demonstrates the College meets this Standard and Eligibility Requirement 17. The Library has the responsibility of supporting “lifelong learning” for students. Library faculty guide students and support faculty by creating research guides, and conducting library orientations and workshops. The librarians provide the knowledge, experience, and skills for selecting and accessing print and electronic resources and research tools for the campus community. The technical and information accessing skills acquired at the Library, in Library orientations, and *Research Like a Pro* workshops assist with preparing LATTC students for engaging with college-level information literacy skills.

Academic Connections moved to Mariposa Hall to provide the opportunity for the department to self-evaluate and restructure its goals and purpose on the campus. This resulted in a name change to more closely align the department with the purpose of being the hub and a point of interconnection throughout the campus. The department has embraced its role of delivering academically rigorous basic skills course offerings and tutoring sessions to better prepare students in their academic advancement. The Tutoring Center is a vibrant, open area where students are welcome to self-study, work with other peers, and obtain advice and instruction from tutors and instructors from across the campus. In summary, LATTC fully supports student learning and achievement via multiple sources and is committed to student and institutional success.

II.B.1. Evidence

[II.B.1-1 Online Student Guide](#)

[II.B.1-2 Library Mission](#)

[II.B.1-3 Screenshot Library Database website](#)

[II.B.1-4 Evidence of Bookmyne app](#)

[II.B.1-5 Librarian assignments as discipline liaisons](#)

[II.B.1-6 Course approval process](#)

[II.B.1-7 Book Adoption Request Form](#)

[II.B.1-8 List of Software in Library Open Lab](#)

[II.B.1-9 Evidence of virtual Help Desk](#)

[II.B.1-10 Research Like a Pro Workshop Request](#)

[II.B.1-11 Academic Connections Mission](#)
[II.B.1-12 Academic Connections Fall 2013 Achievements Newsletter](#)
[II.B.1-13 Tutoring Registration Form](#)
[II.B.1-14 Sample Tutoring Schedule](#)
[II.B.1-15 Tutoring Survey Results](#)
[II.B.1-16 PACTS Tier 2 Competencies](#)
[II.B.1-17 Academic Connections Seamless Pathway](#)
[II.B.1-18 Academic Connections Website](#)
[II.B.1-19 Midnight Madness Flyer](#)

II.B.2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

Each discipline within the department(s) identifies via multiple modes, educational equipment and materials to support student learning and enhance the achievement of the institutional mission. These modes are Program Review, Curriculum process, and the Library Collection Development process. These processes ensure that faculty have multiple means of identifying applicable materials for adoption and use.

Each year, during the campus Program Review cycle, the discipline and then department faculty identify their equipment and material needs. These needs are prioritized and sent to the division for divisional prioritization. Divisional priorities are then sent to the Planning and Budgeting Committee for ranking and funding ([II.B.2-1](#)).

Faculty members identify on the official Course Outline of Record (COR) applicable materials for the Library to adopt. As a part of the process, the Library Department Chair reviews each COR and, as warranted, adopts library materials identified by faculty to support achievement of student learning ([II.B.2-2](#)).

The Curriculum process includes recommendations to the Library about the needs of the students who will be taking that course. This includes online and on-campus students. While courses are updated every three to six years, faculty can request additional library resources at any time. Annual Program Review is another opportunity for faculty and programs to request library resources.

Faculty members may provide the Library with a copy of their course textbook(s) from the publisher for placement on Faculty Reserve for their classes. All Library research databases are available via the Internet to students who take classes on campus and online. Students are provided links and directions from the College website ([II.B.2-3](#)). Directions are also provided in the Online Student Guide.

The College has a Library Collection Development Policy that guides collection development, which is the process of selecting books, periodicals, and electronic resources for the Library. In its collection development activities, the Library respects the principles of intellectual freedom as outlined in the American Library Association documents, the Library Bill of Rights, and the Freedom to Read Statement ([II.B.2-4](#)).

The responsibility for developing the Library's resources and collections is shared among the Library Liaisons. They support collection development in specific disciplines and subject areas. They work with input from faculty in their disciplines to provide information resources that support the campus curriculum and support student learning and enhance achievement of the institutional mission ([II.B.2-5](#)).

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. The processes at the College ensure faculty select appropriate and relevant learning support materials. The overall Program Review process incorporates a final campus cumulative review of necessary materials and prioritizes their applicability through the linked Budget Prioritization process.

II.B.2. Evidence

[II.B.2-1 Example of Program Review Resource Request](#)

[II.B.2-2 Course Outline Library Request](#)

[II.B.2-3 Evidence from College website of directions to access Library database](#)

[II.B.2-4-Collection Development Policy](#)

[II.B.2-5-Library Liaisons](#)

II.B.3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

Evaluates Library

The Library uses surveys and pre/post test data to evaluate and ensure applicability and effectiveness of its services. Additionally, pre/post data are collected for each of the *Research Like a Pro* workshops ([II.B.3-1](#)). In 2013, the Library participated in an Association of College and Research Libraries (ACRL) project focused on information literacy. The results of this project were used to inform improvement of the workshops ([II.B.3-2](#)).

Each academic year, the Library as a department completes the campus approved Program Review process. The department staff and faculty review the department's student area outcomes (SAOs) and student learning outcomes (SLOs). Based on this review, the department uses the data to plan improvements for the subsequent year and request resources if applicable. As part of the Program Review process, each department is provided a data pack which includes campus climate survey results, along with student survey data results, which inform the Library team about campus and student satisfaction with Library services ([II.B.3-3](#)).

In regard to Library services, the Library conducts an ongoing reference desk survey that is evaluated at the end of each semester. The results of this survey are used to increase satisfaction related to use of the reference desk and reference librarian knowledge. The Library Department Chair has the responsibility

of collecting and analyzing the survey data and sharing the results with the Library team. The Library team then brainstorms and formulates improvements. This cycle corresponds with the campus Program Review cycle. As a means of improvement, the Library plans to incorporate a paper/pencil survey at the reference desk aligned with one of its SLOs ([II.B.3-4](#)).

Evaluates Learning Support Services – Academic Connections

Each academic year, the Academic Connections Department completes the campus approved Program Review process. The department staff and faculty review the department's SAOs and SLOs. Based on this review, the department uses the data to plan improvements for the subsequent year and request resources if applicable. Academic Connection's Program Review data pack includes campus climate survey results along with student survey data results on data regarding satisfaction with Tutoring services ([II.B.3-5](#)). The Tutoring Center collects ongoing survey data to evaluate tutoring services each semester. During Program Review, data, including surveys, are reviewed and improvement plans are created for the following academic year and Program Review cycle ([II.B.3-6](#)).

Workshops and courses conducted in Academic Connections utilize a pre/post assessment methodology to gauge student learning of prescribed outcomes. In 2015, the courses in Academic Connections adopted post-assessment competencies as the course SLOs to further develop the link between services offered and attainment of student learning ([II.B.3-7](#)). As alignment of student learning support services continues, the implementation of the pre/post test assessment methodology will be looked to as a best practice and adopted by other areas of the campus.

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. The Library, Academic Connections, Tutoring Center, along with their courses and programs participate in Program Review and evaluate student and program learning outcomes every year. Additionally, the campus embraces the use of surveys and pre/post session data collection to ensure applicability and effectiveness. Annually during Program Review, data is reviewed and improvement plans are created for the following cycle.

II.B.3. Evidence

[II.B.3-1 RLAP Pre/Post](#)

[II.B.3-2 ACRL Poster](#)

[II.B.3-3Library Program Review](#)

[II.B.3-4 Reference Desk Survey](#)

[II.B.3-5 Academic Connections Program Review](#)

[II.B.3-6 AC Tutoring Survey](#)

[II.B.3-7-Post Test Results](#)

II.B.4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

As part of the Los Angeles Community College District (LACCD), the College purchases subscriptions from the Community College Library Consortium of California. Participating in the consortium allows Los Angeles Trade-Technical College (LATTC) to expand its purchasing power, as it is able to purchase subscriptions at a reduced cost. LATTC renews this formal membership agreement on an annual basis ([II.B.4-1](#)). Membership in the Consortium allows the LATTC Library to acquire new, as well as maintain, subscriptions to the online databases in its collection. The Consortium also includes a product-review committee that evaluates information resources and makes recommendations about potential subscriptions.

The College assures the security, maintenance, and reliability of the services provided by the Consortium. Both parties agree to specific terms as outlined in the agreement as further discussed in Standard III.C.3. The College's Lightweight Directory Access Protocol (LDAP) Single Sign-on and Active Directory allow for students to securely access multiple services. The single sign-in process provides access for all and allows for students to remotely access multiple services that are available online ([II.B.4-2](#)).

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. LATTC's membership in the Community College Library Consortium allows the Library to purchase subscriptions at a reduced cost. Each year, the LATTC Librarians collect and analyze data in an effort to purchase databases based on the diverse student educational needs. LATTC renews formal membership agreements on an annual basis.

II.B.4. Evidence

[II.B.4-1 Sample Consortium Agreement](#)

[II.B.4-2 Evidence of LDAP](#)

Plans Arising out of the Self Evaluation Process

Standards II.A, II.B, II.C		
Timeline	Fall 2015 – Ongoing	
College Lead(s) & Venues	Student Success Committee, Dean of Academic Technologies, and Vice President of Student Services	
Change, Improvement and Innovation		Expected Outcomes
Expand existing online support services to enhance student engagement and success.		Increase student support services available to all students, regardless of location

Standards II.A, II.B, II.C, III.A.14		
Timeline	Summer 2015 – Ongoing	
College Lead(s) & Venues	Dean of Institutional Effectiveness, Faculty and Staff Development Committee	
Change, Improvement and Innovation		Expected Outcomes
Expand professional development to ensure college-wide ownership and integration of PACTS and its innovative strategies.		Establish year-round professional development college-wide plan



STANDARD II.C. STUDENT SUPPORT SERVICES

II.C.1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

The institution regularly evaluates the quality of student support services

Los Angeles Trade-Technical College (LATTC) evaluates the quality of its student support services and programs through the annual Program Review process. All student support services and programs complete an annual Program Review every year and a comprehensive Program Review evaluation at the end of the five-year cycle ([II.C.1-1](#), [II.C.1-2](#), [II.C.1-3](#)). These programs and services include Admissions and Records, Assessment Office, Athletics, Bridges to Success Center, Child Development Center, Counseling Services, Disabled Student Programs and Services (DSPS), Extended Opportunity Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE), Financial Aid, Foster and Kinship Care Education Program, GAIN/CalWORKs, Guardian Scholars, International Student Services, Outreach, Puente, Student Health Services, Office of Student Life (also known as Student Activities/ASO Office), Umoja, University Transfer, Veterans Student Center, and Worksource Center.

Program Review is an outcomes-based self-evaluation process designed with questions and linkages that align an annual review of programs to institutional and program planning, budgeting, learning outcomes, and resource allocation. Evaluation of support services begins with the assessment of student learning outcomes (SLOs) for those services having direct student contact, and service area outcomes (SAOs) for those services with indirect student contact. All student support services and programs have defined their outcomes and have assessed at least one SLO or SAO ([II.C.1-4](#), [II.C.1-5](#)). Data from the SLO and SAO assessments, results of student satisfaction surveys, and results of student completion of programs all inform the Program Review process. Assessment data are included in the annual reports submitted to the state for Puente, University Transfer Center, state funded categorical programs such as EOPS/CARE, DSPS, Student Success and Support Program (SSSP), and CalWORKs ([II.C.1-6](#)).

In response to the need to improve the onboarding process (application assistance, orientation, assessment, and counseling services), the College launched the Bridges to Success Center in Spring 2014 as a one-stop center that provides students with a menu of services designed to make the onboarding process seamless ([II.C.1-7](#)). Student satisfaction for this area for assessment and placement services and orientation is 76.7 percent and 77.3 percent, respectively, compared to 45 percent and 40.8 percent in 2012 ([II.C.1-8](#)).

In addition to the annual program planning process, the Financial Aid Office assesses its effectiveness through statistical data. For example, the District provides to all of its colleges monthly statistical data of financial aid applications, files packaged, and enrollment information to evaluate and compare relative to prior years ([II.C.1-9](#)). This statistical data are used to determine whether financial aid applications have increased or decreased, and whether additional resources, including staffing, are required to keep

up with the demand for services. From 2012-13 to 2014-15, financial aid applications and students packaged increased over 35 percent.

Data collected are also used to determine whether students are applying for financial aid in a timely manner, and whether additional financial aid outreach is necessary to ensure students are aware of the application cycle and deadlines [\(II.C.1-10\)](#). Additional statistical data is generated by the Financial Aid Director on an annual basis and is aggregated by type of federal and state financial aid programs, including the number of recipients and dollars awarded/disbursed to students [\(II.C.1-11\)](#). Staff members review this data and analyze it to determine resources needed to increase services. As a result of these analyses, a Financial Aid Lab was created on campus to provide students a staffed lab for assistance with completing the Free Application for Student Aid (FAFSA) online. Adjustments were also made to processing procedures to increase the number of students packaged for the start of the semester. Student satisfaction with financial aid services has increased from 56.7 percent in 2012 to 65.3 percent in 2014 [\(II.C.1-12\)](#).

In addition to assessment data, student support services and programs utilize the biennial data from the Los Angeles Community College District (LACCD) student survey and Campus Climate Survey to evaluate the quality of programs and services [\(II.C.1-13, II.C.1-14\)](#). The Fall 2014 student survey shows that student satisfaction with College support services improved from 2012 to 2014 in all areas [\(II.C.1-15\)](#). In addition to the District survey, individual programs/services also conduct student satisfaction surveys to evaluate the quality of services provided. For example, EOPS conducts a survey once a semester of all current EOPS students to evaluate the quality of the services provided to its students.

Demonstrates that these services support student learning

Service area outcomes (SAOs) or student learning outcomes (SLOs) demonstrate that the services provided support student learning. The evidence of these outcomes is contained in the assessments of SAOs and SLOs [\(II.C.1-16\)](#). For example, GAIN/CalWORKs' assessment data demonstrated that students who enrolled in non-credit basic skills English and attended mathematics workshops showed statistically significant improvement, and indicated that students in both English and math cohorts advanced to the next level. One of the Financial Aid Office's SLOs focused on students learning how to improve their grade point average and understanding satisfactory academic progress. As part of the Financial Aid Reinstatement process, students must maintain a semester grade point average of 2.25 (or higher) and successfully complete 70 percent (or higher) of their classes. Overall satisfactory academic progress is reviewed at the end of each subsequent semester and subject to regular review for progress, except when the above-stated semester stipulations have been met.

Pathway counselors, who are part of the Pathways to Academic, Career, and Transfer Success (PACTS) framework, assess Tier 1 Foundational Competencies of first semester students in Advanced Transportation and Manufacturing; Design and Media Arts; and Construction, Maintenance and Utilities departments' PACTS Plan sessions [\(II.C.1-17\)](#). These assessments are used to increase students' awareness of areas of concern, and are used by pathway counselors to develop interventions to strengthen student learning and success [\(II.C.1-18\)](#). Counseling faculty teach counseling classes that support all components of Tier 1 competencies. Through class discussions and other assignments students, are engaged in exploration and understanding of their modes of learning (i.e., learning styles, areas of strength, and areas needing improvement), educational and career interests, and goal setting and life planning.

The College does not have correspondence education courses. The College offers resources for online students that are comparable to services provided on campus. Students enrolled in distance education (DE) courses can apply, register for classes, pay fees, and view grades online ([II.C.1-19](#)). All Library research databases are available via the Internet to online and on-campus students ([II.C.1-20](#)). Online students are directed to an Online Student Support website where they have access to student support services that reflect those services available to students on campus. Students are provided links and directions on the College website and Moodle learning management system (LMS) website ([II.C.1-21](#)). These include:

- Online Student Help Desk
- Online videos and printable tutorials
- Academic support services, which serve as a one-stop center for the entire onboarding experience to help students enroll, assess, get counseling, and register for courses
- Academic technology support for help with the campus LMS, campus email, and general computer-related questions
- Financial Aid support
- Library Services
- Business Office support – specifically issues with holds on student account and reimbursement due to cancelled or dropped classes
- Online Tutoring
- DSPS support
- EOPS Support – available to those students who are registered in 12 units or more of online-only courses at LATTC

In addition to the Moodle site, a comprehensive list of all available services can be found in the online Catalog and the College website ([II.C.1-22](#), [II.C.1-23](#)).

Demonstrates that these services enhance accomplishment of the mission of the institution

The Program Review process allows Student Support Services departments to assess whether services are effectively linked to evidence/data in support of student learning, to plan program improvements, and to allocate or request resources. When completing Program Review, programs must identify their assessment findings, program effectiveness, program goals, and indicate how their department's mission statement aligns with the College's mission statement and Strategic Educational Master Plan (SEMP). Specifically, question A.3 of the Program Review asks each program or service to identify the connection to the College mission and institutional learning outcomes (ILOs) ([II.C.1-24](#)). For example, general counseling provides academic, career, transfer, and personal counseling services, which support students to “meet their career development and academic goals” as stated in the College's mission statement. As another example, the Office of Student Life provides opportunities for civic engagement through voter registration drives and the annual student election process, which “prepares our students to participate effectively in our society” as stated in the College's mission statement.

One of the Student Success Committee's goals for 2014-2015 is to “complete and monitor the progress of SSSP and Student Equity Plans” ([II.C.1-25](#)). The College also undergoes an annual external peer evaluation of these plans ([II.C.1-26](#)). Lastly, the LATTC Student Success Scorecard will include metrics for student support services as another tool for evaluating the quality of student support services and programs and for demonstrating the support of student learning ([II.C.1-27](#)). At the end of the 2014-15 fiscal year, LATTC had 70 percent of new non-exempt students complete all three components of SSSP requirements – assessment, orientation, and counseling ([II.C.1-28](#)).

Analysis and Evaluation

Evidence demonstrates the College meets this Standard and Eligibility Requirement 15. The College evaluates the quality of student support services and programs and ensures, regardless of location, that services support student learning and enhance the institutional mission. The Program Review process allows for reflection and assessment of service area outcomes and student learning outcomes. Through this evaluation process, changes are implemented in student support services that support student learning and success. The College and division improve every year as a result of the Program Review process, especially in the area of assessment data. The implementation of the web-based eLumen application will allow student support services and programs to continue assessing the quality of programs and services. It is expected that all data will be collected through this platform by Summer 2016.

Through the Program Review process, the need for additional capacity to provide online services and access to technology (i.e., dedicated lab space) to students is being addressed at the institutional level and through various plans, including the Student Success and Support Program plans (credit and non-credit). Students can access student support services and programs information by phone, email correspondence, and social media ([II.C.1-29](#)). In addition to Net Tutor, EOPS provides online tutoring services ([II.C.1-30](#)). Additional online services, including the College orientation and an online chat platform for counseling and advising services, is currently being developed.

II.C.1. Evidence

[II.C.1-1 Annual Program Review Calendar](#)

[II.C.1-2 Annual Program Review for Student Services 2010-2015](#)

[II.C.1-3 5-year Program Review Cycle](#)

[II.C.1-4 Student Service Program SLOs and SAOs](#)

[II.C.1-5 Student Services Assessments of SLOs and SAOs](#)

[II.C.1-6 EOPS/CARE, DSPS, SSSP, CalWORKs Program Plan 2010-15](#)

[II.C.1-7 Link to LATTC Bridges to Success Website](#)

[II.C.1-8 LACCD 2012 and 2014 Student Survey](#)

[II.C.1-9 Financial Aid monthly statistical data](#)

[II.C.1-10 Financial aid data examples](#)

[II.C.1-11 Financial aid disaggregated data examples](#)

[II.C.1-12 2012 LACCD Student Survey and 2014 LACCD Student Survey](#)

[II.C.1-13 Fall 2010, Fall 2012 and Fall 2014 Student Survey](#)

[II.C.1-14 2011, 2013, 2015 LATTC Campus Climate Satisfaction Survey](#)

[II.C.1-15 2012 and 2014 LACCD Student Survey](#)

[II.C.1-16 Assessments of Student Services Program 2010-15](#)

[II.C.1-17 PACTS Plan handout](#)

[II.C.1-18 PACTS Plan](#)

[II.C.1-19 SIS Page](#)

[II.C.1-20 Library Databases](#)

[II.C.1-21 Online Student Guide and Moodle](#)

[II.C.1-22 LATTC 2014-16 Catalog](#)

[II.C.1-23 Link to Student Services Website](#)

[II.C.1-24 Admissions and Records 2014-15 Program Review](#)

[II.C.1-25 Student Success Committee Agenda](#)
[II.C.1-26 Trade Tech SSSP Feedback](#)
[II.C.1-27 Student Success Committee Minutes March 2015](#)
[II.C.1-28 District Annual SSSP Report](#)
[II.C.1-29 Facebook webpage](#)
[II.C.1-30 Screenshot LATTC EOPS Tutor.com](#)

II.C.2 The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting Standard

Identifies and assess learning support outcomes

All student support services defined service learning outcomes (SLOs) and service area outcomes (SAOs), which are posted on the assessment website ([II.C.2-1](#)). SLOs and SAOs are mapped to the College's institutional learning outcomes (ILOs) and Strategic Educational Master Plan (SEMP). The data collected through this process is used for continuous improvement in student support services and programs. During the Program Review process, programs and services reflect on the data collected, identify areas for improvement, and identify targeted strategies to incorporate into improvement plans. Program Review is also used to identify department resources necessary to implement plans and outcomes.

SLOs and SAOs are assessed through indirect methods such as surveys and institutional data provided by the College and/or District. Outcome data are used to determine the effectiveness of all student support services offered at the College. For example, Bridges to Success receives a monthly report from the District's Institutional Effectiveness and Student Support Office with the number of students who completed orientation, assessment, and counseling as required by the Student Success Act of 2012 (Senate Bill 1456) ([II.C.2-2](#)). Services that provide increased individualized support to subpopulations of student groups, such as Puente, use student achievement data to assess program effectiveness ([II.C.2-3](#)).

Provides appropriate student support services and programs to achieve those outcomes

Through the review of student discipline cases and monthly usage reports from the Student Health Center, the College identified the need to provide additional mental health services to meet the needs of its students ([II.C.2-4](#), [II.C.2-5](#)). In 2014, the College entered into a sole source contract with St. John's Well Child and Family Center because of their ability to provide increased mental health services and other services to meet the needs of the College's student population ([II.C.2-6](#)). Additionally in Fall 2015, the District entered into a partnership with the Los Angeles County Department of Mental Health and the Los Angeles County Sheriff's Department College Bureau to designate two School Threat Assessment & Response Team (START) members (one mental health professional and one Sheriff's deputy) to six colleges in the District ([II.C.2-7](#)). The team members are housed at the College. Their roles involve crisis assessment, prevention, and intervention.

Prior to the implementation of the Student Support and Success Program (SSSP) Plan, the College moved from using the Accuplacer exam to the Test for Adult Basic Education (TABE) exam in order to allow the College to better identify students at the lowest levels. Based on the high need for remediation, the College was able to implement a strategy through the Academic Connections Department that aligned refresher courses (credit and non-credit) with the corresponding TABE levels and sequenced these courses to help students move through remediation and prepare for the college assessment ([II.C.2-8](#)).

Uses assessment data to continuously improve student support services and programs

In Fall 2014, student support services and programs aligned SLOs/SAOs and assessment methods with the competencies in Tier 1 of the Pathways for Academic, Career, and Transfer Success (PACTS) framework ([II.C.2-9](#)). Assessment data is also collected and reviewed on a regular basis in support of meeting the required metrics of orientation, assessment, and counseling as outlined in the SSSP Plan ([II.C.2-10](#)). The District's Educational Programs & Institutional Effectiveness Division (EPIE) provides monthly reports that allow the College to monitor these metrics and make adjustments to the delivery of services. In addition to District level data, the College is able to access campus level data at any time from the Office of Institutional Effectiveness, which allows for further analysis at the program and/or student level.

Through this data review, the College was able to determine the sequence of onboarding services that would best meet the needs of students. For example, with the implementation of pathway counselors there has been an increase in the number of Student Education Plans completed ([II.C.2-11](#)). Also, the integration of technology in several departments led to significant improvements in the delivery of services and/or student satisfaction. For example, the online application and transcript request in Admissions and Records led to higher student satisfaction from 71.1 percent in 2012 to 85.4 percent in 2014 ([II.C.2-12](#)). The implementation of online tutoring for Extended Opportunity Programs and Services (EOPS) led to an increase in the number of student participants earning a grade point average over 3.5 ([II.C.2-13](#)). Furthermore, in Spring 2014, the College implemented Ready/Go Week as a way to centralize, coordinate, and increase access to student support services and programs at the beginning of the semester. This addressed the issue the College faced in prior years where during the first few weeks of the semester there were a high number of students waiting for services.

An example of using assessment data to continuously improve student support services and programs can be seen in the area of counseling. In looking at low completion rates and the student usage rate of general counseling services, the College determined that embedding counselors into the academic pathways would provide more direct services to students where they study ([II.C.2-14](#)). In July 2014, five counselors physically moved into the instructional areas of five launched pathways. These counselors provide all counseling related services needed in the pathway to support students in these areas.

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. The Student Services Division is committed to improving its services and programs through data driven decision-making processes. The Division participates in the annual Program Review process and engages in discussion around SLOs and SAOs each year. Support and training from the Office of Institutional Effectiveness (OIE) helped the Division actively engage in assessing its learning outcomes. Assessment is an important topic at department meetings, Student Services Council, and Student Service retreats. External feedback from faculty and

staff from the Program Review validation process regarding general counseling, financial aid, and Bridges to Success will also be used to improve student support service delivery.

In the spirit of continuous improvement, the College recognizes the need to address the focus on student satisfaction surveys as a primary means of collecting assessment data. Student support services and programs are anticipating a formalized assessment process that will provide additional needed guidance. The College also recognizes the need to identify benchmark data points in alignment with the Strategic Educational Master Plan, Institution-Set Standards, equity, and Student Success Scorecard. The OIE will play a critical role in assisting the Division with these conversations and providing training.

II.C.2. Evidence

[II.C.2-1 SLO and SAO Assessments](#)

[II.C.2-2 SSSP Monthly Data Report](#)

[II.C.2-3 SAO Assessment Puente](#)

[II.C.2-4 Student discipline spreadsheet](#)

[II.C.2-5 Student health center usage](#)

[II.C.2-6 St John partnership](#)

[II.C.2-7 District Partnership with LACDMH and LASD](#)

[II.C.2-8 Academic Connections table](#)

[II.C.2-9 EOPS SLO-SAO Statements](#)

[II.C.2-10 SSSP Plan](#)

[II.C.2-11 SSSP Funding Simulation](#)

[II.C.2-12 A&R student satisfaction survey results](#)

[II.C.2-13 EOPS tutoring report](#)

[II.C.2-14 Counseling Model of Embedding into Pathways Summer 2014](#)

II.C.3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard

Equitable access to all of its students

Los Angeles Trade-Technical College (LATTC) promotes success for all students and is committed to ensuring that student needs are met regardless of service location by providing student services both on campus and online. Information is available via telephone, email, the College website, and through the Student Information System for all student support programs (e.g., applying to the College, registration, programs of study, College Catalog). Many areas provide access to forms and/or processes students need to complete via the College website, email, or the Student Information System ([II.C.3-1](#), [II.C.3-2](#)).

The College website allows students to access their individual records and to complete many onboarding functions. These include applying for admission, tracking financial aid award status, scheduling appointments online for core services, signing up for orientation sessions, accessing unofficial transcripts, and registering for classes. Students access many of these functions via the Student Information System (or eSARS) ([II.C.3-3](#), [II.C.3-4](#)). Student support service webpages contain

information about office location, permanent staff, hours of operation, contact information, and services provided in each area. The College strives to have the webpages maintained and updated on a regular basis by a dedicated staff person in each area. Alternative forms of information and means of communicating are available for students with disabilities.

In Fall 2014, student support services standardized office hours to create greater consistency and access for students to services. During peak registration periods, extended hours are provided (e.g., Ready/Go Week hours). All student support services are housed in two primary locations on campus – Juniper Hall and Mariposa Hall ([II.C.3-5](#)). The College has ensured students are able to easily locate the two buildings by marking the ground connecting the two buildings ([II.C.3-6](#)).

Many student support services (e.g., Bridges to Success, Financial Aid, etc.) have a program specific email addresses that allows students to submit inquiries and have a staff member respond within two business days. For example, students can ask questions regarding financial aid via Facebook and should receive a response within two business days ([II.C.3-7](#)). While the goal is to have a response within two business days, requests sent via email to the Financial Aid Office may have a longer response time ([II.C.3-8](#)). Financial Aid is still striving to expand and improve its response time.

The College communicates with students in multiple ways including mass mailings, email, phone calls, school messenger (email and text), Facebook, and Twitter. Direct communication from the College President to all students is done through email every week and is archived ([II.C.3-9](#)). LATTC's Facebook page launched in 2008 and has over 7,000 likes and 45,000 visits ([II.C.3-10](#)). College programs and services can post photos, information, events, and activities to this site. Students can find timely information about news and events, open classes, workshops, scholarship opportunities, and even emergency communications. In late 2009, the LATTC official Twitter page was added as another way to communicate with students ([II.C.3-11](#)). Bilingual staff is available to assist students in English and Spanish, as well as alternative formats for students with disabilities.

Appropriate, comprehensive, and reliable services

To accommodate students during peak registration times, all primary onboarding services are offered through the Bridges to Success Center. This one-stop center assists new and continuing students with application assistance, orientation, assessment, counseling, course registration, paying for parking and fees, and obtaining a student identification card. Other support services are organized and marketed through Ready/Go Week activities ([II.C.3-12](#)). The Financial Aid Office supports students located in the pathways and specialized programs by providing a dedicated staff member on a set schedule one day per week ([II.C.3-13](#)).

In addition to these coordinated efforts, there is a separate computer lab dedicated solely to financial aid that assists students with completing the online Free Application for Student Aid (FAFSA) and Board of Governors (BOG) fee waiver ([II.C.3-14](#)). The Bridges to Success Center serves as the hub for all outreach, recruitment, and concurrent enrollment with K-12 partners and students in the College's service areas. This includes dual/concurrent enrollment opportunities for high school students and other core onboarding services.

In 2014, LATTC entered into a contract with St. John's Well Child and Family Center to operate the Student Health Center and provide comprehensive healthcare services. This includes first aid services and expanded mental health services ([II.C.3-15](#)). In addition to the services provided on campus,

students and their families have direct access to expanded services at St. John's Well Child and Family Center Warner Traynham Clinic located across the street from the College.

Categorical and special programs are comprehensive models that include counseling support, financial support, and workshops tailored to meet the needs of students ([II.C.3-16](#)). Students participating in Extended Opportunity Programs and Services (EOPS) have a higher success and retention rate compared to the College overall retention and success rate (EOPS retention: 88.8 percent; College retention: 86.1 percent. EOPS success rate: 73.5 percent; College success rate 68.1percent) ([II.C.3-17](#)).

The College has committed to providing additional staffing support to ensure reliable services in areas such as Student Life, Foster and Kinship Care Education Program, general counseling, Student Success and Support Program, or Student Equity Plan funds. In 2014, office hours for the Associated Student Organization (ASO) were expanded into the evening hours with the addition of a faculty advisor. Five additional counselors were hired in 2014-15 to support EOPS and General Counseling. Equity funds have been used to provide additional staffing and services to address outcome gaps in Disabled Students Programs and Services (DSPS), Foster Youth Guardian Scholars, and for African American students through Umoja.

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. LATTC provides appropriate and reliable student support services. The services are comprehensive in covering the diverse needs of its student population. Students have access to all services on campus during prescribed hours. While comprehensive services are offered on campus, the College recognizes that increasing the ability to access and complete forms and other transactions online will improve access for students.

II.C.3. Evidence

[II.C.3-1-College Catalog p. 13-16, 39-51](#)

[II.C.3-2 Student Services Website](#)

[II.C.3-3 Student Information System – logon](#)

[II.C.3-4 eSARS screenshot](#)

[II.C.3-5 campus map from ready/go week](#)

[II.C.3-6 picture of ground between Juniper Hall and Mariposa Hall](#)

[II.C.3.7 Sample Facebook FA Request with Response](#)

[II.C.3.8 Sample Email FA Request with Response](#)

[II.C.3-9 President's student email blast](#)

[II.C.3-10 LATTC Facebook screenshot](#)

[II.C.3-11 Twitter screen shot](#)

[II.C.3-12 Ready/GO Week Flyer](#)

[II.C.3-13 Schedule in pathway and foster care and kinship program](#)

[II.C.3-14 Picture of FA Lab](#)

[II.C.3-15 List of Services in Contractual Agreement with St. John's Well Child and Family Center](#)

[II.C.3-16 Puente and EOPS](#)

[II.C.3-17 College Fact book](#)

II.C.4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

Co-curricular programs and athletics programs are suited to the institution's mission

Los Angeles Trade-Technical College (LATTC) offers opportunities for students to participate in a variety of co-curricular activities and athletics. The Office of Student Life, commonly referred to as the Associated Student Organization (ASO) office, is dedicated to developing student activities and co-curricular programming, including supporting the ASO and the Inter-Club Council (ICC). The preamble to the student government constitution states its purpose being, "...to guide and encourage cultural, social, athletic, and scholastic activities, to promote the welfare of the students and to provide a representative student government..." ([II.C.4-1](#), [II.C.4-2](#)). The ASO and ICC provide programming on campus that contributes to the social and cultural educational experience for students. The Office of Student life is in the process of being rebranded and will be developed by the Associate Dean of Student Life.

The ASO strives to meet the diverse needs of LATTC's student population ([II.C.4-2](#), [II.C.4-3](#)). There were 27 chartered clubs in 2014-15 covering student interests, ranging from academic disciplines, student service areas, social interests, ethnic and/or racial groups, and other varying interests ([II.C.4-4](#)). The activities of the ASO and its clubs meet the College mission by "...preparing our students to participate effectively in our society" ([II.C.4-5](#)). The Office of Student Life, in concert with the ASO, is responsible for administering the annual ASO student elections and Los Angeles Community College District (LACCD) Student Trustee Election ([II.C.4-6](#)).

LATTC currently offers Men's and Women's basketball, Men's and Women's swimming, Men's and Women's volleyball, and Men's and Women's water polo. Student athletes in these teams must follow specific rules and regulations as set forth by the California Community College Athletic Association (CCCCAA) and National Collegiate Athletic Association (NCAA), including academic policies and integrity. All athletes must be enrolled in 12 units during their season of participation, nine of which must be academic ([II.C.4-7](#)). Sophomore athletes must have passed 24 units, 18 of which must be academic, with a minimum grade point average of 2.0 before playing their second season of competition ([II.C.4-8](#)). Student Education Plans (SEPs) must be on file by October 15 for fall competition and March 1 for spring competition ([II.C.4-9](#)). In alignment with the College mission, athletics helps prepare "our students to participate effectively in our society" by providing them the opportunity to build character through competition. Athletes exemplify the values of integrity, teamwork, and commitment.

The Office of Student Life and athletics program are reviewed through the Program Review process in the same manner as all other academic, administrative, and student services and programs to ensure they meet College standards ([II.C.4-10](#)).

Sound educational policy and standards of integrity

LATTC's ASO follows the policies, procedures, and processes prescribed for its operations ([II.C.4-11](#), [II.C.4-12](#), [II.C.4-13](#), [II.C.4-14](#), [II.C.4-15](#)). Student leaders participate in leadership training at the campus and with the District ([II.C.4-16](#)).

The integrity of the College athletics program is governed through the CCCAA constitution, articles, and bylaws. Items covered are eligibility, seasons of sport, recruitment, playing rules, conference membership, awards, post-conference competition, and medical policies ([II.C.4-17](#)). Within the CCCAA rules is the decorum policy, which is the code of behavior for all participants in sponsored athletic events ([II.C.4-18](#)). The CCCAA requires all staff who are directly involved with athletics, including the athletic trainer, coaches (head and assistant), counselor, dean, and athletic director to earn a minimum score of 80 percent on an annual exam regarding compliance with CCCAA articles and bylaws ([II.C.4-19](#)).

All athletic teams are staffed with coaches and assistant coaches according to the AFT faculty contract. Furthermore, all coaches abide by requirements as outlined by the Commission on Athletics and the South Coast Conference bylaws established for each sport ([II.C.4-20](#)). The College also provides student athletes with access to support needed to be successful, including counseling and educational plans. In Fall 2015, an Athletic Onboarding process was implemented to orient all athletes (both new and returning) competing in fall athletic programs to the services provided by the College. It allowed the institution to cover eligibility, decorum, and other important athletic policies ([II.C.4-21](#)).

Institution has responsibility for the control of these programs, including their finances

ASO programs are supported by a \$7 membership fee, paid online or in person at the Business Office or Bridges to Success Center. All credit students must pay this fee in order to utilize ASO services. Any student, upon enrolling is eligible to become a paid member of the ASO. The College controls these funds, and the ASO follows District regulations regarding the use of these funds ([II.C.4-22](#)). The ASO establishes a budget by July 1st of each year based on income received through the payment of the \$7 membership fee. ASO funds remain separate from College general funds ([II.C.4-23](#)).

The College athletics program is financially supported in two ways: 1) an allocation from the College's general fund operating budget and 2) fundraising by the teams. The general fund allocation for athletics includes budget for transportation, equipment, meals, and officiating fees ([II.C.4-24](#)). Fundraising by each individual sport helps with additional supplies and other unanticipated costs ([II.C.4-25](#)).

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. The College has a strong focus on student success that will continue to be a priority for students involved in co-curricular and athletic programs. The commitment to co-curricular and athletic programs has led to additional staffing in each area. In order to provide additional structure and support for co-curricular programming, the College hired a part-time faculty advisor with a focus on training and leadership development. The College also conducted the hiring process for an associate dean who will be responsible for the area of Student Life, including expanding existing student engagement opportunities.

To provide additional support for student athletes, an adjunct counselor was assigned in Fall 2015 to the Athletics Department. The counselor meets with student athletes to ensure they maintain unit and academic eligibility. While the athletics program meets the requirements of this Standard as outlined

above, concerns raised in Spring 2015 to the California Community College Athletic Association led to a change in the leadership and organization of the area. In Fall 2015, audit findings further identified the need for the College to strengthen its existing processes and structures in athletics.

II.C.4. Evidence

[II.C.4-1 List of ASO Activities 2010 through 2015](#)

[II.C.4-2 ASO Constitution](#)

[II.C.4-3 ASO Bylaws](#)

[II.C.4-4 List of ASO Chartered Clubs](#)

[II.C.4-5 LATTC Mission Statement](#)

[II.C.4-6 ASO Election Code Bylaws](#)

[II.C.4-7 unit requirement for athletics](#)

[II.C.4-8 min GPA athletics](#)

[II.C.4-9 SEPs deadline](#)

[II.C.4-10 Athletics Program Review 2010 through 2015 and Student Activities Program Review](#)

[II.C.4-11 Title 5 California Education Code Sections 76060-76067](#)

[II.C.4-12 Ralph M. Brown Act](#)

[II.C.4-13 LACCD Board of Trustees Rules on ASO](#)

[II.C.4-14 LACCD Administrative Regulations on ASO](#)

[II.C.4-15 LATTC ASO Processes](#)

[II.C.4-16 Agenda ASO Training 2010 through 2015](#)

[II.C.4-17 CCCAA constitution, articles, bylaws](#)

[II.C.4-18 CCCAA decorum policy](#)

[II.C.4-19 Compliance Exam Results](#)

[II.C.4-20 COA constitution and South coast Conference bylaws](#)

[II.C.4-21 Athletic Onboarding Agenda](#)

[II.C.4-22 S Regs](#)

[II.C.4-23 Audit report](#)

[II.C.4-24 General fund allocation for athletics](#)

[II.C.4-25 fundraising for sports](#)

II.C.5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

Provides counseling and/or academic advising programs to support student development and success

Los Angeles Trade-Technical College (LATTC) has 24 full-time faculty counselors.

- Six in general counseling
- Six in Extended Opportunity Programs and Services (EOPS)
- Four pathway counselors – Advanced Transportation and Manufacturing (ATM); Construction, Maintenance and Utilities (CMU), Health Sciences (HS); and Liberal Arts

- Three in Disabled Students Programs and Services (DSPS)
- Two in Gain/CalWORKs
- One University Transfer Center director and
- One counselor supporting Puente and International Students

Additional counseling capacity to support athletics, Umoja, Veterans and the new student onboarding is provided through adjunct counselors. The student to counselor ratio in Fall 2013 was 904:1 ([II.C.5-1](#)). However, data from the 2013-14 academic year indicates that the general counseling faculty served 18,845 students. This student to counselor ratio (includes full-time and adjunct counselors) was 2692:1 ([II.C.5-2](#)). This data more accurately reflects the true student to counselor ratio in the general population because counselors in categorical/special programs are limited to serving students who are eligible for those programs.

To ensure that the College serves its students, the Counseling Department provides counseling services in a variety of programs and through multiple modalities. Additional adjunct counselors have also been hired to increase student access to counseling services in all programs and services with a counseling component ([II.C.5-3](#)). During peak registration times, counseling services are increased so that all counselors are available to provide drop-in counseling services. For example, this occurs at the beginning of the semester when students need counseling assistance with financial aid appeals and petitions.

Students can access advising information from several sources. The College homepage offers links to academic programs and student services including the College Catalog and Schedule of Classes ([II.C.5-4](#)). Advising support is also provided through career counseling guidance assistants (CGCA). Students can also access advising information from department specific orientations, classroom presentations by pathway counselors, and workshops ([II.C.5-5](#)).

The College's counseling services that support student development and success include academic, career, personal, and transfer counseling. These services are provided in individual and group settings. Counseling sessions include educational planning; evaluation of transcripts; review of transferability of courses, degrees, and certificates; major preparation; prerequisite checks; academic progress; transfer planning; scholarship advising; and Pathways to Academic, Career, and Transfer Success (PACTS) Plan sessions for students in pathways. Counselors are active participants in all College matters related to student success. For example, the Counseling Chair was added as a voting member to the Student Success Committee in Fall 2013 ([II.C.5-6](#)). Additionally, counselors support student development through counseling instruction courses. Through the curriculum process, the District Academic Senate approved the request of the District Counseling discipline to change the subject title of all "Personal Development" courses to "Counseling." These courses include:

- COUNSELING 1 Introduction to College
- COUNSELING 2 Interpersonal Relationships
- COUNSELING 4 Career Planning
- COUNSELING 5 College Survival
- COUNSELING 20 Post-Secondary Education: The Scope of Career Planning
- COUNSELING 20E PSE: College Success
- COUNSELING 22 The Transfer Process ([II.C.5-7](#))

Prepares faculty and other personnel responsible for the advising function

All full-time counseling faculty participate in Counseling Department meetings during which they review important information and receive in-service training within the department. Given the depth and breadth of information the department needs to cover in each meeting, the Counseling Department added an additional department meeting in Fall 2015. The department meets twice per month, which provides for additional opportunities for the campus community to meet with counseling faculty regarding updates to programs and topics of concern ([II.C.5-8](#)). The department may request a presentation, or a request can be made for a program or service through the Counseling Chair, for a program or service to attend and present. Counseling faculty in categorical and other special programs participate in their respective program meetings as well ([II.C.5-9](#)). Pathway counselors also attend pathway meetings with instructional faculty. The pathway dean and the department chair determine the frequency of these meetings. Pathway counselors also meet twice per month with the Vice President of Student Services to review information, develop pathway innovations, and troubleshoot issues ([II.C.5-10](#)).

Counseling faculty all meet the minimum qualifications as outlined by the state for counseling ([II.C.5-11](#)). Counselors working in EOPS and DSPS possess additional training and education required for those programs. College-specific information is provided to adjunct and tenure-track faculty in one-on-one and group training sessions ([II.C.5-12](#)). Counseling faculty also participate in trainings regarding relevant technology. Counseling faculty are also encouraged to participate in additional District and statewide training ([II.C.5-13](#)). Counselors regularly attend annual conferences hosted by local universities, including University of California, Cal State, and private universities. They also take advantage of other opportunities that enhance their ability to support the development and success of students. Counseling programs such as DSPS, EOPS, GAIN/CALWORKs, Puente, Umoja, and the University Transfer Center also participate in District, regional, and statewide organizations, and ensure to communicate updated information and policies to the department ([II.C.5-14](#)).

The use of graduate interns allows the Counseling Department to stay connected to the university graduate community, and prepares these interns as incoming professional to the field. These interns provide support to assist counselors with day-to-day duties, while gaining valuable experience. Their presence complements Counseling Department services in a variety of ways. They provide assistance with counseling courses and transfer and career related activities.

Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study

General counselors, categorical/special program counselors, and pathway counselors provide information to students regarding the College's programs of study. As part of the onboarding process all new non-exempt students complete orientation, assessment, and counseling through the Counseling Institute workshop ([II.C.5-15](#)). International students who are newly admitted complete a separate orientation and counseling session conducted by the program coordinator and counseling faculty. Students receive an abbreviated Student Educational Plan, exposure to the six pathways, and other counseling programs and assistance with class registration. Quantitative data is available to demonstrate the number of students receiving these services ([II.C.5-16](#)). Additional and ongoing counseling services are provided throughout the various counseling programs.

The PACTS framework was implemented, in part, to better orient students to the available curricular options at the College. Pathway counselors are counselors that are embedded (physically located) within the instructional pathways as part of the College's PACTS framework. This strategy allows for students to have direct access to counseling support related to their program of study. Another strategy to orient students includes pathway overview sessions, which were designed to provide students with pathway and content specific information related to the careers within a program of study. The College initially held these in-person and later converted them to videos (pathway overview videos) that are available on the College website and shown to students during the general college orientation ([II.C.5-17](#)).

The pathway counselor, pathway navigator and, in some cases, an instructional faculty member, facilitate the PACTS Plan presentation. During the PACTS Plan presentations, faculty provide industry specific content related to their expertise in the industry. This includes information about job opportunities and the job market, professional organizations, career ladders, and information about career-specific expectations and content. This enhances students' experience and further prepares them with the Tier 1 competencies related to industry awareness. The Pathway Counselor reviews the requirements for the program of study and Tier 1 competencies related to student success. Data regarding additional resources needed by the student is captured via Turning Point clicker technology ([II.C.5-18](#)). The PACTS Plan presentation further ensures that all students in the pathway receive advisement assistance, complete their Student Education Plan, and are connected to resources both on campus and in the community ([II.C.5-19](#)).

Students enrolled in distance education courses can access counseling services through the learning management system. Students can link to the Counseling Department webpage as well as communicate with a counselor through the generic email address: counseling@lattc.edu. Students can send an email and receive a response within two business days. The Counseling Department is expanding these services to include an eChat system that will provide synchronous communication with a counselor.

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. Counseling programs, services, and academic advising are accessible and available to all LATTC students. First-time college students are directed to the Bridges to Success Center to attend a Counseling Institute workshop where an abbreviated Student Education Plan is created. Returning and continuing students are directed to the general Counseling Department, specialized program, or to a Pathway Counselor for help and assistance. In addition to general Counseling Department services, the College provides counseling and academic advising in specialized programs, such as EOPS, GAIN/CALWORKS, University Transfer Center, DSPS, Veterans, Foster and Kinship Care Education services, International Students, Puente, and Umoja. The College also provides in-person support for students on academic and progress probation.

The counseling and academic advising areas continuously assess and evaluate programs and services through the annual Program Review process ([II.C.5-20](#)). This includes assessment of student learning outcomes and service area outcomes, which are used to improve the quality of programs and services ([II.C.5-21](#)). The Program Review process facilitates annual statewide reports for EOPS, DSPS, GAIN/CALWORKS, PUENTE and the University Transfer Center.

The College is also committed to professional development of its faculty and staff. Counseling faculty are encouraged to continue professional learning activities. These activities include attending workshops, seminars, conferences, and District training ([II.C.5-13](#), [II.C.5-22](#)). The College requests all

participants to communicate how the information gathered will advance the College mission and benefit the institution ([II.C.5-23](#), [II.C.5-24](#)).

The College recognizes that it will need to address the level of counseling faculty and support provided as it launches additional pathways, provides the services connected to the Student Success and Support Program and other programs. Furthermore, it needs to identify mechanisms to streamline and decrease duplication of counseling and advising services. Given the PACTS framework and the prominent role for counseling, additional professional development for counselors related to PACTS strategies and innovation needs to be a priority. Lastly, the College will need to expand the availability of online support services, including eChat and other counseling related services, to meet students' needs.

II.C.5. Evidence

[II.C.5-1 Student Success Scorecard](#)

[II.C.5-2 SSSP Report 2014-15, II.C.5-3 SARS Report](#)

[II.C.5-3 Adjunct Counselors Work Schedule](#)

[II.C.5-4 Screenshot College homepage](#)

[II.C.5-5 General Counseling Guide to See a Counselor](#)

[II.C.5-6 SSC Minutes October 17, 2013](#)

[II.C.5-7 LATTC Catalog](#)

[II.C.5-8 Counseling Dept Meeting Schedule](#)

[II.C.5-9 agendas-EOPS, DSPS, Pathway](#)

[II.C.5-10 Pathway Counselors Meeting October 8, 2015](#)

[II.C.5-11 Minimum qualifications](#)

[II.C.5-12 Saturday training session ppt](#)

[II.C.5-13 LACCD Counselor Conference trainings](#)

[II.C.5-14 LATTC Faculty Committee Interest form](#)

[II.C.5-15 Screenshot ACO Homepage](#)

[II.C.5-16 District SSSP data](#)

[II.C.5-17 Pathway Overview video](#)

[II.C.5-18 Clicker Data](#)

[II.C.5-19 PACTS Framework](#)

[II.C.5-20 Counseling Program Review](#)

[II.C.5-21 sample counseling SAO with improvement benchmark](#)

[II.C.5-22 UC, CSU, Achieving the Dream, Student Success Conference](#)

[II.C.5-23 conference form](#)

[II.C.5-24 sample of complete conference form](#)

II.C.6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard

Admissions Policies

Los Angeles Community College District (District) Board Rule 8100 establishes admissions criteria for

all District colleges, including Los Angeles Trade-Technical College (LATTC) ([II.C.6-1](#)). Board Rule 8100 establishes an open admissions policy that supports the College mission. The College is open to anyone possessing a high school diploma or who is 18 years of age or older, and is able to benefit from the programs and services offered at LATTC. Students eligible for admission are defined in the College Catalog as high school graduates, non-high school graduates, transfer, and international students ([II.C.6-2](#)). Board Rule 8100 also provides for the admission of students in elementary or secondary grades as special full-time or part-time students as long as specific criteria are followed. These criteria include the following: 1) written permission from the school of attendance principal, 2) parental consent, 3) a determination that the student is able to benefit from community college instruction, and 4) space being available in the classes in which the student seeks to enroll.

LATTC also admits K-12 students through the Early College Program, which provides students the opportunity to concurrently enroll in college courses while still in high school. The purpose of the program is to provide advanced scholastic and educational enrichment opportunities for eligible students. Students who desire to participate in concurrent enrollment must be recommended by their principal or counselor and have parental permission. In addition to the College application, students must meet with their high school counselor to complete the Supplemental Application for Admissions ([II.C.6-3](#)).

Every LATTC course is open to enrollment by any person admitted to the College unless a prerequisite exists or there is a specific statutory or regulatory exemption. Enrollment is established through a districtwide system, and priority is based on students meeting criteria as established by state statute. The Student Success Act (Senate Bill 1456) requires students to complete orientation, assessment, and counseling for priority registration. There are also statutory criteria for priority registration for students in the following: Extended Opportunity Programs and Services (EOPS), Disabled Students Programs and Services (DSPS), Veterans, Foster and Kinship Care Education, and CalWorks.

Defines and advises students on clear pathways to complete degrees, certificate and transfer

All new, non-exempt students must complete Accuplacer, which is the College assessment exam. Concurrent enrollment students who wish to enroll in English and Math must take the College assessment and have a placement at or above English 101 and/or Math 125. The scores provide a recommended placement that counseling faculty review with students. The Associate Degree for Nursing and Cosmetology programs have additional entry requirements, which are reviewed with students. LATTC also provides expungement workshops and other resources to assist students with prior felonies that might prevent them from receiving state licensing and/or credentialing.

LATTC has 98 programs which are described in the College Catalog and the College website. Program fact sheets are located on the College website and include a program overview, list program learning outcomes (PLOs), and list required courses to earn the certificate and/or Associate of Arts and Science degrees. Each program fact sheet also contains a Quick Response (QR) code allowing a student to access information from their smart phone.

In order to provide clear pathways for students, the College implemented the Pathways to Academic, Career, and Transfer Success (PACTS) framework. Many programs are organized into pathways. These include Advanced Transportation and Manufacturing (ATM), Design and Media Arts (DMA), Construction, Maintenance and Utilities (CMU), Applied Sciences, Liberal Arts & Sciences, and Health Sciences departments. These pathways do not have additional admissions policies. The PACTS

framework provides and ensures that both decided and undecided students have clear pathways to degree, certificate, and transfer.

Pathway videos describe the programs of study available in ATM, DMA, and CMU departments ([II.C.6-4](#)). These videos are targeted for decided and undecided students. During PACTS Plan sessions, counseling faculty and pathway navigators review the courses required for specific programs of studies, including major requirements and additional requirements for the Associate of Arts and Science degrees, and/or transfer ([II.C.6-5](#)).

Students also learn about pathways to complete degrees in the following ways:

- The College Catalog, which provides students with information about available programs of study and requirements. This information is also posted on the College website via program fact sheets, which are posted for every program for which a certificate or degree is offered ([II.C.6-2](#)).
- Orientation and counseling information sessions through the Bridges to Success Center as part of the onboarding process. Students receive program fact sheets and additional information on credit pathways in academic and career technical programs. Additionally, credit and non-credit offerings through the Academic Connections Department are reviewed with students needing remediation and/or skill enhancement.
- Specialized counseling provided in Extended Opportunity Programs and Service (EOPS), Disabled Students Programs and Services (DSPS), Foster and Kinship Care Education Program, GAIN/CALWORKS, International Students, and Veterans.
- Pathways to transfer information available through the Transfer Center and pathway counselor for the Liberal Arts and Sciences Pathway. The Transfer Center website has information on articulation agreements and transfer requirements ([II.C.6-6](#)). Additionally, the Center has resources including university catalogs, workshops, campus tours, and university representatives.

In an effort to advise students on pathways, the College launched pathway overview sessions in Fall 2014. These sessions provide students with an orientation to the programs of study, the faculty in each pathway, including the pathway counselor, and career options within a pathway. In addition to the pathway overview sessions, once a student is enrolled in a first semester course, a counselor and instructional faculty member conduct a PACTS Plan session, which provides students with a comprehensive Student Educational Plan ([II.C.6-7](#)). In addition to the necessary coursework a student needs to complete, the student also receives information regarding their level of competency in the four areas of Tier 1.

Analysis and Evaluation

Evidence demonstrates the College meets this Standard and Eligibility Requirement 16. In order to provide clear pathways for students, the College implemented the PACTS framework. In order to improve the advisement of students to clear pathways for degrees, certificates, and transfer goals, the College implemented a model of pathway counselors (embedded counselors) in the six launched pathways in 2014. While this provides direction for students, the College still has a population of students that are undecided. Undecided students are advised in general counseling to explore career and pathway options, and to enroll in math and/or English courses based on their Accuplacer scores. This population of students requires additional time and/or interventions (in-person and online) to define their goals and identify a program of study by their third semester and/or after they earn 15 units.

Each term, the enrollment process is reviewed. Each registration cycle is evaluated and changes are implemented in subsequent registration cycles. Initially, the College had a three-day orientation, assessment, and counseling process; however, after reviewing data and feedback from faculty and students, the process was shortened to one day (five hours), and the sequence of services was changed to meet students' needs.

II.C.6. Evidence

[II.C.6-1 Board Rule 8100](#)

[II.C.6-2 Catalog information about programs](#)

[II.C.6-3 Early College Program Website and forms](#)

[II.C.6-4 Pathway Video](#)

[II.C.6-5 PACTS Plan](#)

[II.C.6-6 Transfer Center Website](#)

[II.C.6-7 SEP example](#)

II.C.7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

The College has adopted and strictly follows admission policies consistent with its mission as a public community college. The policies comply with California Code of Regulations, Title 5. The admissions policies are published in the College Catalog and in the Registration Guide on the Schedule of Classes webpage. The Los Angeles Community College District (LACCD) uses CCCApply as the districtwide electronic admissions application ([II.C.7-1](#)). This admissions application system is utilized throughout the State of California and provides the LACCD with the opportunity to use one application for admission to any of the District's colleges. Bridges to Success and the Admissions and Records Office work collaboratively to ensure the seamless transfer of paper applications to CCCApply.

The Admissions and Records Office participates in annual program planning, comprehensive Program Review, and outcomes assessment processes to ensure program evaluation informs the implementation of new practices and ensures the effectiveness of the application instrument ([II.C.7-2](#), [II.C.7-3](#), [II.C.7-4](#)). The effectiveness of admissions practices and tools are evaluated at the college level through the annual Program Review process, as well as by the districtwide Admission & Records Committee and districtwide Student Success and Support Program (SSSP) Committee ([II.C.7-5](#), [II.C.7-6](#)). The Program Review process allows for continuous improvement of these processes.

Assessment is a critical component of the onboarding process and a core function of the Student Success and Support Program (SSSP) Plan ([II.C.7-7](#)). At Los Angeles Trade-Technical College (LATTC), the Assessment Center offers placement testing year-round on a first come, first served basis to all matriculating students. Non-matriculating students are also offered the opportunity to complete assessment testing for placement in the English, English as a Second Language (ESL), and/or the mathematics course sequence. Students reported a 76.7 percent satisfaction with Assessment and Placement Services at the College ([II.C.7-8](#)).

The College uses instruments from the California Community College Chancellor's Office's (CCCCO) list of approved assessment instruments, which are validated using the *Standards, Policies and Procedures for the Evaluation of Assessment Instruments Used in the California Community Colleges* ([II.C.7-9](#)). This list offers a listing of instruments that have been validated for use in California community colleges as a part of the placement process for English, ESL, and mathematics. The CCCCCO assessment workgroup advises the Chancellor's Office on statewide assessment issues, and conducts the biannual review of assessment instruments submitted by colleges and test publishers for CCCCCO approval ([II.C.7-10](#)).

The College uses locally established cut scores based on a multifactorial score from identified placement instruments to determine placement within each course sequence ([II.C.7-11](#)). The College performs periodic review of assessment cut scores to ensure that the cut scores established for student placement remain effective for accurately placing new students in English and/or mathematics classes ([II.C.7-12](#)).

New students are assessed for placement in English, ESL, and mathematics course sequences ([II.C.7-13](#)). LATTC uses the following CCCCCO-approved assessment instruments: Accuplacer for Native Language Students of English and Math, and ACT Compass ESL for ESL. English, ESL, and math placement practices have been validated and approved by CCCCCO. English and mathematics assessments are completed using Accuplacer, a computerized, state-approved assessment tool. ACT Compass ESL was used for ESL placement from 2007 until October 9, 2015. Accuplacer ESL will be used for ESL placement starting mid-October 2015.

Online preparation tools are available to assist students with the test preparation ([II.C.7-14](#)). LATTC accepts placement scores from the other colleges within the LACCD and other community colleges if the test was taken within the last two years. Placement testing is computerized and offered year-round ([II.C.7-15](#)). Students receive an assessment summary that may be used to select their courses and to plan their educational goals. With the implementation of mandatory assessment as part of SSSP, the College has seen an increase in the number of Accuplacer tests administered from 1,606 before July 1, 2014 to 7,080 in 2015 ([II.C.7-11](#)). This is an increase of 340 percent from 2014 to 2015.

While not a state-approved assessment instrument for LATTC, the Test for Adult Basic Education (TABE), allows the College to identify the remedial skills in English and Math for its student population ([II.C.7-16](#)). This test, which is a standardized nationwide exam validated by the CTB/McGrawHill, is used as a diagnostic tool only ([II.C.7-17](#)).

Students enrolled in online courses complete the same college application through CCCapply. The assessment test is not available online; therefore, students are encouraged to take an assessment test at a community college or testing site closest to them.

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. The institution regularly evaluates its admission and placement instrument for effectiveness and to minimize biases. The CCCCCO validates placement instruments. Assessment tools and practices are examined through the equity lens to minimize biases and is a focus in the current LATTC Student Equity Plan.

The College uses locally established cut scores. The English and Math disciplines evaluated their respective cut scores in 2013 and 2015, respectively. Given the high remediation needs of the College's student population the TABE locator was implemented. This allowed the College to reach students with

lower assessment scores and provide remediation in English and math through the Academic Connections Department.

In Summer 2015, the College moved to full implementation of Accuplacer for all new, nonexempt students as part of the onboarding process (assessment, counseling, and orientation). Given the available online resources and courses available through Academic Connections, the College recognized the need to adjust its retesting policy. The College revised its retesting policy to allow students to retest once a term, not to exceed four times a year.

II.C.7. Evidence

[II.C.7-1 Board approval of move to CCCApply](#)

[II.C.7-2 A&R Admission Application](#)

[II.C.7-3 Program Review](#)

[II.C.7-4 A&R SAO assessment report](#)

[II.C.7-5 ARC minutes December 15, 2015](#)

[II.C.7-6 SSSP Committee minutes](#)

[II.C.7-7 2015-16 SSSP program plan](#)

[II.C.7-8 LACCD Student Survey](#)

[II.C.7-9 CCCCCO Standards for Evaluation of Assessment Instruments](#)

[II.C.7-10 List of approved instruments California Community Colleges Approved Assessment Instruments, Spring 2015](#)

[II.C.7-11 APMS Placement Criteria](#)

[II.C.7-12 APMS placement report](#)

[II.C.7-13 English and Math Course Sequence](#)

[II.C.7-14 Accuplacer preparation online](#)

[II.C.7-15 Testing schedule](#)

[II.C.7-16 McGraw Hill locator test report](#)

[II.C.7-17 Validated by CTB/McGraw Hill](#)

II.C.8 The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

The College maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. As part of the Los Angeles Community College District (LACCD) Student Information System (SIS), student records are backed up and maintained at the Educational Services Center (ESC). Both the District and Los Angeles Trade-Technical College (LATTC), comply with federal and state law through established policies and procedures governing student records and the control of personally identifiable information ([II.C.8-1](#)). The College adheres to the confidentiality standards required in the Family Educational Rights and Privacy Act (FERPA) and California Code of Regulations, Title 5 ([II.C.8-2](#)). No student records, including directory information are released without the written consent of the student concerned except as authorized by law. All student records maintained by the various College offices and departments, other than those specifically exempted by law, are open to inspection by the student concerned.

The Admissions and Records Office maintains all student records, both permanent and optional, in a secured area ensuring their security and confidentiality. The College adheres to District Board Rules in regards to the classification and destruction of records ([II.C.8-3](#)). Pursuant to Title 5, sections 54606-546008 and 59020-59029, records are classified as permanent (Class 1), optional (Class 2), or disposable (Class 3). Following Title 5, the LACCD Board created a classification of Admission and Records documents ([II.C.8-4](#)). Class 1 documents are stored permanently in the database after they have been scanned, and original paper records are reclassified as Class 3. The College retains Class 2 records indefinitely unless reclassified as Class 3. Class 3 records are stored for three years in the College warehouse and then are destroyed. Paper records that have not yet been scanned are stored in locked containers in College offices accessible only by staff.

Admissions and Records staff attend LACCD General Counsel's workshops on confidentiality, security, and maintenance of student records ([II.C.8-5](#)). At the Admission and Records Office counter, all students are required to provide a valid government-issued identification card (with picture) to confirm their identity. Students may access their own English and math placement results as well as academic transcripts by using the web-based SIS, which is password protected. LATTC staff have access to these records using the SIS as authorized by LACCD Administrative Regulation B-28 ([II.C.8-6](#)).

To obtain access to the SIS, staff members must receive authorization. This access is only granted after the Department Supervisor, appropriate vice president, and the College Information Technology (IT) Director reviews and approves the request form ([II.C.8-7](#)). The SIS requires individual staff members to login and enter a user name and unique password to view or perform transactions. The College assigns various levels of access to personnel based on their respective scope of responsibilities, and IT maintains this access list ([II.C.8-8](#)). In particular, temporary and student employees are strictly prevented from having privileged access to change their records or those of their classmates. The District SIS has a reporting system that allows for tracking transactions on student records by user identification.

Student records are imaged and saved on the College server. College staff members are assigned different security levels to access to records. The District has policies for keeping student records, providing transcripts, and securing those records ([II.C.8-9](#)). Students are provided information on how to request transcripts in the College Catalog and online ([II.C.8-10](#), [II.C.8-11](#)).

The Admissions and Records Office tracks student requests for transcripts. Students submit a request to Admissions and Records either in hard copy or electronically ([II.C.8-12](#), [II.C.8-13](#)). The request is entered into DEC (named after the company that created the program) to document the date of submission, and physical copies are either picked up or mailed as requested by the student. In 2013, the District outsourced online official transcript ordering through National Student Clearinghouse, a company providing online ordering through a secure network. The majority of students (85.4 percent) say that they are satisfied with the services provided by Admissions and Records ([II.C.8-14](#)).

The College scans paper records in the Viatron imaging system. Viewing access to imaged documents is limited to authorized personnel in Admissions and Records, Counseling, Assessment Center, and Financial Aid. Administrative access to the imaging system is limited to authorized personnel in Admissions and Records, Counseling, Assessment Center, Financial Aid and IT ([II.C.8-15](#)). For additional security, the vendor (Viatron Systems) keeps a copy of the records on the secure document imaging system ([II.C.8-16](#)). Admissions and Records staff will scan incoming documents from 2009 to

present. To provide further protection against identity theft, all students are identified by a student ID number that is not their social security number.

Social Security numbers are not required when a student applies to the College; however, if a student applies for financial aid a social security number is needed. The Financial Aid Office uses Social Security numbers to identify students, and students are required to show their Social Security number and have it attached to their student record through the Admissions & Records Office.

Student financial aid records are imaged and saved on the College server. Staff are assigned different security levels to access financial aid records. As discussed above in the section on the Admissions and Records Office, all students are required to provide picture identification to confirm their identity at the Financial Aid Office counter. Since financial aid records are accessed with Social Security numbers, screen protectors have also been installed on all monitors used at the counter.

In 2014, LATTC changed its student healthcare provider from Mosaic to St. John's Well Child and Family Center (refer to Standard II.C.2 and II.C.3). LATTC owns all student health records and St. John's Well Child and Family Center is the custodian of those records ([II.C.8-17](#)). St. John's Well Child and Family Center is responsible for including appropriate documentation and using responsible medical record practices that maintain security and privacy of records as required by HIPAA. Under the direction and protection of College's IT Department staff, the Electronic Medical Records system is backed up daily on the Student Health Center server ([II.C.8-18](#)). The release of records requires a written consent; signed by the patient, directing the Student Health Center to release records in accordance with federally mandated guidelines ([II.C.8-19](#)).

The College maintains assessment results in a secure database with access limited by individual login. All areas providing counseling services track student appointments in the Student Appointment Record System (SARS) database, which is generated by the SARS-GRID program—a student appointment-scheduling package from SARS Software Products, Inc. SARS counseling notes are protected, requiring a counselor sign-on password in order to access a student's counseling record ([II.C.8-20](#)). The SARS database has limited access that requires user login to computers connected to its server. Data from Pathways to Academic, Career, and Transfer Success (PACTS) Plan sessions is compiled and a copy of the data is sent to the Office of Institutional Effectiveness.

Programs and services that utilize District software follow the same access guidelines as described above. Additionally:

- In the **Child Development Center**, children's files are maintained for eight years, which is the California requirement, and are locked in confidential cabinets. Parents may make a written request to obtain a copy of their child's file.
- In **Athletics**, student medical forms are kept in the athletic trainer's office and Form 1 and Form 3 are kept in the Athletics Office and scanned.
- The **Financial Aid Office** adheres to federal and state law and regulations and follows FERPA and the Buckley amendment with regard to the student record policy.
- Applications for **Associated Student Organization** positions are filed away in a locked office.
- **Extended Opportunity Programs and Services (EOPS)** and **Cooperative Agencies Resources for Education (CARE)** developed an in-house database to maintain information about its students. Access to the database is controlled and only given to those who need it. The program conducts regular training to ensure that all staff are aware of the importance of

maintaining student privacy and adhere to all applicable federal and state laws, as well as local Board policies ([II.C.8-21](#)).

- In **GAIN/CalWORKs**, each student is given an individual confidential file in the GAIN/CalWORKs Office. Counselors and staff access student files to obtain student information as needed. Files are locked up in the cabinet at the GAIN/CalWORKs Office when they are not in use. Records are not released to any parties. All student workers are required to sign a confidentiality form before the start of their work assignment.
- The **University Transfer Center** maintains an in-house database to maintain and track students interested in transferring to a four-year college and university. Counseling staff and career guidance counselor assistants have access and update responsibilities. The program conducts regular training to ensure that all staff are aware of the importance of maintaining student privacy and adhere to all applicable federal and state laws as well as local Board policies.
- The **Disabled Students Programs and Services (DSPS) Department** maintains an internal database to maintain and track students. DSPS also has a secure locked file room that houses all confidential student files.

The College publishes and follows established policies for release of student records and follows FERPA standards on confidentiality and release of records to parents and others. Written authorization from the student is required for release of records ([II.C.8-22](#)). All student records, other than those specifically exempted by law, are open to inspection by the student concerned. A student may challenge the accuracy or appropriateness of these records through the Admissions and Records Office in writing. Directory information is released based on student authorization through the College application or Release of Directory Information form to individuals and the military for recruitment purposes.

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. The College ensures a high standard for confidentiality, security, and maintenance of student records. Student academic and registration records for all LACCD campuses are maintained within the LACCD Student Information System by District staff. Data are backed up daily and are recoverable through appropriate District protocols. Students access their own information by entering their student identification number and personal identification number through the student portal. LACCD employees access student records through the District interface or DEC using their user name and password.

Financial Aid Office data and digital images are housed on their own separate servers outside of the College's server and are managed by the College's IT staff. College IT staff back up the servers weekly. All College staff members who work directly with student records are trained in record confidentiality and security. The College publishes and follows established policies for release of student records. District policies are also in place to limit authorization of access to student records except under specific circumstances and for the protection of confidential student information.

II.C.8. Evidence

[II.C.8-1 LACCD Board Rules, Chapter VII—Article VII 7700, 7703.13, 7705,](#)

[II.C.8-2 Title 5 of the California Code of Regulations Code](#)

[II.C.8-3 Board Rule 7708 and 7709](#)

[II.C.8-4 Administrative Regulation E-99](#)

[II.C.8-5 PPT of OGC training](#)

[II.C.8-6 LACCD Administrative Regulation B-28](#)
[II.C.8-7 DEC Access Form](#)
[II.C.8-8 DEC Access](#)
[II.C.8-9 Board Rule, Chapter VIII, Article IV](#)
[II.C.8-10 College Catalog p. 34](#)
[II.C.8-11 Transcript Request webpage](#)
[II.C.8-12 Transcript Request form](#)
[II.C.8-13 Online Transcript Request form](#)
[II.C.8-14 LACCD Student Survey Results 2015, #19a](#)
[II.C.8-15 Screenshot of access to Viatron documents and system](#)
[II.C.8-16 Screenshot of Viatron process of record keeping webpage](#)
[II.C.8-17 Agreement with St. John's Well Child and Family Center Family and Well Child](#)
[II.C.8-18 Evidence of medical records backup](#)
[II.C.8-19 Health Insurance Portability and Accountability Act](#)
[II.C.8-20 Evidence of counseling notes security](#)
[II.C.8-21 EOPS/CARE training](#)
[II.C.8-22 Release form](#)

Plans Arising out of the Self Evaluation Process

Standards I.B, II.A, II.C	
Timeline	Spring 2016
College Lead(s) & Venues	Program Review-Assessment Committee
Change, Improvement and Innovation	Expected Outcomes
Improve the quality of assessments at all levels to expand the opportunities for data-driven dialogue that further promotes student learning, achievement and decision-making.	Improved and easily accessible data to promote and sustain dialogue at all levels.

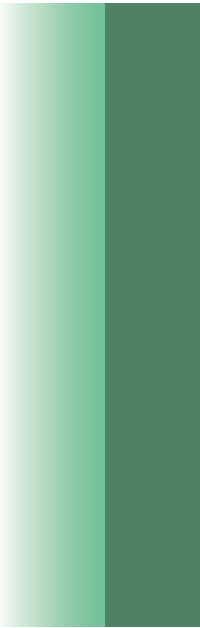
Standards II.A, II.B, II.C	
Timeline	Fall 2015 – Ongoing
College Lead(s) & Venues	Student Success Committee, Dean of Academic Technologies, and Vice President of Student Services
Change, Improvement and Innovation	Expected Outcomes
Expand existing online support services to enhance student engagement and success.	Increased student support services available to all students, regardless of location

Standard II.C	
Timeline	Spring 2016
College Lead(s) & Venues	Vice President of Student Services
Change, Improvement and Innovation	Expected Outcomes
Improve oversight of the Athletics Program to ensure that standards of integrity are met and that the program follows all regulatory guidelines.	Processes strengthened to effectively monitor program

Standards II.A, II.B, II.C, III.A.14	
Timeline	Summer 2015 – Ongoing
College Lead(s) & Venues	Dean of Institutional Effectiveness, Faculty and Staff Development Committee
Change, Improvement and Innovation	Expected Outcomes
Expand professional development to ensure college-wide ownership and integration of PACTS and its innovative strategies.	Establish year-round professional development college-wide plan



Standard III: Resources



STANDARD III.A. HUMAN RESOURCES

III.A.1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

There are processes in place to recruit and select qualified certificated full-time and adjunct faculty and administrators through the Los Angeles Community College District (LACCD) Board Rules ([III.A.1-1](#)). Classified managers, supervisors, and staff follow the LACCD Personnel Commission rules for recruitment and selection ([III.A.1-2](#)). These structures are publicly available, developed, and modified as needed to meet programmatic needs and are consistently applied across the institution ([III.A.1-3](#), [III.A.1-4](#)).

The State of California establishes minimum qualifications for faculty ([III.A.1-5](#)). Additional qualifications for faculty, such as licensing and special expertise, are determined locally to meet specific criteria within program areas ([III.A.1-6](#)). The Faculty Hiring Prioritization Committee reviews departmental applications for new faculty positions, ranks applications in priority order to meet the College's mission, and submits a list of positions to the College President to approve ([III.A.1-7](#)). Alphabetical listings of job classifications exist for classified employees that include individual job class specifications and entrance qualifications ([III.A.1-8](#)).

The College uses its Program Review process to determine new positions to fill. The respective collective bargaining unit for faculty and the Academic Senate Faculty vet faculty replacement positions. Employment information is publicly available ([III.A.1-9](#)) and additional local recruitment efforts are utilized to attract the most qualified applicants possible. All newly hired personnel have a probationary period to ensure that they are able to perform based on their qualifications reported during the hiring process ([III.A.1-10](#)).

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. It is critical to the College that there are qualified faculty, staff, and administrators to carry out its mission and implement student success strategies. For faculty, staff, and administrator positions, clearly defined job descriptions are publicly available when employment opportunity announcements are posted on the District's hiring websites. The College has established clear procedures to hire qualified faculty, staff, and administrators, including off-site and distance education. These procedures follow LACCD Board Rules, Human Resources guidelines, state minimum qualifications, and Personnel Commission rules to ensure the hiring of quality employees. By following the policies and procedures, the College ensures that the hiring process is consistently applied regardless of the open position and the members of the selection committee.

III.A.1. Evidence

[III.A.1-1 LACCD Board Rules Ch. X Art. III](#)

[III.A.1-2 LACCD Personnel Commission Hiring Procedures](#)

[III.A.1-3 LACCD Human Resources Guide R-000](#)

[III.A.1-4 LATTC Academic Affairs Documents website](#)

[III.A.1-5 Faculty State Min. Quals.](#)

[III.A.1-6 LACCD Human Resources Guide R-100](#)

[III.A.1-7 LATTC Faculty Hiring Prioritization Committee Website](#)

[III.A.1-8 Personnel Commission Classified Job Descriptions](#)

[III.A.1-9 LACCD Employment Opportunities](#)

[III.A.1-10 LACCD Personnel Commission Probationary and Permanent Status and AFT 1521A and 1521](#)

III.A.2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard

Faculty hiring includes active involvement of multiple academic constituencies within the College, including the department or unit, the academic administration, the faculty collective bargaining unit, the Academic Senate, and the College President. The College follows the Academic Senate's established minimum qualification requirements to determine initial screening for faculty selection. The Academic Senate developed and approved the faculty hiring procedures that the College uses to ensure compliance with state, District, and local hiring policies ([III.A.2-1](#)).

The process to fill an approved faculty position begins with a Notice of Intent to Fill Academic Position followed by the formation of a certificated selection committee and the development of a job announcement ([III.A.2-2](#)). Job announcements for available faculty positions are posted for public view and include minimum and desired qualifications, requisite degrees and certifications, required duties and responsibilities, and a clear statement of the need to develop and update curriculum and student/program learning assessments ([III.A.2-3](#), [III.A.2-4](#)). General information and resources are also available on faculty job announcements regarding the College's adherence to the Americans with Disabilities Act and Equal Employment Opportunity ([III.A.2-5](#)).

Subject-specific pedagogy is important for student success because it supports and focuses on the student learning process. The *Evaluation of Faculty According to Effective Teaching Practices* defines effective teaching at the College and describes how to evaluate this ([III.A.2-6](#)). The institution has a sufficient number of qualified faculty as addressed in Standard III.A.7.

Analysis and Evaluation

Evidence demonstrates the College meets this Standard and Eligibility Requirement 14. The classroom is an integral part of student success. The College strives to ensure that new faculty hires have the

expertise and experience to develop and review curricula while simultaneously assessing student learning. To achieve this, the College established a faculty hiring process, in collaboration with the Academic Senate, to ensure the recruitment of qualified and knowledgeable professionals. Well-defined job descriptions list, under duties and responsibilities, the development and revision of syllabi, curriculum, Student/Program Learning Outcomes, Program Review, and innovation. The selection process is a shared process that involves several constituent groups of faculty representatives from the discipline, the Academic Senate, the faculty union, the dean overseeing the discipline, and a trained equal employment opportunity representative. They collectively forward the best candidates to the Vice President of Academic Affairs & Workforce Development or the Vice President of Student Services, and the College President for final selection.

During the interview process, applicants for faculty positions are expected to model a presentation on a specific subject and respond to questions from the hiring committee in order to demonstrate subject matter knowledge (the majority of the committee are content-experts) ([III.A.2-7](#)). Discipline-specific interview questions and/or presentation are used during the interview process to evaluate teaching modalities and their effectiveness. All members of the selection committee use an evaluation form to rate the applicant throughout the hiring process including citing strengths and weaknesses observed.

III.A.2. Evidence

[III.A.2-1 LATTC Academic Senate – Faculty Hiring Procedures](#)

[III.A.2-2 Sample Faculty Job Announcement](#)

[III.A.2-3 LACCD Human Resources Guide R-000](#)

[III.A.2-4 Faculty State Min. Quals.](#)

[III.A.2-5 LACCD – Equal Employment Opportunity](#)

[III.A.2-6 LATTC Faculty Evaluation Handbook, p. 27](#)

[III.A.2-7 LACCD Human Resource Guide Faculty Selection HR R-120](#)

III.A.3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

New and replacement positions for certificated administrators and support staff responsible for educational programs are reviewed and evaluated annually during Program Review to ensure academic integrity and institutional effectiveness. Requests for staffing resources are identified from Program Review and requested through the Position Review Work Group (PRWG) ([III.A.3-1](#), [III.A.3-2](#)). The PRWG meets to recommend non-faculty hires to the College President for approval.

The College focuses on hiring quality individuals. If the selection pool does not result in quality applicants, the hire does not go forward and the position is re-evaluated for future action. The College follows processes established by the Los Angeles Community College District (LACCD) for recruiting and selecting certificated administrators ([III.A.3-3](#)) and support staff ([III.A.3-4](#)). This includes developing measurable criteria, which are clearly defined in job announcements, for minimum and desirable qualifications, required degrees and certifications, or the equivalent. The process includes a request in the form of a Notice of Intent to Fill Academic Position for certificated administrators or a

Classified Staffing Request for support staff positions. Selection committees consist of administrators and staff, members from the Academic Senate (for certificated administrators), appropriate bargaining unit representatives, and a trained Equal Employment Opportunity representative ([III.A.3-5](#)).

Qualified candidates are invited to participate in a competitive interview process. The College President also interviews the top candidates for certificated administrators. The name of the recommended candidate is forwarded to LACCD Human Resources for certification before a formal offer of employment is made. All new hires are evaluated at established intervals to validate that the selection can perform the duties required to sustain institutional effectiveness ([III.A.3-6](#)).

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. The College selects qualified administrators and staff to support instruction and provide the wrap around services to support student success. The participation of various constituent groups in the screening process ensures that well-rounded candidates are forwarded to the College President for final selection. In addition to the minimum and desirable qualifications, administrators and other employees responsible for educational programs and services must have the ability to communicate and work effectively amongst each other, partners, and students to assure academic quality.

III.A.3. Evidence

[III.A.3-1 FHPC Process](#)

[III.A.3-2 PRWG Process](#)

[III.A.3-3 LACCD Human Resources Guide R-100](#)

[III.A.3-4 Personnel Commission Hiring Procedures](#)

[III.A.3-5 LACCD Human Resources Guide R-110](#)

[III.A.3-6 Evidence LATTC Administrator Competency Model](#)

III.A.4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non U. S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

To be considered as a candidate for employment in any capacity, applicants must electronically submit a completed application to the Los Angeles Community College District (LACCD) a completed application for employment ([III.A.4-1](#), [III.A.4-2](#)). Faculty members establish their qualifications by demonstrating possession of the degree/certification, experience specified in the job announcement, or equivalence as evaluated by the District Academic Senate's Equivalency Committee ([III.A.4-3](#)). Official transcripts are required prior to finalizing the hiring process ([III.A.4-4](#)).

In the event that candidates use degrees from non-U.S. institutions to demonstrate minimum qualifications, they must provide official copies of transcript evaluation forms. Foreign transcript evaluations forms are only accepted if they are completed by agencies approved by the State of California Commission on Teacher Credentialing for foreign transcript evaluation ([III.A.4-5](#)).

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. The LACCD Board Rules, Human Resources guidelines, District Academic Senate, state minimum qualifications, and Personnel Commission rules clearly state that all eligible candidates must hold degrees that are recognized by U.S. accrediting agencies or determined equivalent. This information is publicly available on the LACCD Employment Opportunities for Academic Positions website and the Personnel Commission Special Qualifications Requirements website. The process that candidates must follow in order to establish equivalency for degrees earned from non-U.S. institutions is clearly outlined on the websites.

III.A.4. Evidence

[III.A.4-1 Link to LACCD Certificated Employment](#)

[III.A.4-2 Link to LACCD Classified Employment](#)

[III.A.4-3 Evidence DAS Equivalency process](#)

[III.A.4-4 Evidence LACCD Website](#)

[III.A.4-5 State of CA Commission on Teacher Credentialing Foreign Transcript Evaluation](#)

III.A.5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

Faculty, administrators, and classified staff are regularly evaluated to ensure the effectiveness and quality of instruction and services provided ([III.A.5-1](#), [III.A.5-2](#)). The majority of the employees are represented by collective bargaining agreements that include provisions for performance evaluation, including the right to challenge outcomes through the grievance process. Los Angeles Community College District (LACCD) Personnel Commission rules specify the California Education Code sections and laws and rules that must be followed for classified staff performance evaluations.

The overall goal of faculty evaluations is to aid faculty members to become more effective. The evaluation process allows the faculty member under review and the College to recognize performance and increase awareness of teaching strengths and areas of improvement. Noted areas in need of growth may be addressed through professional development activities offered on campus, faculty dialogue, or other methods. The Office of Academic Affairs & Workforce Development maintains records on faculty evaluations and is responsible for ensuring that all probationary, tenured, and adjunct faculty are regularly evaluated as stipulated in the faculty contract ([III.A.5-3](#)).

Newly hired full-time faculty members are probationary and evaluated annually through a four-year probation process. A successful culmination results in tenure at the end of the fourth year. Tenure-track evaluation committees are comprised of the area department chair, a department faculty member, a tenured faculty representative chosen by the faculty being evaluated, a non-voting dean, and an

Academic Senate member. The tenure-review committee bases its review on classroom observations, student evaluations, and other data agreed to within the department ([III.A.5-4](#)).

Evaluations for tenured faculty are conducted at least every three academic years. The evaluations typically alternate between a basic evaluation and a comprehensive evaluation. The basic evaluation is conducted between the faculty member and department chairperson, and a committee conducts the comprehensive evaluation. Comprehensive evaluations follow similar procedures as those used in evaluations of probationary faculty. Adjunct faculty are only subject to basic evaluations ([III.A.5-5](#)). The College has created a comprehensive Faculty Evaluation Handbook that includes an overview of faculty evaluation, basis of the evaluation process, roles and responsibilities, a description of resource materials, and steps in the evaluation process. The handbook also includes all evaluation resource materials, checklists and forms. ([III.A.5-6](#), [III.A.5-7](#)).

Evaluations of classified staff and administrators are conducted annually as prescribed by respective collective bargaining unit agreements ([III.A.5-8](#), [III.A.5-9](#), [III.A.5-10](#), [III.A.5-11](#), [III.A.5-12](#)). An evaluation alert notifies supervisors via email and in the time entry/approval system during an employee's birth month that evaluations are due ([III.A.5-13](#)). Notifications to supervisors continue at regular intervals until the supervisor completes an evaluation and logs it into the system. The College's vice presidents conduct yearly self-evaluations and receive a comprehensive evaluation that includes faculty, staff, and peer feedback every three years ([III.A.5-14](#), [III.A.5-15](#), [III.A.5-16](#), [III.A.5-17](#)). Evaluations for vice presidents are available upon request from the District Human Resources Division.

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. To evaluate faculty, administrators, and classified employees effectively and regularly, the College follows the evaluation processes and schedules defined in the respective collective bargaining agreements, Board Rules, and Personnel Commission rules. The Office of the applicable Vice President tracks faculty evaluations.

The LACCD evaluation alert system streamlined evaluation of classified employees with reminders to supervisors. The system sends notifications through the Employee Self-Service Portal to each supervisor when each employee evaluation is due. The criteria for evaluating employees is clearly delineated in the collective bargaining agreements and Personnel Commission rules; evaluations are aligned to the employee's assigned duties and expertise. The evaluation process includes feedback to the employee through recommendations, improvements, and growth area. These components also serve as the basis for subsequent evaluations and ongoing coaching. Administrators must sign off to verify the evaluation is accurate and complete. In Fall 2015, the Executive Team began receiving a report to internally monitor and ensure employee evaluations are being completed.

III.A.5. Evidence

[III.A.5-1 LACCD Human Resources Database of Evaluations](#)

[III.A.5-2 LATTC Payroll/Personnel Report of FT Classified Employees Evaluation Month and Evaluation Status](#)

[III.A.5-3 Sample CMU Evaluation Schedule](#)

[III.A.5-4 AFT Faculty Guild Art. 42 Tenure review and evaluation of contract \(probationary\) faculty](#)

[III.A.5-5 AFT Faculty Guild Art. 19 Evaluation](#)

[III.A.5-6 LATTC Faculty Evaluation Handbook website](#)

[III.A.5-7 LATTC Faculty Evaluation Handbook](#)

[III.A.5-8 AFT Staff Guild Art. 16 Procedure for Performance Evaluation](#)

[III.A.5-9 Los Angeles/Orange Counties Building and Construction Trades Council Art. 15 Performance Evaluation Procedure](#)

[III.A.5-10 Local 99 Art. 12 Performance Evaluation Procedure](#)

[III.A.5-11 Local 911 Art 8 Evaluation for Administrators](#)

[III.A.5-12 Local 721 Art 11 Performance Evaluation Procedure](#)

[III.A.5-13 Evaluation Alert System \(EASY\) through the Employee Self-Service Portal](#)

[III.A.5-14 Personnel Commission Laws and Rules 702](#)

[III.A.5-15 LACCD Evaluations Forms](#)

[III.A.5-16 LACCD Employer/Employee Relations Handbook](#)

[III.A.5-17 LACCD Board Rule10105.12](#)

III.A.6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

Evidence of Meeting the Standard

Evidence demonstrates the College meets this Standard. During the New Faculty Academy and Faculty Convocation, faculty, academic administrators, and other personnel directly responsible for student learning are made aware of the requirement to participate in Program Review, Accreditation, student learning outcome assessments and to revise course outlines and be active on campus committees ([III.A.6-1](#)). These requirements are under duties and responsibilities in job announcements and are incorporated into the evaluation process. Evaluation forms are agreed to as part of each collective bargaining agreement. Under the category of “Professional Contributions” on faculty evaluation forms is a rating to determine if the faculty member “meets/exceeds expectations” or “needs improvement” in the area of “Participates in Student Learning Outcomes (SLO) Assessment Cycle.” For classroom faculty, this includes approved SLOs on class syllabi ([III.A.6-2](#), [III.A.6-3](#)).

Analysis and Evaluation

All faculty and staff have opportunities on an annual basis during Program Review to participate in the outcome assessment process. Evaluations of faculty and administrators include accountability measures for learning outcomes to continuously improve the teaching and learning process and experience for students and staff.

III.A.6. Evidence

[III.A.6-1 Sample Job Descriptions Faculty and Administrators; Appendix Q of AFT, New Faculty Academy Handouts](#)

[III.A.6-2 AFT Faculty Contract, Appendix C Section II, p.193](#)

[III.A.6-3 Evaluation Forms for Faculty, Administrators and Classified Staff Guild](#)

III.A.7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard

A year-round instructional program dictates that a schedule of classes is prepared and released at least four times per year. Full-time faculty must maintain a full teaching load obligation over the course of an academic year. California Education Code mandates a full-time to part-time ratio, also referred to as a Faculty Obligation Number (FON), of full-time faculty teaching 75 percent of classroom hours and part-time faculty teaching 25 percent of classroom hours. Los Angeles Trade-Technical College (LATTC) has met or exceeded this obligation for the past five years ([III.A.7-1](#), [III.A.7-2](#)).

The Faculty Hiring and Prioritization Committee annually reviews departmental applications for new faculty positions that result from Program Review. It ranks applications in priority order to meet the College's mission. The Committee submits the recommended list to the College President to approve of positions ([III.A.7-3](#)).

The College replaces positions of faculty who do not advance to tenure status and of faculty who separate from teaching full-time. At the time of the vacancy, the Academic Senate, the Faculty Guild chapter president, and the College President (or designee) convene as the Faculty Replacement Committee to determine the status and timeline for replacements. Although replacements are made to maintain the level of full-time faculty, the replacement may not be in the exact discipline where the vacancy occurred.

Analysis and Evaluation

Evidence demonstrates that the College meets this Standard and Eligibility Requirement 14. LATTC maintains sufficient numbers of qualified faculty. The College strongly believes in the need for full-time faculty to deliver its programs and services. Per state guidelines, the College maintains the requisite number of full-time faculty.

III.A.7. Evidence

[III.A.7-1 CA Code of Regulations Title 5, Section 51025 Faculty Obligation Number \(FON\)](#)

[III.A.7-2 LATTC FON](#)

[III.A.7-3 LATTC Faculty Hiring Prioritization Committee website](#)

III.A.8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

The Payroll/Personnel Office provides each new adjunct faculty member a “Welcome New Employee Packet” to assist faculty with setup and access to College resources, including the Los Angeles Community College District health benefit plan, which is available to eligible temporary and adjunct faculty and their dependents ([III.A.8-1](#)). Additionally, the faculty collective bargaining unit (AFT 1521) has developed an “Adjunct Survival Guide” that includes information on topics relating to the classroom, work conditions, benefits, pay, and more. This guide helps adjunct faculty understand the rules and regulations that affect them ([III.A.8-2](#)). The Office of Academic Affairs & Workforce Development has a webpage devoted to faculty resources that provides links to tips and tools for adjunct and full-time faculty ([III.A.8-3](#)).

As part of their orientation, adjunct faculty are also invited to attend Faculty Convocation—the kick-off event that begins each new academic year. The College President and the Academic Senate plan and facilitate the event. The event program includes formal welcomes and presentations from the College President, the vice presidents, and constituency group representatives. Faculty Convocation is an opportunity for all faculty (including adjunct) to review the College mission/vision, strategies, initiatives, and deadlines. Adjunct faculty can also find out about college participatory governance committees. They can participate in the decision-making processes of the College through these committees.

Department chairs provide oversight to adjunct faculty within their departments. As mentioned in III.A.5, adjunct faculty are subject to a basic evaluation before the end of their second semester of employment and at least once every six semesters of employment thereafter ([III.A.8-4](#)). Adjunct faculty may request a comprehensive evaluation following a basic evaluation. This request is granted if it follows an evaluation, in which the adjunct faculty member’s performance was rated “needs to improve” or “unsatisfactory.”

Adjunct faculty have a professional development obligation as defined in the faculty collective bargaining agreement ([III.A.8-5](#)). They can use participation at Faculty Convocation towards satisfying their professional development obligation. Adjunct faculty are also informed through email and campus mail about on-campus and off-campus professional development opportunities. They have access to the same professional development resources as regular full-time faculty, such as training resources and activities, and funds for conference attendance. Detailed information about professional development opportunities and resources available to all faculty, as well as other employees of the College, is discussed in Standard III.A.14.

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. Adjunct faculty are provided with orientation upon starting their assignments. They are informed about how to set up, access resources, participate in the participatory governance process, and how to fulfill their professional development obligation. They are provided oversight and are evaluated according to the process stated in the AFT 1521 contract.

Adjunct faculty have many of the same opportunities to participate in the life of the institution that full-time faculty have. The College is committed to ensuring opportunities for adjunct faculty to engage with the College community.

III.A.8. Evidence

[III.A.8-1 Welcome New Employee Packet](#)

[III.A.8-2 Adjunct Survival Guide](#)

[III.A.8-3 AA&WED faculty resources website](#)

[III.A.8-4 AFT Contract Art. 19.E Evaluation of Temporary Adjunct Faculty](#)

[III.A.8-5 AFT Contract Art. 10.D. and Appendix Q](#)

III.A.9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard

The College maintains a sufficient number of qualified staff to fulfill its mission. The Los Angeles Community College District (LACCD) Personnel Commission establishes minimum qualifications for classified employees. Supervisors, deans/managers, and vice presidents for each division are responsible for determining and recommending appropriate staffing levels. As position vacancies occur, supervisors and managers will recommend to the respective vice president what action should be taken. The intent is to maintain the level of staffing, but as with the full-time faculty replacements, the staff replacement may not be in the exact same classification. Once it is determined what position will be replaced, the vice president meets with the constituency leader for that staff group and consults on that particular replacement. This agreement is noted on the classified staffing request ([III.A.9-1](#)).

If a department believes that there is a need for additional staffing, it will justify this through the Program Review process, including a section detailing the need ([III.A.9-2](#)). These proposals are forwarded to the Executive Team, made up of the College President and the vice presidents from each division. A dialogue is then initiated with participatory governance constituency group representatives and the Los Angeles Trade-Technical College (LATTC) Position Review Work Group for consensus on new hires ([III.A.9-3](#)). Examples of the College meeting its staffing needs are found in the Physical Plant Unit and Information Technology Department. As these areas expanded and developed due to bond funding the College received, they also grew in staffing ([III.A.9-4](#)).

Analysis and Evaluation

Evidence demonstrates the College meets this Standard and Eligibility Requirement 8. When vacancies occur, replacement positions are typically filled, although not necessarily in the same classification. The Program Review process provides decision makers with information about whether current staffing levels are sufficient. Expansion positions are also considered as part of Program Review. There is a participatory process to determine what expansion hires to recommend to the College President.

III.A.9. Evidence

[III.A.9-1 Classified Staffing Request Noting Consult](#)

[III.A.9-2 Program Review Non-faculty Personnel Requests](#)

[III.A.9-3 LATTC Position Review Work Group Meeting Notes](#)

[III.A.9-4 Physical Plant Staffing and IT Staffing in 2009 versus 2015](#)

III.A.10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Evidence of Meeting the Standard

The College Executive Team is comprised of the College President, the Vice President of Academic Affairs & Workforce Development, the Vice President of Administrative Services, and the Vice President of Student Services. The College Leadership Team includes the Executive Team, certificated deans, and classified managers who oversee the programs and units throughout the College. Together, these teams provide effective and efficient leadership to meet the needs of the student population.

Processes are in place for recruiting and selecting qualified certificated administrators ([III.A.10-1](#)) and classified managers ([III.A.10-2](#)). These processes are available to the public. Job descriptions are developed and modified as needed to meet programmatic needs and are consistently applied across the institution and District ([III.A.10-3](#), [III.A.10-4](#), [III.A.10-5](#)).

Analysis and Evaluation

Evidence demonstrates the College meets this Standard and Eligibility Requirement 8. The College has made a significant effort over the past two years to hire the administrators necessary to implement the Strategic Educational Master Plan. A few years ago, the administrative team was sparse in number, but a great deal of effort was put into growing the team from 12 administrators in 2012 to 18 in 2015. Several of the expanded positions are specially funded through external grants, providing the leadership with additional capacity for the College to fully realize its student success plan.

III.A.10. Evidence

[III.A.10-1 LACCD Board Rules Ch. X Art. III](#)

[III.A.10-2 LACCD Personnel Commission Hiring Procedures](#)

[III.A.10-3 LACCD Human Resources Guide R-000](#)

[III.A.10-4 LATTC Academic Affairs Documents website](#)

[III.A.10-5 LATTC Position Review Work Group Meeting Notes](#)

III.A.11 The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

The Los Angeles Community College (LACCD) has written personnel policies and procedures. The LACCD Human Resources Department and the LACCD Personnel Commission publicizes these policies and procedures in accordance with state and federal laws ([III.A.11-1](#), [III.A.11-2](#)). The LACCD Employee/Employer Relations Department publishes and posts information that employees can review on the topics of employee discipline, employee recognition, dismissal procedures, grievance procedures, and fitness for duty ([III.A.11-3](#)). The LACCD and the College also make information about regular training and human resources policies and procedures available to employees, including information about training opportunities for personal and professional growth ([III.A.11-4](#)).

The College has representatives from the College administration on the LACCD Human Resources Council, which reviews proposals and changes to LACCD personnel policies and procedures ([III.A.11-5](#)). Any changes to personnel policies and procedures are vetted through the District consultation process.

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. Board Rules establish the authority for LACCD Human Resources and the Personnel Commission to establish procedures related to personnel issues. LACCD Human Resources publicizes policies and procedures through Human Resources Guides and Personnel Guides on the Human Resources website. The Personnel Commission publishes Personnel Commission Rules on their website. The District Employer-Employee Relations Department published the Employer-Employee Relations Handbook. In order to ensure the fair and consistent use of these policies and procedures, the College works closely District Employer/Employer Relations, District Human Resources, and the Personnel Commission.

III.A.11. Evidence

[III.A.11-1 LACCD Human Resources Guides](#)

[III.A.11-2 LACCD Personnel Commission Laws and Rules](#)

[III.A.11-3 LACCD Employer-Employee Relations Handbook](#)

[III.A.11-4 LATTC Payroll/Personnel website](#)

[III.A.11-5 Agenda Listing Members of the HR Council](#)

III.A.12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

Los Angeles Community College District (LACCD) Human Resources has policies designed to ensure fairness in all employment procedures. The Personnel Commission administers these policies for

classified employees. Fair employment policies and procedures that adhere with state and federal laws are available to the public to review ([III.A.12-1](#), [III.A.12-2](#), [III.A.12-3](#)).

One of the College's primary objectives is to recruit qualified individuals from all segments of society, and to select and advance employees based on merit after equitable and open competition. Furthermore, all employees and applicants are treated fairly and equitably without regard to age, sex, race, ethnicity, religion, national origin, sexual orientation, marital status, political affiliation, or disabling condition. The LACCD Office of Diversity Programs, in conjunction with the District Employer/Employee Relations Department, supports the College's effort by providing information and training to supervisors on fair employment practices. They also assist in resolving issues related to harassment, sexual discrimination, grievances and interpersonal conflicts ([III.A.12-4](#), [III.A.12-5](#), [III.A.12-6](#), [III.A.12-7](#)).

Per District and College hiring procedures, the "Evidence of Effort" forms for administrators and faculty (question number 5) requires data regarding the number of persons by gender and race per department before finalizing an actual hiring process. The demographics of administrators and faculty is discussed in Standard I.D. This allows the Vice President of Academic Affairs & Workforce Development and the College President to review these analytics in order to make the best employment hire for the College, as well as maintain an employment equity and diversity baseline consistent with the College mission ([III.A.12-8](#)).

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. The College, in accordance with Board Rules, includes a trained Equal Employment Opportunity Officer (EEO) in hiring processes for all permanent employees. The College Personnel Office provides a summary of the non-discrimination and non-harassment LACCD policies to all new employees. This summary, as well as additional policy resources related to diversity, equity, and inclusion, is available on the Office of Diversity Programs website. The College participates in district-wide programs, including Sexual Harassment Prevention training required for all supervisors every two years. The College participates in the district-wide Employee Assistance Program to make support available to individual employees and to provide important information to groups of employees through targeted workshops or webinars.

III.A.12. Evidence

[III.A.12-1 LACCD Discrimination and Harassment Summary of the LACCD Policy](#)
[III.A.12-2 LACCD Mandatory Sexual Harassment Prevention Training for Supervisors](#)
[III.A.12-3 LACCD Employee Assistance Program \(EAP\) website](#)
[III.A.12-4 LACCD Office of Diversity Programs Website](#)
[III.A.12-5 LATTC Compliance Office website](#)
[III.A.12-6 LATTC Complaint Procedures](#)
[III.A.12-7 LACCD Unlawful Discrimination Complaint Form](#)
[III.A.12-8 Evidence forms](#)

III.A.13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

The College upholds a written code of professional ethics for all of its employees that comprises Board of Trustees Rules of Conduct ([III.A.13-1](#)) the Classified Employees Handbook ([III.A.13-2](#)), and the Los Angeles Trade-Technical College (LATTC) Statement on Professional Ethics ([III.A.13-3](#)). The College also established standards and responsibilities for all of its employees ([III.A.13-4](#)). New employees receive a welcome packet that includes these expectations for personal and professional ethics ([III.A.13-5](#)). Employee evaluations include conduct as a part of the evaluation ([III.A.13-6](#)).

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. LATTC adopted a code of professional ethics that establishes standards and responsibilities to encourage ethical conduct and best ethical practices among College employees. The District developed the Classified Employees Handbook, which details the standards of conduct and ethics for classified employees. The College Academic Senate adopted the Statement of Professional Ethics, developed by the American Association of University Professors, and revised it with additions for specific applications to LATTC. The employee evaluation process provides the opportunity to review the employee's performance and adherence to their professional ethical obligations. In addition, if an employee is found to have violated any ethics policies, the Los Angeles Community College District progressive discipline process will be implemented ([III.13.7](#))

III.A.13. Evidence

[III.A.13-1 LACCD Board Rule 1204 Code of Conduct - Ch. I, Art. II. 1204.13](#)

[III.A.13-2 LACCD Classified Employees Handbook](#)

[III.A.13-3 LATTC Statement on Professional Ethics](#)

[III.A.13-4 LATTC Code of Ethics](#)

[III.A.13-5 LATTC Welcoming New Employee Packet](#)

[III.A.13-6 Evidence of Employee Evaluation-Conduct](#)

[III.A.13-7 Progressive Discipline Process](#)

III.A.14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The College's fourth strategic priority in its Strategic Educational Master Plan is faculty and staff professional development ([III.A.14-1](#)). In Fall 2014, the College formed a workgroup to look into developing a professional development plan to address strategic priority #4. This workgroup consists of the Vice President of Academic Affairs, the Dean of Institutional Effectiveness, the College Faculty Guild Chapter President, the Academic Senate Vice President, and the Chair of the Faculty and Staff

Development Committee (FSDC). In Spring 2015, the workgroup looked into creating a Professional Development Unit within the Office of Institutional Effectiveness to lead planning professional development for the College ([III.A.14-2](#)). To carry out one of the actions of strategic priority #4, the workgroup also developed The Los Angeles Trade-Technical College (LATTC) New Faculty Academy—a weeklong training for new and recently hired faculty to learn about the College, effective teaching-learning practices, learning outcomes, and their role as LATTC faculty ([III.A.14-3](#)).

The FSDC helps carry out strategic priority #4 by providing information about, and supporting the development of, on-campus professional development activities. The FSDC plans June Flex Days and hosts and coordinates trainings ([III.A.14-4](#)). Faculty and staff can submit requests to the FSDC to sponsor workshops led by faculty and/or staff and to request specific training or workshops by emailing the FSDC Chair ([III.A.14-5](#)). The FSDC also reviews requests for professional development identified through annual Program Review ([III.A.14-6](#)). The committee then coordinates with the appropriate vice president to determine which professional development offerings to have for the year. The FSDC uses surveys to evaluate workshops, programs, and training it provides ([III.A.14-7](#)).

The Academic Technology Unit provides technology training for faculty and staff ([III.A.14-8](#)). It evaluates its activities to improve its offerings and trainings ([III.A.14-9](#)). A deeper discussion of the ATU is available in Standard III.C.1.

Employees can submit a conference request form to pursue off-campus professional development opportunities that help them in their work. If the employee's supervisor determines the activity to be appropriate to the employee's professional growth, the conference request form is submitted to the College President for approval ([III.A.14-10](#)). If approved, an employee is reimbursed or given some funds in advance to pay for the costs of pursuing the off campus-professional development opportunity. For faculty, the funds (approximately \$25,000 available each year) come from the Professional Growth Committee—a committee of the faculty union. For classified staff and administrators, funds are determined pursuant to the collective bargaining agreements ([III.A.14-11](#)).

Examples of Ongoing Professional Development at the College

Prior to the start of every academic year, the College Academic Senate and administration work together to develop professional development activities at Convocations for faculty and staff. These activities are developed to help employees understand and be better prepared to help achieve the College's goals for the upcoming year. Evaluations of these activities are reviewed and used to improve and plan the following year's Faculty and Staff Convocations ([III.A.14-12](#)).

The College also meets monthly for a Day of Dialogue where a specific topic that affects the entire institution is explored and discussed—creating an opportunity to dialogue about institutional learning. Results of the Day of Dialogue are summarized and disseminated institution-wide ([III.A.14-13](#)). Participants at Day of Dialogue are invited to complete an evaluation after each session. The results are posted and used to improve upon the next Day of Dialogue ([III.A.14-14](#)).

Specific examples of other ongoing professional development opportunities at the College include:

- Security Awareness Training and CPR Certification – faculty, administrators and staff can earn Security Awareness Training Certificates ([III.A.14-15](#)) and CPR certification ([III.A.14-16](#)) following training.

- Moodle self-orientation course syllabus training and distance education certification for faculty ([III.A.14-17](#), [III.A.14-18](#)).
- Lynda.com online training – the online video library service provides on-demand professional development training for employees. Employees can earn certificates after completing online training to learn software, and creativity and business skills to achieve personal and professional goals taught by recognized industry experts ([III.A.14-19](#)). The College acquired licenses in 2014 for Lynda.com.
- Specialized training arranged based on employee interest through the Los Angeles Community College District (LACCD) Employee Assistance Program (EAP) ([III.A.14-20](#)).
- Workshop opportunities within the LACCD and at the College for classified staff, including Microsoft MOS certification preparation, which is based on specific collective bargaining unit agreements and can result in a pay differential ([III.A.14-21](#)).
- Badges – LATTC is also launching a program for employees to earn badges upon completion of targeted training programs ([III.A.14-22](#)).

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. The College provides professional development opportunities for all employees on an ongoing basis. Training sessions are assessed to determine the degree to which the employee has met training objectives and, in some cases, a certificate of completion is awarded. The College plans for professional development through the Academic Senate, the Faculty and Staff Development Committee, the Academic Technology Unit, and the LACCD Employee Assistance Plan. In recognizing that professional development planning could be improved, the College is developing a new Professional Development Unit within the Office of Institutional Effectiveness to streamline future professional development planning and more directly align it to the Strategic Educational Master Plan.

III.A.14. Evidence

[III.A.14-1 SEMP Strategic Priority #4](#)

[III.A.14-2 Workgroup meeting notes](#)

[III.A.14-3 LATTC New Faculty Academy](#)

[III.A.14-4 LATTC Faculty and Staff Development Committee Minutes](#)

[III.A.14-5 Sample email to FSDC Chair and event flyers](#)

[III.A.14-6 FSDC Fall December 2014 minutes](#)

[III.A.14-7 LATTC Workshop Evaluation Survey Form](#)

[III.A.14-8 Academic Technology Unit Schedule of Activities](#)

[III.A.14-9 Evaluations of ATU Trainings](#)

[III.A.14-10 Sample Conference Request Form](#)

[III.A.14-11 Funds for Professional/Staff Development](#)

[III.A.14-12 Evaluations from Convocation](#)

[III.A.14-13 Day of Dialogue website](#)

[III.A.14-14 Results of Evaluations from Day of Dialogue](#)

[III.A.14-15 LATTC Security Awareness Training Certificate](#)

[III.A.14-16 LATTC CPR Training](#)

[III.A.14-17 LATTC Moodle Self-orientation Course Syllabus Training](#)

[III.A.14-18 LATTC Distance Education Instructor Approval Checklist](#)

[III.A.14-19 Lynda.com Entry Screen](#)
[III.A.14-20 LATTC Employee Assistance Program](#)
[III.A.14-21-Attendance in MOS Trainings](#)
[III.A.14-22-Example of Activities Completed and Employee's Badge Details](#)

III.A.15 The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

The institution makes provisions for keeping personnel records secure and confidential. Paper copies of employee personnel records are physically housed at the Los Angeles Community College District's (LACCD) Office of Human Resources and follows the procedures articulated in the California Education Code Section 44031(a) – Personnel Files ([III.A.15-1](#)). Employees may make an appointment to view them in keeping with LACCD Board Rules ([III.A.15-2](#)). Electronic personnel records are password protected in the LACCD Systems Applications and Products (SAP) Human Resources system ([III.A.15-3](#)).

The confidentiality of applicant records during the hiring process is secured by having participants sign confidentiality agreements ([III.A.15-4](#)). Trained Equal Employment Opportunity representatives sit on every selection committee and reinforce the importance of confidentiality. They collect all materials shared during the hiring process and return them to the Personnel Office files.

The LACCD SAP Human Resources system has an employee self-service portal that provides online access to each employee's own personnel information. There are also California Education Code statutes and statements agreed to in collective bargaining unit agreements that are adhered to regarding employee personnel files ([III.A.15-5](#), [III.A.15-6](#), [III.A.15-7](#), [III.A.15-8](#), [III.A.15-9](#)).

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. LACCD Human Resources, per Board Rule 10105, maintains personnel records in a restricted and secured area. Employees may review their personnel file according with their collective bargaining agreement and the California Education Code. Employees may make an appointment with LACCD Human Resources to access their files. Digital personnel records are stored in the SAP Human Resources system and are available to certain groups of employees for evaluation and management purposes. Employees also have access to their electronic records through the Employee Self-Service Portal.

III.A.15. Evidence

[III.A.15-1 California Education Code 44031\(a\)-Personnel Files](#)
[III.A.15-2 LACCD Board Rule on Employee Access to Personnel File Ch. X Art. I 10105](#)
[III.A.15-3 Electronic Personnel Records Housed SAP-HR](#)
[III.A.15-4 LATTC Campus Review Committee Member's Agreement](#)
[III.A.15-5 AFT Faculty Guild Contract Art. 24 Personnel Files](#)
[III.A.15-6 AFT Staff Guild Contract Art. 18 Personnel Files](#)
[III.A.15-7 Building Trades Contract Art. 22 Personnel Files](#)



STANDARD III.B. PHYSICAL RESOURCES

III.B.1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

Physical Resources are Safe

The College contracts with the Los Angeles County Sheriff's Department (LASD) for all law enforcement services. They provide 24 hour, seven-day-a-week security coverage for the campus. Security officers and cadets continuously tour the campus on Segway vehicles and occasionally on bicycles, by foot, and via vehicle patrols ([III.B.1-1](#)). The Sheriff's major objective is to provide a safe and secure campus community for students, faculty, and staff ([III.B.1-2](#)). The LASD jurisdiction covers all property owned and/or operated by the College ([III.B.1-3](#)). The LASD also supervises the Student Cadet Program. Student workers from this program provide dispatch services at the campus station; patrol the parking lots; and provide shuttle/escort service to transport students, faculty, and staff to and from parking lots to the campus, as needed ([III.B.1-4](#)).

An information guide is visibly posted in every classroom to assist College employees and students in responding to different emergencies that they may face in the course of performing their duties or while attending classes ([III.B.1-5](#)). This guide is a summary of the College's Emergency Operations Plan (EOP) ([III.B.1-6](#)). The website for the Office of Environmental Health & Safety (EH&S) contains a map showing evacuation routes for the College. Included on the map are the locations of the Emergency Phone Stations ([III.B.1-7](#)).

Physical Resources are Sufficient

The College's Strategic Educational Master Plan (SEMP) establishes the initial conditions upon which the Facilities Master Plan (FMP) is based. The FMP was developed to assure that facilities are programmed and maintained to support current and future instructional programs and services. The plan drives new construction, land acquisition, facility modernization, stated scheduled maintenance, and technology. During the design process of new buildings, Building User Groups (BUGs) are convened to provide direct input from the users who will occupy the new space ([III.B.1-8](#)). The BUGs consist of architectural designers and members from the departments that are targeted to use the new building.

To ensure physical resources are sufficient, programmatic needs determine the type of environment required for optimal student learning. The nature of College's Career Technical Education (CTE) programs determine the number of classroom desks, lab stations and/or the type of equipment required. These needs are identified by discipline faculty and are based on academic, employment and economic trends, enrollment figures, and safety standards. An example is the recent offering of the Barbering Certificate program. For this program, faculty in the Cosmetology Department provided an in depth analysis of external industry requirements and internal needs in order to be able to operationalize the new Barbering program needs ([III.B.1-9](#)). Any other emerging needs are requested through the annual Program Review process ([III.B.1-10](#)).

According to the space inventory, and based on state ratios of space for projected weekly student contact hours (WSCH) for the next five years, the College has sufficient space to conduct its daily operations. Below is a table with the current Assignable Square Footage (ASF) based on 2015 space inventory ([III.B.1-11](#)).

Space classification	Current ASF
Laboratory	281,134
Classroom	93,491
Office spaces	92,111

Assures Access

The College assures access to its facilities in accordance with the requirements of Title II of the Americans with Disabilities Act of 1990. All newly constructed buildings are approved by the Division of the State Architect (DSA) and must meet Americans with Disabilities Act (ADA) access requirements. DSA evaluates submitted construction plans for code compliance of fire alarm systems, fire sprinklers, doorway clearances, room capacities, structural calculations for the strength of structural elements in the facility, and site accessibility. To ensure ADA compliance in the older buildings, the College has developed a transition plan to change some of its existing facilities in an effort to make all facilities accessible to faculty, staff, and students ([III.B.1-12](#)). To carry out this work, Los Angeles Trade-Technical College (LATTC) has a designated Environmental Health & Safety (EH&S) specialist as the person on campus who acts as the ADA coordinator.

Assures Safety

To ensure a healthy and safe environment the College employs an EH&S specialist. The main role of the EH&S specialist is to provide a healthy and safe environment for the campus community, to protect the campus infrastructure from all types of hazards, and to prevent or reduce accidents/incidents in the workplace. The EH&S specialist provides information, training, interpretation of regulations and standards, as well as the coordination and oversight of emergency planning. The EH&S specialist maintains a website with safety-related topics ([III.B.1-13](#)).

The College has a centrally monitored fire alarm system for all buildings. The main annunciation panel is monitored by the College Sheriff's Office. The College maintains and tests the system to insure proper operation. Regulation 4 testing is done annually by an outside Regulation 4 certified contractor ([III.B.1-14](#)). The College also conducts emergency evacuation drills every semester, such as fire and earthquake in accordance with the Agreement between the Los Angeles Community College District (LACCD) and Los Angeles College Faculty Guild ([III.B.1-15](#)). These drills familiarize both students and staff with the procedures for dealing with an actual emergency ([III.B.1-16](#)). To further enhance safety, the College will be scheduling drills during non-traditional hours. A map with evacuation areas is posted in all classrooms ([III.B.1-17](#)). In addition, the College has in place a Lockdown Procedure to activate during an emergency situation requiring that occupants be sheltered and secured in place within a building when normal evacuation would put occupants at risk. The purpose of a lockdown is to minimize accessibility to rooms/buildings on campus to reduce the risk of injury or danger to faculty, staff, students, or visitors ([III.B.1-18](#)).

Assures Security

There are over one hundred strategically placed security cameras on campus. The cameras offer a sense of security for the campus community and a deterrent to crime (the inventory document is not made public, but it can be provided upon request). The College has a Mass Notification System in place for use in the event of an emergency. This system operates over internet protocol and is dynamic in multiple modalities to deliver messages to students, faculty, and staff. Modalities include: Text Messaging, Public Address, E-mail, Voicemail, and Voice Over Telephone. In the event of a campus emergency, the LACCD has a districtwide mass notification system known as Blackboard Connect. Some of the modalities require further fine tuning to be more effective. The new mass notification system allows for messages to be sent campus wide ([III.B.1-19](#)).

Assures a Healthful Environment

The LATTC Work Environment Committee (WEC) meets once a month. WEC recommends policies and monitors all work environment matters including, but not limited to, grounds and facilities, parking, conditions of classrooms, allocation and conditions of faculty and staff office space, air quality, temperature control, lighting, video display terminal usage, health, safety, and sanitation. WEC also serves as the College Facilities Committee ([III.B.1-20](#)), and works closely with the Physical Plant staff to address issues that may pose a health and safety risk as soon as they arise ([III.B.1-21](#)). The LATTC Safety Committee is a subcommittee of WEC and plays a vital role to keep the campus healthy and safe. It deals with issues pertaining to monthly safety reports, employee accident review inspection reports, etc. ([III.B.1-22](#)).

The College offers courses at several off-site locations that include Green Dot Schools-KIWA center, Los Angeles Department of Water and Power, and Eisner Pediatric Center, to name a few. College personnel initially visit offsite locations to determine adequate classroom space for respective courses proposed. In addition, staff visit offsite location on a regular basis and are asked to report back if there are any issues with the off-site facility. The College has a form to determine compliance with College requirements for all off-site classroom locations ([III.B.1-23](#)). With regard to off-site classes, the technology needs of the class are considered and the hosting site is expected to meet and support the required technology needs of the class. Students who attend classes off-site have access to student support services, such as the Library databases and online tutoring as well as other support services addressed in Standard II.C.

Distance Education

Technology has helped move instructional delivery beyond the conventional learning environment. The College underwent a significant comprehensive multi-million dollar upgrade of its infrastructure several years ago to provide capacity to support faster and reliable access to resources online ([III.B.1-24](#)). Program review is the method used to determine College needs to accommodate online courses.

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. To ensure building accessibility, the College adheres to state regulations governing building standards for its new and existing buildings. The newer buildings on campus have been built to code, and there is a plan in place to bring other buildings up to

the required code. Additionally, the College has established internal quality control checks to ensure the health and safety of buildings and equipment. In doing so, College staff members continually inspect and evaluate campus safety and implement the most effective procedures for establishing, upgrading, and maintaining the facilities and grounds. Safety and security measures include the installation of cameras throughout the campus, an emergency voice notification system, and evacuation routes and drills conducted every semester.

The combined roles of WEC, EH&S and the Physical Plant staff help identify and seek resolutions to any physical resource problems as soon as possible. However, when campus staff report issues, there is often no feedback provided to let the individual know the resolution to the problem. The College maintenance staff is working to improve their communication capabilities. Physical plant staff will continue to develop training to provide to the campus on the use of the work order system.

The College facilities are operated in a safe, healthy, secure and accessible manner. Security is on campus 24/7/365 to ensure that the campus is maintained safely and securely. The College has security camera coverage that is monitored throughout the day. Availability of mass notification systems has allowed the College to be able to communicate in all classrooms and offices throughout the campus in the event of an emergency. The College maintains internet technology safety and security systems in an effort to reduce vulnerability. According to the 2015 space inventory report, the College has enough space to conduct its daily operations.

III.B.1. Evidence

[III.B.1-1 Sheriff Staffing](#)

[III.B.1-2 Mission College Sheriff](#)

[III.B.1-3 Sheriff's Office Website](#)

[III.B.1-4 Sample Sheriff's Activity Logs](#)

[III.B.1-5 Emergency Information Guide](#)

[III.B.1-6 Emergency Operations Plan](#)

[III.B.1-7 Evacuation Map](#)

[III.B.1-8 BUG Meeting Sign-in Sheets and Agendas](#)

[III.B.1-9 Barbering Curriculum](#)

[III.B.1-10 PR1415](#)

[III.B.1-11 2015 Space Inventory](#)

[III.B.1-12 LATTC Executive Summary ADA Transition Plan](#)

[III.B.1-13 -Environmental Health and Safety website](#)

[III.B.1-14-Regulation 4 Testing Results](#)

[III.B.1-15 Agreement Art. 9.D.3.b.](#)

[III.B.1-16 Emergency Drills](#)

[III.B.1-17 Evacuation Map](#)

[III.B.1-18 LATTC Lockdown Procedures](#)

[III.B.1-19 Notification Systems Text/Voice-Blackboard Connect and School Messenger](#)

[III.B.1-20 Work Environment Committee Action Items](#)

[III.B.1-21 Work Environment Committee Minutes](#)

[III.B.1-22 Safety Committee Agenda](#)

[III.B.1-23 Off-site Checklist](#)

[III.B.1-24 IT Upgrade Plan](#)

III.B.2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources including facilities, equipment, land and other assets. This is done in a manner that assures the effective utilization and the continuing quality of assets necessary to support its programs and services in order to achieve its mission.

Evidence of Meeting the Standard

Plans, acquires or builds, maintains, and upgrades or replaces its physical resources

The Strategic Educational Master Plan (SEMP) is one component in the College's broad-based effort to plan and ensure that the institution builds, maintains, upgrades, and (when necessary) replaces its physical resources. Based on growth projections, the SEMP also includes space needs and qualifications projections for the College for each space category, academic discipline, and taxonomy of programs (TOP) code. The SEMP broadly identifies the long term needs of the College's programs and services and as stated in III.B.1, the SEMP establishes the initial conditions upon which the Facilities Master Plan (FMP) is based ([III.B.2-1](#), [III.B.2-2](#)). Furthermore, in adherence to California Education Code Sections 71028, 81800, and 81821(e), the College is required to have a governing board-approved facilities master plan prior to any construction or renovation of facilities. The sections specifically state, "The Board of Governors shall review and approve academic master plans and master plans for facilities for each community college district" ([III.B.2-3](#)). The FMP provides details showing the location for existing facilities; the existing square footage; the vision going forward for College programs and services; and the impact a projected increased student population and traffic will have on the surrounding community through the inclusion of an Environmental Impact Report (EIR) ([III.B.2-4](#)).

In 2001, the Los Angeles Community College District (LACCD) launched a massive building program through voter-approved bonds. The goal was to renovate, replace, and add structures to the existing colleges. Through funding from Proposition A, AA and Measure J, the College received \$582,291,240 to modernize and renovate the campus ([III.B.2-5](#)). Since inception of the bond program, some College buildings were newly built and some pre-existing buildings have undergone some form of renovations/refurbishments. Construction of new buildings included physical infrastructure and also furniture and equipment based on program needs. In an effort to keep the public and the campus informed as to the status of ongoing construction projects funded under Propositions A, AA, and Measure J, the LACCD employs a Campus Project Manager/Construction Manager, who prepares monthly progress reports ([III.B.2-6](#)). The following is the list of major construction, demolition, renovation and/or refurbishment projects:

Building Name	Original Construction Year	Renovation/ Refurbish Year	Demolition Year
24 th Street Parking (East Parking Structure)	2016*		
Aloe Hall	1971		2015
Aspen Hall	2010		
Cedar Hall (basement)	1975	2015	
Central Receiving	2008		
Child Development Ctr.	1975	2008	

Culinary Arts Multipurpose	2018*		
Cypress Hall (HVAC)	1964	2015	
Electrical Substation	2016*		
Elm Hall	1926		2015
Juniper Hall	2010		
Laurel Gymnasium (air circulation)	1968	2015	
Magnolia Hall (Academic Section)	1925	2012	
Magnolia Hall Utility	2012		
Mariposa Hall	1979	2013	
Oak Hall (2 nd Floor)	1966	2008	
Olive Street Parking	2013		
Sequoia Hall	1961	2015	

*Planned construction completion year

Some of the most recent major projects include:

- Sequoia Hall – in 2008, the building was repainted, had new ceilings, tiles, and flooring installed
- Cypress Hall – in 2010, the building was repainted, had new ceilings, tiles and floors installed
- Mariposa Hall – in 2013, the building modernization included replacement of the existing building envelope and interior renovations, including reconstruction of the existing basement
- South Campus Project – in 2010, the project resulted in construction of two five-story buildings (Aspen Hall and Juniper Hall) with more than 120,000 square feet of office and classroom space
- Olive Street Parking – in 2007, to help address student parking woes, a six-level, 250,000 sq. ft. parking structure provides 805 parking stalls to students, faculty, and staff was built

Mariposa Hall



Olive Street Parking



South Campus Project

The District put all new construction in moratorium from 2011 to 2012. To ensure understanding of the true costs of owning and maintaining existing and new proposed buildings, a study was conducted which provided a review of the status of existing and proposed facilities, benchmarked existing facilities operations, and developed processes to measure, monitor and control both facilities costs and utilization ([III.B.2-7](#)). As a result of this study, the District implemented an amended Budget Allocation

Mechanism to ensure each college receives an annual base allocation to fully fund minimum administrative staffing, maintenance, and operations costs based on an average cost per gross square footage. Phase I increased the colleges' basic allocation to include minimum administrative staffing, as well as maintenance and operations (M&O) costs. Phase II called for allocation changes that identify college needs (including M&O), provide funding for colleges to deliver equitable access for students, and ensure that colleges are provided with sufficient funding to achieve their missions and maintain quality instruction and student services ([III.B.2-8](#), [III.B.2-9](#)).

Assures the effective utilization and the continuing quality of assets

The College annually evaluates the effective utilization of its physical resources by utilizing the facility reports in the FUSION (Facilities Utilization, Space Inventory Options Net) database. FUSION provides the College with a report showing the efficiency percentage for each building. The Space and Capacity/Load Ratio report identifies current classroom space, laboratory and office space, and projects future instructional space based on enrollment growth trends ([III.B.2-10](#)). To help extend the life of and quality of College-owned assets, the Physical Plant Department uses a District deployed Computerized Maintenance Management System (CMMS) to receive, assign and track work requests received for repairs to buildings, grounds and equipment. The CMMS system has the capability to track an assets' warranty information and planned maintenance and/or repairs to equipment based on the system's inventory and maintenance requirements. The reports from this program demonstrate the College's preventive and scheduled maintenance ([III.B.2-11](#)). The effectiveness in meeting the needs of programs and services provided by the maintenance and operations staff is evaluated through surveys that assess the satisfaction of the responsiveness, cleanliness, maintenance, and safety of College facilities ([III.B.2-12](#)).

Programs submit resource requests during the planning phase of the Program Review process to ensure continuous support to fund unanticipated instructional and non-instructional equipment and materials. This process requires that all requests follow pre-established guidelines, be based on data evidence, support program growth/improvements, and provide an analysis of alignment with the SEMP priorities ([III.B.2.13](#)). The College gives higher priority to resource requests addressing safety concerns.

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. The College's SEMP and corresponding FMP address long term needs. The SEMP establishes the initial conditions upon which the FMP is based and although both plans consider the needs of programs and services, they have very distinctive purposes. The SEMP focuses on the College's educational mission and its programmatic implications. The FMP guides the physical development of the campus. Together, both plans ensure that the needs of the instructional and non-instructional programs are met and provide a picture of where the College is today and where it wants to go in the future. Funding for the FMP was made possible through the passage of Proposition A, AA and Measure J. Since 2001, the College has seen dramatic improvement in its facilities. These voter-approved measures supported the addition of more up-to-date instructional facilities and the renovation of aging existing ones.

Programmatic equipment needs are addressed through the College's Program Review process. Through this process, programs are able to request new and/or replacement equipment purchases based on evidentiary data. The requests must be justified and clearly identify alignment with the College's SEMP priorities. Furthermore, to help extend the life of College-owned equipment, the College's

CMMS system allows maintenance workers to keep track of preventive maintenance needs, plan maintenance schedules and timelines, and/or conduct repairs to equipment based on the system's inventory. The WEC will continue to further align the FMP with SEMP goals and activities.

The College conducts an annual space inventory which provides evidence as to the current and needed space to conduct daily operations in order. This is used to evaluate how effective College facilities meet the needs of the programs and services. The District also conducted a comprehensive evaluation of the total cost of ownership for all nine campuses, which provided the College with a clear picture of the total cost of ownership of its buildings. The analysis included a review of current building plans and existing square footage; a benchmark of maintenance and operation expenditures; current cleaning and maintenance standards and quality expectations; cost of change in square footage; utility expenditures per square feet; the benefits of the state's deferred maintenance/scheduled maintenance program; and utilization of the CMMS system to allow for improved tracking of facilities expenses. The combination of all of these elements provide a comprehensive look at the total cost of ownership of College facilities.

III.B.2. Evidence

[III.B.2-1 Strategic Educational Master Plan](#)

[III.B.2-2 Facilities Master Plan](#)

[III.B.2-3 Space Inventory Handbook 2007](#)

[III.B.2-4 LATTC EIR](#)

[III.B.2-5-LATTC Bond Program Budget](#)

[III.B.2-6 Monthly Bond Projects Reports](#)

[III.B.2-7 CompPlanforTotalCostOwnership](#)

[III.B.2-8 CompPlanforTotalCostOwnership, p. 8](#)

[III.B.2-9 Operating Standards and Measures for Monitoring and Assessment of College Condition](#)

[III.B.2-10 Fusion Space Utilization Report](#)

[III.B.2-11 CMMS Work Order System and Reports](#)

[III.B.2-12 Survey Results for Administrative Services](#)

[III.B.2.13 PR Resource Requests for Repair, Space and Classroom Equipment](#)

III.B.3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis; taking utilization and other relevant data into account.

Evidence of Meeting the Standard

Plans and evaluates its facilities and equipment on a regular basis; taking utilization and other relevant data into account

The College plans and evaluates its facilities and equipment on a regular basis to meet external and internal controls. Externally, the College complies with California Education Code Section 81821(e) which requires an annual inventory reporting of all college facilities; also referred to as "space inventory." The space inventory provides planning and management data about existing physical facilities. The resulting building and room data is used to plan, schedule, assign, and account for available spaces ([III.B.3-1](#), [III.B.3-2](#)). The space inventory also provides essential information for examining utilization of facilities, and as a consequence, the planning for, allocation of, and addition to

the statewide Five-Year Construction Plan prepared each year.

The space inventory format consists of a facilities inventory list, reports, and summaries. The inventory list provides a room summary for each building and includes identifying quantitative data. The reports are organized in various formats that provide detailed information on facility identification and room and standard classification data. In addition, the reports provide detail on the number of rooms, assignable square feet, number of stations, and other facilities data. The summaries give College, District, and statewide totals from report data. To comply with this yearly requirement, the College utilizes FUSION (Facilities Utilization, Space Inventory Options Net), which is a system that tracks the condition of buildings, provides an assessment of their current status, and develops cost modeling reports for maintenance projects. FUSION provides a method for inventorying, estimating, and tracking facilities usage and deficiencies ([III.B.3-3](#)).

The College plans and evaluates its facilities and equipment using internal controls which include the Strategic Educational Master Plan (SEMP), the Facilities Master Plan (FMP), and the Program Review process. As mentioned in II.B.2, the College's SEMP and FMP are the plans that outline long term programmatic needs and requirements of different programs. The FMP delineates all proposed projects and improvements to existing facilities based on available funding. The annual Program Review process is the venue used by programs to request resources as a result of unexpected growth, equity gaps, requirements, etc. This process requires that programs submit annual planning documents that include goals and action plans defining resource needs. Prior to receiving funding, these annual plans must be prioritized and vetted by appropriate bodies. These documents must also align with evidentiary data and Program Review analysis ([III.B.3-4](#)).

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. The College has external and internal mechanisms to ensure continuous review and planning of its facilities. Based on California Education Code, the College's yearly space inventory serves as a tool to assess space utilization, project future facility needs, and plan for capital outlay construction, among other things. Similarly, the SEMP, FMP and Program Review processes serve as the internal mechanisms to plan and fund emerging programmatic priorities. The SEMP steps back from the detail of individual programs, outlines broad goals and strategies, and identifies a timeframe for achieving quantifiable results. The FMP provides a framework for what can be accomplished with funds at hand while looking beyond at a future where additional expansion will be necessary. In recent years, the College has seen dramatic improvements in its facilities, grounds, and equipment and has managed to capitalize on its centrally located facilities and urban setting as a result of these combined evaluation mechanisms. To this regard, the College has been built to reflect its open door policy both in terms of educational opportunities and physical resources. The current architecture and its expansive windows connect the interior environments—classrooms and offices—with the campus landscape. It is an open inviting expression of the College's desire to create a campus with an implicit idea, "we are open for you."

III.B.3. Evidence

[III.B.3-1 Space Inventory Handbook, p. 5](#)

[III.B.3-2 2015 Space Inventory Report](#)

[III.B.3-3 Fusion Deficiency Report](#)

[III.B.3-4 PR1415 and Resource Requests](#)

III.B.4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence for Meeting the Standard

The College Strategic Educational Master Plan (SEMP) drives the use and improvement of facilities. The Work Environment Committee (WEC) provides oversight for the implementation of plans for new and upgraded facilities ([III.B.4-1](#)). The Building User Group (BUG) provides designers the specific information for program needs in new and upgraded buildings ([III.B.4-2](#)). Additionally, on an annual basis, the College reviews its space utilization and develops a plan of scheduled maintenance and future building needs. This plan is reported to the State of California for purposes of data compilation and potential funding for remodeled and new buildings ([III.B.4-3](#)).

Starting in 2001, the District had an unprecedented bond program allowing it to renovate existing facilities and build new ones to current standards. Three separate bonds were issued from 2001 to 2008 for a combined total of \$5.7 billion, resulting in funding for over 600 new construction and renovation projects for all nine colleges and the Educational Services Center (ESC). The District's long-range capital plans support each college's institutional improvement goals and include total cost of ownership projections for new facilities and equipment.

The October 2011 Master Building Program Budget Plan laid the foundation for an integrated planning and budgeting process driven by each of the nine colleges' Educational Master Plans. These Educational Master Plans served as the basis for development of the colleges' Facility Master Plans, each of which addressed the long-term, often 20-25 year, building and infrastructure needs of the applicable college ([III.B.4-4](#)).

The District has worked to strengthen its long-range capital planning and ensure that projections include the total cost of ownership for new facilities and equipment. In January 2012, the Review Panel concluded that "...overall, the Building Program has achieved a good level of success in that a substantial majority of the projects have been successfully completed – compared to the projects experiencing problems (e.g., cost or time overruns, sunk-costs and re-design, litigation, etc.)...the Building Program has the potential to achieve the Program's goals within the funds provided" ([III.B.4-5](#)). The Review Panel recommended that "...with every new or renovated building proposed to the Board of Trustees, a total cost of ownership analysis should be included that projects the District's budgeted operating costs for maintenance and operations (M&O), capital renewal, and staffing" ([III.B.4-6](#)).

In March 2013, the District developed a comprehensive plan for total cost of ownership which identified total cost of ownership elements, reviewed the status of existing and proposed facilities, benchmarked existing facilities operations, and developed processes to measure, monitor, and control both facilities costs and utilization ([III.B.4-7](#)). The District's April 2013 Special Report to the Accrediting Commission for Community and Junior Colleges (ACCJC) addressed the Total Cost of Ownership (TCO) issue raised in the Los Angeles Community College District (LACCD) Bond Audit issued by the State Controller. The report clearly demonstrated the District's consideration of TCO systematically. The District defined the Total Cost of Ownership elements as 1) acquisition, 2) daily maintenance, 3) periodic maintenance, 4) utility costs, 5) capital renewal costs, and 6) end-of-life costs to inform its decision-making about facilities and equipment ([III.B.4-8](#), [III.B.4-6](#), [III.B.4-7](#)).

The District continues to research maintenance and operations (M&O) costs to identify more cost-effective and cost-savings measures for adoption, to reduce TCO. Examples include the District Technology Implementation Strategy Plan, Connect LACCD Project, Facilities Lifecycle and Custodial and Building Maintenance Analysis, Custodial Services Enhancement Program, and Districtwide Energy Measurement and Demand Response Analysis ([III.B.4-11](#), [III.B.4-12](#), [III.B.4-13](#), [III.B.4-14](#), [III.B.4-15](#)).

In April 2014 the Board approved the Facilities Master Planning & Oversight Committee's (FMPOC) resolution to "Affirm its Commitment to Protect Capital Investments through Understanding and Management of Total Cost of Ownership" to ensure this policy guides the District's long-range planning ([III.B.4-16](#)). The Board, at the recommendation of FMPOC, has implemented an incremental approach to the Connect LACCD project, which was established to improve the technology infrastructure connecting its headquarters and satellite facilities. Utilization and use of statistics are routinely reviewed and evaluated as a part of the TCO ([III.B.4-17](#), [III.B.4-18](#)).

At the College level, long-range planning is initiated through Program Review. Programs use this mechanism to ensure resources are provided to the facilities and technology departments to maintain the facility and technology. Examples of changes the College has made to ensure total cost of ownership:

- When Mariposa Hall was opened the College approved hiring three additional custodians to cover the additional square footage ([III.B.4-19](#)).
- The bond program provided funds to add air conditioning to several buildings as a result additional HVAC Technicians have been hired and an integrated energy management system (EMS) has been installed over the last 15 years. Due to that fact that some of the HVAC system is 15 years old, the College is starting to experience some failures and some buildings must be brought up manually each day ([III.B.4-20](#)).
- The Computerized Maintenance Management System (CMMS) system has been implemented; however, the College needs to enhance the information contained in the system by adding buildings and equipment, ongoing maintenance, repair, and replacement data ([III.B.4-21](#)).
- Once software is purchased, the Information Technology Department is responsible for renew and update software on an annual basis ([III.B.4-22](#)).
- The District has set aside deferred maintenance funds that are allocated annually, that along with the state Strategic Master Plan are a resource to keep buildings in good working condition ([III.B.4-23](#)).

Analysis and Evaluation

Evidence demonstrates that the College meets this Standard. Propositions A and AA and Measure J gave the District unprecedented funding, but also required an unanticipated level of planning and oversight. Total Cost of Ownership (TCO) issues raised in 2012 have been resolved, and as a result, the District has strengthened its long-range capital planning process, leading to better oversight, coordination, and ongoing efficiencies in support of its educational and strategic goals. The Board's April 2014 passage a resolution related to TCO demonstrates its ongoing commitment to controlling and reducing these costs for the benefit of the District and students.

At the College level, TCO is included in analyzing needs in facilities and technology. Program Review is used as the means to request additional resources needed over the life of a building/project. The efforts put into the Technology Replacement Process to continually refresh technology should be

mimicked to maintain and replace equipment – both instructional and facilities.

III.B.4. Evidence

[III.B.4-1 WEC Minutes](#)

[III.B.4-2-BUG Meeting Minutes](#)

[III.B.4-3 5-YR Scheduled Maintenance and Construction Plan](#)

[III.B.4-4 LACCD Master Building Program Budget Plan, 10/19/11, p. ii-vii](#)

[III.B.4-5 Independent Review Panel Report, 1/4/12, p. 7](#)

[III.B.4-6 Independent Review Panel Report, 1/4/12, p. 38](#)

[III.B.4-7 Comprehensive Plan for Total Cost of Ownership, LACCD, 3/20/13](#)

[III.B.4-8 Accreditation Special Report, LACCD, 4/1/13](#)

[III.B.4-9 FMPOC Meeting Minutes, 3/26/14](#)

[III.B.4-10 Total Cost of Ownership presentation, 3/26/14](#)

[III.B.4-11 Technology Implementation Plan, 4/17/13](#)

[III.B.4-12 Connect LACCD Feasibility Report, 6/16/14](#)

[III.B.4-13 Facilities Lifecycle Review and Custodial and Building Maintenance Analysis, 5/28/14](#)

[III.B.4-14 Custodial Services Enhancement Program, 7/23/14](#)

[III.B.4-15 Districtwide Energy Measurement and Demand Response PowerPoint, 10/22/14](#)

[III.B.4-16 Board Minutes, 4/30/14](#)

[III.B.4-17 Board Agenda, 7/9/14](#)

[III.B.4-18 Board Agenda, 4/15/15](#)

[III.B.4-19 Approval to Hire Three Custodians](#)

[III.B.4-20 Contract with Siemens for EMS Work](#)

[III.B.4-21 Maintenance Component of CMMS](#)

[III.B.4-22 IT Spreadsheet of Software Renewals](#)

[III.B.4-23- SMP and Deferred List of Campus Projects](#)

Plans Arising out of the Self Evaluation Process

Standard III.B.4		
Timeline	Spring 2016	
College Lead(s) & Venues	Work Environment Committee; Planning and Budget Committee	
Change, Improvement and Innovation		Expected Outcomes
Develop and integrate total cost of ownership into the Facilities Master Plan that considers the acquisition, maintenance, and replacement of equipment and facilities.		College plans and budgets revised to include the total cost of ownership

STANDARD III.C. TECHNOLOGY RESOURCES

III.C.1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

Los Angeles Trade-Technical College (LATTC) provides appropriate and adequate technology resources to support the institution's management, operations, academic programs, teaching and learning, and support services to improve student success. The College continually evaluates new instructional technology and technology business solutions through the Program Review process and the Work Environment Committee (WEC) Technology Subcommittee. Program Review processes are used to plan, develop, review, approve, and implement college-wide and departmental technologies. The WEC Technology Subcommittee reviews and evaluates standards for hardware, software, and network related equipment. The subcommittee is charged with creating a set of standards the campus will use as a guide for purchasing technology ([III.C.1-1](#)). WEC will complete the first standards review by December 31, 2015. By the end of 2016, those standards will be implemented and applied to all future purchases.

District Services

District Informational Technology (IT) services plans and maintains a reliable and robust network for local area inter- and intra-campus networks, as well as institutional access to the public Internet and the World Wide Web ([III.C.1-2](#)). More than 40 full-time and part-time employees work at the central district location of the Los Angeles Community College District (LACCD) under the direction of the Chief Information Officer ([III.C.1-3](#)). The District Educational Services Center (ESC) supports the following infrastructure:

- Student Information System (SIS) – also called Digital Equipment Corporation (DEC). Students use the system to register for classes. Faculty and staff use the system to view and download class rosters and submit grades and exclusions. In addition to enrollment, the SIS allows students to print unofficial transcripts, check financial aid status and the course offering schedule, view placement results, obtain W-9 tax forms, and register to vote. Currently, the District is migrating from DEC to PeopleSoft Campus Solutions.
- Electronic Schedule Change System (ESC) – allows users to submit and track changes to the Schedule of Classes.
- Electronic Curriculum Development (ECD) System – allows users to create Course Outlines of Record for academic programs as well as modify, reinstate, and archive courses. The College is currently transitioning to a new system called CurricuNET, which will be deployed in 2016-2017.
- Student Email System – is provided to students for official communication and includes access to cloud-based storage and Microsoft Office 365 applications (this email system is accessible through Canvas).

- Employee Self Service (ESS) – human resources, accounting, procurement, and finance enterprise system. It includes ESS Portal with Cross Application Time Sheet (CATS)—an automated employee time reporting and approving system, and Computerized Maintenance Management System (CMMS)—a work order system with advanced reporting features ([III.C.1-4](#)).

College Services

The College has over 50 computer labs running various software application programs supported by the IT department. Computer labs run software ranging from simple programs that develop students' basic computing skills to complex industry-specific software application programs that prepare students for industry-recognized credentials and/or certificates requiring sophisticated computer skills and knowledge ([III.C.1-5](#)). In addition to the academic computers, over 700 computers are used by faculty and staff to perform their daily tasks.

Over 1,000 phones and 300 internet protocol (IP) speakers have been installed for College voice communications and mass notification in case of emergency. The College has a wireless network that is heavily used with over 4,000 client connections being made on a daily basis. The system includes over 100 network switches and core switches in each data center in Mariposa Hall and Magnolia Hall to support the College network infrastructure. The IT Department maintains over 100 servers which support the day-to-day college business, including email servers and web servers. The technology assists students in gathering the experience, knowledge, and insight they can use to achieve academic and career success ([III.C.1-6](#)).

There are 13 full-time classified staff members in the IT Department, including an IT manager and a daily operational supervisor ([III.C.1-7](#)). The IT Department supports the College website using Microsoft SharePoint and supports employee email systems using Microsoft Exchange. Additionally, it supports and coordinates outsourced services including Moodle, Canvas, Mahara, LATTC on Facebook, iTunes U, Twitter, Career Coach, online Bookstore, interactive campus maps, district-wide student email, Library online databases, and Pearson testing programs.

The IT Department helps faculty and staff reset user passwords and modify permissions to access DEC screens based on an approved SIS authorization form that is submitted by departments on campus. A Personal Identification Number (PIN) is issued to a student for accessing the student SIS portal and Wi-Fi. Admissions and Records staff use DEC to assist students who need to reset PIN passwords.

The College established an Academic Technology Unit in 2013 to provide enhanced training and support services focused on teaching and learning with technology. ATU provides the following services:

- Technology support for faculty teaching face-to-face, online, hybrid, or enhanced formats, including workshops on best practices which are accessible in multiple modalities
- Individual, hands-on training on the latest tools and equipment used in the classroom (e.g., lecture capture systems, smart classroom technology, student response systems, web development, and online course management)
- Faculty instructional media support and training for AV technology, video recording and editing, video-conferencing, graphic presentations, document scanning, digital signage and implementation of all classroom AV technology

- Workshops on both instructional and administrative software used at the College
- Research on new technologies that can improve the quality of instruction, whether delivered face-to-face or online
- Support and supervision of the Open Computer Lab and third party testing centers
- Production of instructional multi-media content and reusable learning objects
- Coordination and management of an online media library
- Maintenance and repair of audio/visual (AV) technology
- Equipment and services to support courses, instructional activities and academic events
- Distance Education – the Moodle learning management system has supported courses taught in online, hybrid and face-to-face (web-enhanced) modalities. A third party vendor has provided Moodle hosting. The College is transitioning to the Canvas learning management system in 2016 to align with the California Community College Online Education Initiative’s common system ([III.C.1-8](#)).

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. LATTC students have access to technology that enhances their high quality technical and professional learning experience so they can achieve their educational goals while learning to use technology to advance their careers. Faculty and staff have access to technology and training that supports their work.

The new PeopleSoft SIS system will transform the way the District delivers services to students, faculty, and staff. With enhanced functionalities, it allows access from anywhere and at any time via its web-based services. The District leads the development, deployment, and support of centralized administrative functions and "middleware" platforms necessary to support connectivity between software services delivered by other District resources.

The passage of bond Propositions A and AA and Measure J provided the necessary funding for a massive college-wide technology upgrade. The College invested almost \$20 million to fully upgrade its infrastructure, hardware, and software. The IT Department coordinates with District IT services to ensure that the College is pursuing best practices in the use of technology and that it is leveraging the resources available to support the needs of the institution. Campus IT Services provides back-end support for the College’s computing systems. The continuous training and support through the ATU guides faculty in the use of technology for classroom and supplemental instruction that supports and encourages innovation in teaching and learning.

III.C.1. Evidence

[III.C.1-1 LATTC Technology Replacement Policy and Plan-DRAFT](#)

[III.C.1-2 Map of LACCD Central IT Structure](#)

[III.C.1-3 Organization Chart of LACCD Educational Services Center IT Department](#)

[III.C.1-4 Front Page Screen Shot of LACCD SAP ESS Portal](#)

[III.C.1-5 IT Software Inventory](#)

[III.C.1-6 IT Equipment Inventory](#)

[III.C.1-7 LATTC IT Department Organization Chart](#)

[III.C.1-8 Academic Technology Center Schedule of Activities](#)

III.C.2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

To continuously plan for, update, and replace technology, the College developed a computer replacement plan that promotes continuous improvements in computing technology. The plan provides a regular schedule for hardware updates to ensure that College programs and services have access to technology that is relevant and current ([III.C.2-1](#)). The College's technology implementation strategies are guided by the Los Angeles Community College District (LACCD) Technology Implementation Plan, which provides technology vision through 2020. The LACCD Technology Implementation plan was approved by the Technology Planning and Policy Committee (TPPC) in 2013. It prioritizes deployment of various technology capabilities, is updated periodically, and will be reassessed after the first five years ([III.C.2-2](#)).

The College also uses the results from the annual Program Review process to make informed technology decisions. Through Program Review, users can align requests for technology resources to their outcomes. The Program Review process encourages innovation and allows users to seek out new and enhanced technology resources as a means to achieve program improvement ([III.C.2-3](#)). Furthermore, the Program Review process allows users to reflect upon the quality and capacity of the technology in their area and to request additional technology resources if they determine that the quality and capacity are no longer adequate.

To ensure that the quality and capacity of its distance education technology is adequate, the College has contracted with a third party vendor to host its Moodle learning management system. As new versions of the software were released, the College has upgraded its learning management system site to ensure that users have access to recent software improvements and updates. The College plans to transition fully to Canvas in 2016, which is the California Community College (CCC) Online Education Online Education Initiative's (OEI) learning management system. Transitioning to the OEI's common learning management system will provide the College with access to additional statewide resources and upgrades.

Trained Staff

In order to effectively monitor, maintain, repair and upgrade campus technology, the College provides funds and opportunities for its IT Department, Academic Technology Unit, and College website staff to attend conferences and District technology meetings to sharpen and enhance their skills ([III.C.2-4](#)).

Software

The IT Department is responsible for maintaining and upgrading all software licenses on a yearly basis. For many years the College faced financial problems with maintaining software licenses. Often there were one-time funds available for the initial software purchase, but no ongoing funds identified to renew and/or upgrade software. The College addressed and solved the problem by allocating funds to the IT department budget. Furthermore, agreements with software companies, including institution-wide site licenses, have been executed to ensure regular updating of software. The College currently has

agreements with Microsoft, Adobe, and other companies to ensure that the software will be maintained and upgraded on a regular basis ([III.C.2-5](#)).

Work Order System

The College uses a work order system for monitoring issues and informing improvements ([III.C.2-6](#)). These work orders allow users to submit requests online and provide the staff with the ability to manage and seamlessly address those issues in a timely manner. The system ensures there is accountability and follow through from all parties involved.

Smart Classrooms

The College follows the LACCD-established standard for smart classrooms. The standard is implemented through the deployment of a centralized, smart classroom management system ([III.C.2-7](#)). The campus media technicians have been trained to program these systems and provide regular maintenance, repair and upgrades to the campus smart classrooms to ensure that they are fully operational.

Website

The College web designer provides support and regularly updates the College website to ensure that it provides current information in a format that is easily accessible to users on multiple platforms, including smart phones and all browsers. The College has also hired a consultant to assist with website improvement and to develop a plan for continuous updating of the website. The website was redesigned in Fall 2014, in order to help users navigate through the various pages and information ([III.C.2-8](#)).

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. The College has developed plans to ensure that technology is regularly updated. It has provided additional opportunities for users to innovate through its Program Review process. Furthermore, the College IT Department and Academic Technology Unit staff are trained to regularly monitor, maintain, repair and upgrade campus technology to ensure that it is functioning effectively.

III.C.2. Evidence

[III.C.2-1 LATTC Computer Replacement Plan-DRAFT](#)

[III.C.2-2 LACCD Technology Implementation Plan](#)

[III.C.2-3 Program Review 2014-15 Instructional Programs Section B.3.e](#)

[III.C.2-4 List of Conferences Attended by Staff Since 2010](#)

[III.C.2-5 Spreadsheet of Contracts and License Renewals](#)

[III.C.2-6 Samples of CMMS Work Order System and Reports](#)

[III.C.2-7 LACCD Smart Classroom Standards](#)

[III.C.2-8 WEC 9/8/2014 Meeting Minutes](#)

III.C.3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

Safety and Security

To ensure physical security, the College uses lockdown devices to secure campus computers, as well as an extensive network of security cameras inside and outside of its labs, classrooms and offices to deter and prevent theft or damage. All campus laptop computers have tracking software installed on them to increase the possibility that, if lost or stolen, those devices can be recovered. The College also recently implemented the use of key cards in its newer buildings to control access to technology resources. Key card access is required for entry to the Information Technology (IT) Department and the Academic Technology Unit offices. The College's Lightweight Directory Access Protocol (LDAP) Single Sign-on and Active Directory allow for students to securely access multiple services. In addition, a wireless login is required to ensure that only authorized users can access the campus network ([III.C.3-1](#)).

Reliable Access

The single sign-in process provides access for all and allows for students to remotely access multiple services that are available online. Students and faculty are provided with email accounts and Microsoft cloud-based computing and storage services. The College also contracts for a learning management system that can be accessed via the Internet by students enrolled in online, hybrid, and web-enhanced courses.

The College established policies and procedures to ensure that its systems can operate in the event of an emergency or system failure ([III.C.3-2](#)). The IT Department performs emergency backups of power and storage. This includes the regular backups of the campus digital media players and its digital media library. The College learning management system, which is hosted by a third party, is also backed up hourly. In addition, the District also backs-up the student information system as well as all District administrative supported data and functions.

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. The College provides a high level of safety and security while maintaining reliable and consistent access for users at all locations. Physical security is ensured through the use of security cameras, tracking systems, key card access, and lockdown plates. Users are able to access online services through a secure single sign on process and are provided with reliable communication services through robust email and cloud-based tools.

III.C.3. Evidence

[III.C.3-1 LACCD IT Security Policy](#)

[III.C.3-2 LATTC System Backup Schedule](#)

III.C.4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

Training

The Academic Technology Unit and Information Technology (IT) Department provide technology training to students, faculty, staff, and administrators. This training includes face-to-face, hybrid, and online workshops developed by the Academic Technology Unit and the IT Department. The College also subscribes to the Lynda.com library of online training courses and recommends online training to staff, faculty, and administrators in an effort to target professional development areas based on need. Lynda.com can provide data detailing the number of videos watched in total hours and the number of certificates earned ([III.C.4-1](#)). The College also provides technology-based workshops and activities on contractually obligated Flex days, so that faculty can gain technology competencies while fulfilling their Flex obligation ([III.C.4-2](#)).

Student technology orientations to the learning management system, ePortfolios, and the student email system are given at the start of every semester. Learning management system orientations are provided to students through the web in the formats of video and print tutorials. Students can also self-enroll in an online course that guides them through the main areas of the learning management system. In addition, video tutorials on using the student information system and student email set-up are also available via the web ([III.C.4-3](#)). In order to meet the needs of students who cannot come to campus for tutoring services, the College has contracted with Net Tutor to provide online tutoring support for those students who wish to get academic support through an online modality.

Technical Support

To ensure that the College provides effective technical support to faculty and staff, the College and District provided training and workshops for IT Department and ATU staff. The IT Department and Academic Technology Unit staff also participate in trainings provided by vendors and attend off-campus conferences, workshops, and webinars to ensure they are familiar with the latest technologies and innovations ([III.C.4-4](#)).

The Academic Technology Unit Open Lab staff provides support and assistance to students using email, Moodle, and other College web-based services. Additionally, staff from the online helpdesk manage trouble tickets from students, and students are referred to the Academic Technology Unit for further assistance and support.

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. The College provides extensive technology support and training through numerous modalities to ensure that faculty, staff, students, and administrators have appropriate instruction and support through training that is customized to meet their needs. In addition, faculty have the opportunity to seek out training through the College's online training resources.

III.C.4. Evidence

[III.C.4-1 Lynda.com Training](#)

[III.C.4-2 Technology Training on Flex Days](#)

[III.C.4-3 Web Tutorials](#)

[III.C.4-4 List of Training for IT Staff Since 2010](#)

III.C.5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

The College has a number of policies in place that guide the appropriate use of technology at the institution. Some of the policies are established by the District, while other policies are developed through College committees. The Distance Learning (DL) Committee is charged with developing policies related to online teaching and learning. Once approved at the DL Committee, such policies are sent to the Educational Policies Committee (Ed Policies) for approval. Once approved by Ed Policies, the policies are sent to the Academic Senate for final approval.

The Work Environment Committee (WEC) develops policies that govern the use of technology as it relates to their application in the workplace. WEC reports to the College Council and the AFT Faculty Guild. Once WEC approves technology related policies, they advance to the College Council for final approval.

While policies are developed through a committee process, the procedures for ensuring compliance with these policies are developed and carried out administratively. The District has established several administrative regulations regarding the use of email, computer systems, and college networks that the College has implemented and enforced ([III.C.5-1](#), [III.C.5-2](#), [III.C.5-3](#), [III.C.5-4](#), [III.C.5-5](#), [III.C.5-6](#), [III.C.5-7](#)).

The DL Committee provides Distance Education certification to online and hybrid instructors to ensure that instructors can demonstrate an appropriate use of learning management system technology in teaching and learning processes ([III.C.5-8](#)).

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. The College has established policies through its Academic Senate and College Council to ensure that the use of technology is appropriate in the teaching and learning process. The College committee approval process ensures that the campus has the opportunity to engage in dialogue regarding the implementation of policies related to technology use and gives an opportunity to those who will be affected by the policies and opportunity to provide input.

III.C.5. Evidence

[III.C.5-1 Distance Education Policies](#)

[III.C.5-2 Email Policy](#)

[III.C.5-3 District and College Computing Policy E76](#)

[III.C.5-4 Percentage Load DE Policy](#)

[III.C.5-5 All Students Have Email Policy](#)
[III.C.5-6 E-Portfolio Active Student Policy](#)
[III.C.5-7 DE Absenteeism Policy](#)
[III.C.5-8 Standards for DE Certification](#)



STANDARD III.D. FINANCIAL RESOURCES

III.D.1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability.

Evidence of Meeting the Standard

Resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness

Los Angeles Trade-Technical College (LATTC) receives an allocation from the Los Angeles Community College District (LACCD) annually, which supports student learning programs and services. Adjustments are made upward or downward during the year due to enrollments and state funding changes ([III.D.1-1](#), [III.D.1-2](#)). The budget allocation model also includes funds for administration, maintenance and operations, and a set aside for scheduled maintenance of College facilities in the unrestricted general fund and the restricted general funds ([III.D.1-3](#), [III.D.1-4](#)). While the College can always use more resources, the allocation it has receive has been adequate for the College to support its programs and services. LATTC accomplishes its enrollment goal within its budget allocation each year ([III.D.1-5](#), [III.D.1-6](#)).

Distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services

The College has an established process to allocate resources, and through Program Review, to request additional resources. All requests for additional resources must be made as a part of the Program Review process in order for it to be considered for funding. Resource requests from Program Review are made in two categories—permanent staffing requests and non-staffing requests. The LATTC Planning and Budget Committee (PBC) developed a process to prioritize resource requests, which includes a scoring rubric to measure the merits of each resource request. The components of the resource request scoring rubric are accountability, collaboration, and linkages to outcomes assessment, College mission, and alignment with the Strategic Educational Master Plan. Each department and division ranks its resource requests using the rubric as a guide. Every member of the PBC is allowed to rank the resource requests. While honoring the division rank, the PBC develops a comprehensive list of resource requests that is vetted through the entire College community and taken to the College Council for approval. ([III.D.1-7](#), [III.D.1-8](#), [III.D.1-9](#), [III.D.1-10](#)). The rubric has been refined over the last four years, and further refinement should result from the PBC annual evaluation of this process ([III.D.1-11](#)).

Plans and manages its financial affairs with integrity and in a manner that ensures financial stability

LATTC has a transparent budgeting process. Each August, the PBC receives a detailed budget of the College's general fund. The PBC receives budget projection updates every month at its meetings. When additional funds become available throughout the year, the committee makes recommendations to the College Council on how to distribute those funds ([III.D.1-12](#)). In 2011, when dramatic budget reductions

occurred at the College, the PBC invited the entire campus to participate in a special meeting to achieve the goal of reducing the budget by \$1 million ([III.D.1-13](#)). The emphasis of funding for that year was on preserving instruction. The process used to propose the 2011 reductions involved each division listing potential non-instructional areas that could be reduced, and then presenting the challenges or consequences the institution would incur by reducing the budget in that area. There have been no budget reductions in instructional non-salaries since 2009 ([III.D.1-14](#)).

One challenge the College faced was developing a system to renew and annually upgrade software that was often purchased with one-time funds. Departments were required to be creative and resourceful, with already limited funding, to upgrade to current versions of software when available and necessary. It was decided three years ago to give Information Technology the responsibility to annually renew and upgrade software so departments would not have to be concerned about losing their ability to run critical educational technology functions ([III.D.1-15](#)). Funding for instructional software comes from the Prop 20 Lottery set-aside for instructional supplies.

One of the College's strategic priorities is to develop and test a pathway funding model. The PBC has developed the framework for this model, which is being piloted in 2015-16 with the Design & Media Arts Pathway ([III.D.1-16](#)). The funding model is the College's attempt to determine what the real costs are to offer Pathways to Academic, Career, and Transfer Success (PACTS) programs and services.

Analysis and Evaluation

Evidence demonstrates that the College meets this Standard. The College has formalized processes and practices to ensure that available financial resources are used to support student learning programs and services that improve the student outcomes for institutional effectiveness. The College demonstrates sound financial planning and execution annually through meeting its enrollment targets within the budget allocated by the District. The allocation formula of the LACCD distributes resources based on enrollment and funding for key areas of the institution, including maintenance and operations. The College has been making strides annually on the allocation of resources through its Program Review process, with improvements that are incorporated annually based on an evaluation of the Program Review and resource allocation process. Over the past Program Review cycle, the College has funded each category of requests—one-time, ongoing, and personnel.

It is anticipated that when a viable pathway funding model is developed, the College will be well-equipped to manage its resources more strategically; with the ability to reduce pathway funding in times of budget constraint and expand pathway funding in times of budget expansion. The College has demonstrated that, even during the time of substantial budget reductions, priorities were established to assure positive outcomes for students and the continued financial viability of the College.

III.D.1. Evidence

[III.D.1-1 LATTC Final Budget](#)

[III.D.1-2 LACCD Budget Allocation Model](#)

[III.D.1-3 Unrestricted General Fund by Sub-major Commitment Item](#)

[III.D.1-4 Restricted General Fund Appropriations](#)

[III.D.1-5 Unrestricted General Fund—Annual Open Orders and Ending Balances](#)

[III.D.1-6 Enrollment Reports](#)

[III.D.1-7 Program Review](#)

[III.D.1-8 Resource Requests Form](#)
[III.D.1-9 Scoring Rubric for Resource Requests](#)
[III.D.1-10 List of Prioritized and Funded Resource Requests](#)
[III.D.1-11 PR Rubric and PBC Retreat Notes](#)
[III.D.1-12 PBC Recommendations to College Council on Use of Additional Funds](#)
[III.D.1-13 Budget Reduction from College-wide and Planning and Budget Committee Meeting](#)
[III.D.1-14 Instructional Non-salary Budget in 2009 versus 2015](#)
[III.D.1-15 List of Software and Contracts for IT to Renew](#)
[III.D.1-16 Design & Media Arts Pathway Funding Model](#)

III.D.2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

Mission and goals are foundation for financial planning and integrated with and supports all institutional planning

The College mission and strategic priorities are the foundation for financial planning. Each year during Program Review, departments must review their mission and align the department/division mission to the mission of the College. Financial planning is integrated with, and supports, all institutional planning with financial requests going through Program Review. Linking funding requests to the institutional mission is a component of the rubric that is used to prioritize requests ([III.D.2-1](#), [III.D.2-2](#)).

Policies and procedures to ensure sound financial practices and financial stability

The College processes that ensure sound financial practices and financial stability revolve around a review of the monthly projection of expenditures versus budget ([III.D.2-3](#)). This document is prepared by Administrative Services and is reviewed at the Planning and Budget Committee (PBC) each month so that information can be shared with all College constituents ([III.D.2-4](#)). The PBC reports monthly to the College Council. A summary of committee actions and a report is published in the College Council Newsletter, which is distributed throughout the campus ([III.D.2-5](#)).

Financial information is disseminated throughout the institution in a timely manner

All employees have access to financial information through the Los Angeles Community College District enterprise system—Systems, Applications and Products (SAP). Training is available annually to anyone interested in knowing how to access financial information ([III.D.2-6](#)).

Analysis and Evaluation

Evidence demonstrates that the College meets this Standard. The College mission drives the planning process. The Program Review process drives the allocation of resources each year. Departments link goals and planning directly to the College mission, and the connection with the mission is a component in measuring the strength of a resource request. All resources requested (personnel, supplies and

equipment, increasing ongoing department needs) are prioritized and vetted through a campus participatory governance process. The College has transparency in its budgeting processes. It makes information readily available, and reports and reviews its financial condition monthly to the College and the District. Los Angeles Trade-Technical College takes the accountability for the management of its budget seriously, and as a result, balances its budget and meets its enrollment targets annually.

III.D.2. Evidence

[III.D.2-1 Conceptual Framework for Planning](#)

[III.D.2-2 Program Review and Resource Request Forms](#)

[III.D.2-3 LATTC Monthly Financial Projection](#)

[III.D.2-4 Planning and Budget Committee Agenda](#)

[III.D.2-5 College Council Newsletter](#)

[III.D.2-6 SAP Training on Accessing Budgets](#)

III.D.3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

Defines and follows its guidelines and processes for financial planning and budget development

The Board of Trustees of the Los Angeles Community College District (LACCD) establishes the budget calendar for the coming year. Los Angeles Trade-Technical College (LATTC) budget planning begins with each department reviewing the listing of full-time employees and budget line items for accuracy and reallocation ([III.D.3-1](#)). Departments are only allowed to reallocate in the non-salary line items. Requests for additional funds cannot be made through this process. The process for allocation of additional funds is via the Program Review resource request processes ([III.D.3-2](#)). A clear example of this work is the increase in funding for Information Technology (IT). IT has been able to realize its plan for maintaining and remaining current with instructional technology due to a combination of funded resource requests, access to Proposition 20 Lottery funds (used for instructional supplies and software only), and reallocation of funds from Physical Plant. The first year of major funding for IT took place FY 2012/13 ([III.D.3-3](#)).

All constituencies have appropriate opportunities to participate in the development of institutional plans and budgets

The College utilized the skills and resources of the Student Success Committee to formulate a plan to allocate new funds that would accompany the Student Success and Support Program (SSSP) Plan and the Student Equity Plan. Both programs include additional funding, and the College must allocate these funds based on legislative intent, allowable uses, and connection of the funding to the plans. Once the Student Success Committee drafted the plans, the plans, including the budgets, went out to the entire campus for review and comment ([III.D.3-4](#)).

The College community has appropriate opportunities to participate in budget planning and development. Individuals in departments have the chance during Program Review to analyze and discuss

information about the department, including budgets ([III.D.3-5](#)). Additionally, through representation on the Planning and Budget Committee (PBC) and College Council, all faculty and staff can access information on planning and budget through their group meetings ([III.D.3-6](#)). The PBC has had a goal for the last two years to send meeting minutes out to its membership within three days after the meeting so that information is available for constituents to take back to their membership ([III.D.3-7](#)). Information on planning and budget is also made available during the Days of Dialogue ([III.D.3-8](#)).

Institutional planning takes place through a variety of committees, including the Academic Senate Program Review-Assessment Committee, the PBC, the Student Success Committee, and the College Council. The opportunity to participate includes representation from all constituency groups and other opportunities throughout the year to participate. Examples of this include the monthly Days of Dialogue, College Council meetings, and through special town hall meetings to review critical information and decisions. College Council meetings are open to all with agendas, minutes, and other materials given to Council members distributed to LATTC faculty and staff at least one day prior to meetings. On an annual basis, before the College Council votes on the list of prioritized resource requests, the PBC sends the list out to the entire campus to review for two weeks ([III.D.3-9](#)). Prior to taking it to College Council, the Student Success Committee also sends out its plan college-wide for a recommendation ([III.D.3-4](#)). The College continues to work to increase attendance and participation at its committee meetings.

Analysis and Evaluation

Evidence demonstrates that the College meets this Standard. The Program Review process guides College financial planning and budget development, including prioritizing resource requests. All employees have appropriate opportunities to participate in planning and budget development through their departments, committee participation and campus-wide events and feedback requests. The College has developed processes for planning, budgeting, and allocating resources that are available for all to review.

III.D.3. Evidence

[III.D.3-1 Budget Preparation Notice](#)

[III.D.3-2 Process to Prioritize Resource Requests](#)

[III.D.3-3 IT Budget 2012 versus 2015](#)

[III.D.3-4 Student Success Committee Minutes](#)

[III.D.3-5 Participants in Program Review](#)

[III.D.3-6 Membership on Planning and Budget Committee and College Council](#)

[III.D.3-7 PBC Self-Evaluation for 2015](#)

[III.D.3-8 Planning and Budget Data from Day of Dialogue](#)

[III.D.3-9 Email from PBC to the College Review of Prioritized Resource Requests](#)

III.D.4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

Planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements

The College plans its allocation of resources based on the governor's proposed budget that is publicized in mid-January each year. The Los Angeles Community College District (LACCD) Board of Trustees prepares its annual tentative budget by May of each year and its final budget by September ([III.D.4-1](#)). In addition, each year the College estimates the amount expected from generating its own funds through transcript fees, parking citations, rental of facilities, and contract education. The College conservatively estimates these additional resources at the beginning of the year and makes adjustments as these funds become available throughout the year. The College has partnerships with city municipalities to deliver training through contract education ([III.D.4-2](#)). The College has successfully competed for grants through local, state, and federal governments as well as private foundations. These additional resources are used to expand programs and services, develop curriculum, and establish innovative programs. Combined, these resources fulfill the expenditures anticipated on an annual basis ([III.D.4-3](#)). In alignment with Strategic Priority #5, which deals with funding and resources in the College's Strategic and Educational Master Plan, and to further reflect a budget associated with planning, the College is developing a Pathway Funding Model that will budget for each pathway's needs within a defined set of parameters. The PBC will also explore ideas to generate additional revenue ([III.D.4-4](#)).

Analysis and Evaluation

Evidence demonstrates that the College meets this Standard. The College practices fair distribution of resources based on its objectives. Instruction and support of instruction take precedence. The College has been successful in generating additional revenue through its enterprise programs in Transportation, Construction, Fashion and Cosmetology. The College has successfully competed for grant funding for many of its programs. The future of this realistic assessment is being developed through the Pathway Funding Model that the PBC created and is testing in the 2015-16 year. It is the College's attempt to determine the true cost of offering programs. The funding model should also provide a framework for the allocation of resources in times of additional funding as well as in times of reduced funding.

III.D.4. Evidence

[III.D.4-1 LATTC Final Budget](#)

[III.D.4-2 LATTC Dedicated Revenue 2010 through 2015](#)

[III.D.4-3 Listing of Grants](#)

[III.D.4-4 Strategic Priority No. 5](#)

Fiscal Responsibility and Stability

III.D.5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The

institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence for Meeting the Standard

Well-established and appropriate control mechanism and widely disseminates dependable and timely information for sound financial decision-making

The Board established and regularly updates Board Rules, which address financial management and internal control structures. Board Rule 7608 requires the Chief Financial Officer/Treasurer (CFO) to generate interim financial reports, including current income and expenditures, which are submitted to the Chancellor monthly from October through June. The Chancellor, in turn, provides a District quarterly financial status report to the full Board, in addition to monthly reports provided to the Budget and Finance Committee (BFC). These reports are widely disseminated and inform sound financial decision-making at the District and colleges ([III.D.5-1](#), [III.D.5-2](#), [III.D.5-3](#)).

Board Rule 7900 establishes the Internal Audit Unit as “an independent appraisal function within the LACCD to examine and evaluate the activities of the District...Internal Audit will report audit findings to the Board of Trustees’ Audit/Budget Committee no less than annually.” This Board Rule requires the Internal Audit Unit to ensure that “...financial statements and reports comply with Board policy, applicable government regulations and generally accepted accounting practices...internal accounting controls are adequate and effective...[and] operating policies promoting compliance...are enforced” ([III.D.5-4](#), [III.D.5-5](#), [III.D.5-6](#)).

The District Budget Committee (DBC), Board Budget and Finance Committee (BFC), Board of Trustees, and the colleges receive financial information on a set schedule. Information on resource allocation, debt management, and financial management is routinely provided to the BFC and DBC so their committee members can be fully informed when making policy recommendations to the Board of Trustees and Chancellor ([III.D.5-7](#)).

The Office of Budget and Management Analysis develops districtwide revenue projections, and is also charged with the management of District resources. Since 1993, the District has followed a set budget development calendar which ensures full engagement of the colleges, Board of Trustees, and District office staff. The budget development calendar is evaluated and updated annually. The current version reflects oversight enhancements brought about by upgrades to the District’s financial operational system (SAP). The District also disseminates and trains employees to use its “Budget Operational Plan Instructions” manual to reinforce internal control procedures (see Standard III.D.10) ([III.D.5-8](#)).

The District received an unmodified external audit, with no identified material weaknesses, for 2013 and 2014. The District has consistently had unqualified financial statements and unmodified external audit reports for the past 30 years ([III.D.5-9](#), [III.D.5-10](#), [III.D.5-11](#), [III.D.5-12](#), [III.D.5-13](#), [III.D.5-14](#), [III.D.5-15](#)).

Regularly evaluates and updates its policies, financial management practices, and internal controls to ensure financial integrity

To ensure financial integrity of the District and the responsible use of its financial resources, District and college financial staff review best practices with both internal and external auditors, and revise

procedures to strengthen internal controls ([III.D.5-16](#)). To ensure the District's internal control structure has the appropriate level of oversight, the Internal Audit Unit sets yearly review plans, providing Corrective Action Plan updates to the Board Budget and Finance Committee (BFC) on a quarterly basis ([III.D.5-17](#), [III.D.5-18](#), [III.D.5-19](#), [III.D.5-20](#), [III.D.5-21](#), [III.D.5-22](#), [III.D.5-23](#), [III.D.5-24](#)). The Internal Audit unit conducted a Districtwide risk assessment study and determined the need for a comprehensive database which would strategically identify, and mitigate, risks. This project is scheduled for implementation in FY 2015-2016 ([III.D.5-25](#)).

The Central Financial Aid Unit (CFAU) continually monitors federal Perkins Loans and Nursing Loans. Student Financial Aid is audited annually by external auditors, as required by OMB Circular A-133, and is also subject to audits performed by grantors. The District has not received any material findings or questioned significant costs in the past ten years.

Analysis and Evaluation

Evidence demonstrates that the College meets this Standard. The District and the College have well-integrated financial management processes that regularly evaluate its financial practices and internal control structure to ensure financial integrity. The Chief Financial Officer/Treasurer and the College work together to ensure that dependable and timely information for sound financial decision-making is consistently available to all parties. The provision of accurate financial information on a regular schedule has enabled the District and the College to make sound financial decisions and ensure the responsible use of its financial resources.

III.D.5. Evidence

[III.D.5-1 Board Rule 7608](#)

[III.D.5-2 BOT agendas and handouts, BOT, 5/13/15 and 8/19/15](#)

[III.D.5-3 BOT agendas and handouts, BFC 3/11/15 and 5/13/15](#)

[III.D.5-4 Board Rule 7900](#)

[III.D.5-5 Board Rule 7900.10-7900.12](#)

[III.D.5-6 BOT agenda, BF2, 12/3/14](#)

[III.D.5-7 LACCD Financial Report Information and Frequency, 2015](#)

[III.D.5-8 LACCD Budget Development Calendar 2015-16, 6/26/15](#)

[III.D.5-9 LACCD Financial Audit, 6/30/14, p.82 & 87](#)

[III.D.5-10 LACCD Financial Audit, 6/30/09](#)

[III.D.5-11 LACCD Financial Audit, 6/30/10](#)

[III.D.5-12 LACCD Financial Audit, 6/30/11](#)

[III.D.5-13 LACCD Financial Audit, 6/30/12](#)

[III.D.5-14 LACCD Financial Audit, 6/30/13](#)

[III.D.5-15 LACCD Financial Audit, 6/30/14](#)

[III.D.5-16 LACCD Financial Audit, 6/30/14, p.83 & 91-118](#)

[III.D.5-17 Internal Audit Plan FY 2008-09](#)

[III.D.5-18 Internal Audit Plan FY 2009-10](#)

[III.D.5-19 Internal Audit Plan FY 2010-11](#)

[III.D.5-20 Internal Audit Plan FY 2011-12](#)

[III.D.5-21 Internal Audit Plan FY 2012-13](#)

[III.D.5-22 Internal Audit Plan FY 2013-14, 9/11/13](#)

[III.D.5-23 Internal Audit Plan FY 2014-15, 9/17/14](#)

III.D.6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

Financial documents have a high degree of credibility and accuracy

Financial documents have a high degree of credibility and accuracy. Monthly projections are reviewed with the Vice President of Administrative Services each month before submission ([III.D.6-1](#)). The Planning and Budget Committee (PBC) reviews the monthly financial projection at its meeting each month. The PBC is informed of any updates that occur in the budget throughout the year ([III.D.6-2](#)). On an annual basis, during the preparation of the budget for the following year, deans and program managers are responsible for verifying personnel in their areas. Every permanent employee of the College has access to the Systems, Applications and Products (SAP) financial software system which is where the budget is housed.

Financial documents reflect appropriate allocation and use of financial resources to support student learning programs and services

The College ensures the budget is adequate for instruction to meet the enrollment goals each year. Instructional supplies and equipment budgets have remained intact since 2009. A few departments had ongoing non-salary resources funded for the first time in 2014 ([III.D.6-3](#)). The College provides funding for support programs as evidenced in funding requests made by programs during the Program Review ([III.D.6-4](#), [III.D.6-5](#)).

Analysis and Evaluation

Evidence demonstrates that the College meets this Standard. Each month the College reports its projected financial status for the year. These reports are reviewed each month by the PBC. The College has demonstrated through its practices that instruction is the primary focus along with the support needed for students to be successful. The College honors the department prioritization of resource requests through the process because it is assumed the department and division have the best information about their needs. College departments have access to the real time budget via the Systems, Applications and Products (SAP) financial software system, and all one has to do is look at the projections and the real time budget data to see it is credible and accurate.

III.D.6. Evidence

[III.D.6-1 LATTC Monthly Financial Projections](#)
[III.D.6-2 Minutes from PBC Meetings Regarding Review of Monthly Projections](#)
[III.D.6-3 Budget for Instructional Supplies and Equipment 2009 through 2015](#)
[III.D.6-4 List of Funded Resource Requests 2013-14](#)
[III.D.6-5 List of Funded Requests 2011 through 2015](#)

III.D.7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

Responses to external audit findings are comprehensive, timely, and communicated appropriately

The Los Angeles Community College District (LACCD) undergoes an external audit annually. The District office gives the College the list of any audit findings for the College so that it can prepare the corrective action plan. The College has received no external audit findings since 2011. When there were findings in the past, the College responded in a comprehensive and timely manner, and communicated the findings and corrective action plan through the senior administration ([III.D.7-1](#)). Audit reports are available on the College website ([III.D.7-2](#)). The same practice will be followed if there are any findings in the future. While the Vice President of Administrative Services has not been in the habit of reporting out the results of external audits, these audit outcomes will be reported annually at the January Planning and Budget Committee (PBC) Retreat. Since they have not been formally reported before, a full update on all internal and external audits was reported at the PBC at its September 2015 meeting ([III.D.7-3](#)).

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. The College has had no audit findings from external auditors since 2011. Prior findings were all fully addressed and there have been no repeat findings since 2009. In order to disseminate the audit findings to the wider campus community, audit findings will be reported out to the PBC at its retreat every year in January. This information will become a part of the formal report from PBC to College Council each February and audits are posted on the PBC website.

III.D.7. Evidence

[III.D.7-1 2011 LATTC Corrective Action Plan in Response to External Audit](#)

[III.D.7-2 Link to Audit Reports on LATTC Website](#)

[III.D.7-3 Minutes from PBC September 2015 Meeting](#)

Standard III.D.8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

Financial and internal control systems are evaluated and assessed for validity and effectiveness

The District's financial and internal control systems are evaluated and assessed annually by external auditors and internally on an ongoing basis and reported quarterly by the Chief Financial Officer (CFO)/Treasurer. The District has had unqualified financial statements and unmodified audit reports for over 30 years (see Standard III.D.5). For the fiscal year ending June 30, 2014, the District did not have

any material weaknesses identified in any of its external audits (see Standard III.D.5).

Material weaknesses were identified in the District's external financial audits ending June 30, 2008 through 2012. In response, the District significantly improved its internal controls and implemented corrective actions. The District's corrective actions resulted in the identification of less severe and fewer weaknesses during this same period. The June 30, 2011 audit found the District had one material weakness and four significant deficiencies (see Standard III.D.5). By June 30, 2014, the District had no material weaknesses and one significant deficiency (see Standard III.D.5). It is worth noting that the single deficiency identified in both 2013 and 2014 was not related to internal financial controls (see Standard III.D.5).

Information from external District audits is provided to the Budget Finance Committee (BFC), District Budget Committee (DBC), Executive Committee of the District Budget Committee (ECDBC), Board of Trustees, and the Chief Financial Officer (CFO) and is used to evaluate and improve the District's financial management and internal control systems ([III.D.8-1](#), [III.D.8-2](#)). All audit reports are reviewed and progress towards implementation of corrective action plans for all audit findings are tracked by the Office of the CFO on an ongoing basis. External auditors review progress of corrective actions annually (see Standard III.D.5).

The District has annual external audits for its Bond Program. Bond expenditures have been consistent with regulatory and legal restrictions since the Program's inception. The Bond Program has never received a qualified or modified audit ([III.D.8-3](#), [III.D.8-4](#), [III.D.8-5](#), [III.D.8-6](#)).

Material weaknesses were identified in the Bond Program's financial audits ending June 30, 2008, 2009, 2010, and 2012. In response, the District implemented corrective actions and strengthened internal controls and no material weaknesses were subsequently identified in Bond Program financial audits for 2013 and 2014 ([III.D.8-7](#), [III.D.8-8](#)).

Financial and performance audits for the Bond Program are reviewed and approved by the Board of Trustees, the Board's Facilities Master Planning & Oversight Committee (FMPOC), and the District Citizens' Oversight Committee (DCOC). These committees also oversee and approve corrective actions to improve internal controls as needed ([III.D.8-9](#), [III.D.8-10](#), [III.D.8-11](#)).

Results of this assessment are used for improvement

The Board recently amended Board Rule 17300, which authorizes the Director of the Internal Audit unit, as the Bond Program Monitor, to ensure the Bond Program is performing with the utmost integrity ([III.D.8-12](#)). The District's Internal Audit unit regularly reviews all business and finance systems to ensure compliance with relevant policies, procedures, laws, and statutory regulations. During the FY 2014-15, this unit conducted procurement audits for all nine colleges and the Educational Services Center (ESC). In response to findings, the District undertook a series of procurement trainings, which were mandatory for college and ESC staff ([III.D.8-13](#)).

In 2003, the District implemented the Systems, Applications and Products (SAP) financial software system, as a result of the District's evaluation of its financial and internal control systems. Initially, SAP integrated and automated accounting and financial transactions. In 2005 the system was expanded to include personnel and payroll functions. The resulting integrated system allows real-time tracking, approval and posting of all expenditures, and strengthens the District's financial and internal control

systems ([III.D.8-15](#), [III.D.8-16](#), [III.D.8-17](#), [III.D.8-18](#), [III.D.8-19](#)).

In FY 2011, the District updated and reissued its accounting manual, which was designed to “...assist campus personnel with the preparation and management of documents, requests, and procedures that are handled in the Accounting and Business Office.” The manual is disseminated and used districtwide and has resulted in better internal controls along with a reduction in transaction processing time ([III.D.8-20](#)).

Analysis and Evaluation

Evidence demonstrates that the College meets this Standard through the District regularly evaluating its financial and internal control systems and assessing them for validity. The District substantially improved its internal controls in response to the Accrediting Commission for Community and Junior Colleges (ACCJC) visiting team’s recommendation that “...the resolution of the material weakness and significant deficiencies cited in the 2010 financial audit be fully effected by the completion of next year’s audit and appropriate systems be implemented and maintained to prevent future audit exceptions...” ([III.D.8-21](#)).

By February 2014, the ACCJC stated that “the LACCD has provided evidence that it has addressed District Recommendations 1 and 2 and...resolved the material weaknesses and significant deficiencies cited in the 2010 financial audit. Appropriate systems have been implemented to prevent future audit exceptions.” The District continues to use the results of its assessment for improvement by implementing corrective actions for any findings or deficiencies noted in external audits, program audits, and grant funding sources. District policies and procedures are routinely reviewed and revised ([III.D.8-22](#)).

III.D.8. Evidence

[III.D.8-1 BOT agenda-audit, 12/3/14](#)

[III.D.8-2 BFC minutes-audit, 12/3/14](#)

[III.D.8-3 LACCD Bond Financial Audit, 6/30/09](#)

[III.D.8-4 LACCD Bond Financial Audit, 6/30/10](#)

[III.D.8-5 LACCD Bond Financial Audit, 6/30/11](#)

[III.D.8-6 LACCD Bond Financial Audit, 6/30/12](#)

[III.D.8-7 LACCD Bond Financial Audit, 6/30/13](#)

[III.D.8-8 LACCD Bond Financial Audit, 6/30/14](#)

[III.D.8-9 FMPOC agenda, 11/19/14](#)

[III.D.8-10 DCOC agenda, 1/30/15](#)

[III.D.8-11 DCOC agenda, 3/13/15](#)

[III.D.8-12 BOT agenda, 6/24/15](#)

[III.D.8-13 DBC Procurement Audits Summary Report, 6/10/15](#)

[III.D.8-14 Procurement Training summary write-up](#)

[III.D.8-15 SAP Business Warehouse Finance Screenshot](#)

[III.D.8-16 SAP Business Warehouse HR Screenshot](#)

[III.D.8-17 SAP Business Warehouse Instructional Screenshot](#)

[III.D.8-18 SAP Business Warehouse Procurement Screenshot](#)

[III.D.8-19 SAP Business Warehouse Time Screenshot](#)

[III.D.8-20 Bus. Office & Actg. Policies and Procedures Manual, updated 2/21/12](#)

[III.D.8-21 ACCJC letter to District, 7/3/13](#)

Standard III.D.9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

Sufficient cash flow to maintain stability, to support strategies for appropriate risk management, and to implement contingency plans to meet financial emergencies and unforeseen occurrences

The District has a strong financial position. The Board reviews and adopts the District's Final Budget every September ([III.D.9-1](#)).

	2015-2016 Budget	2014-2015 Budget
Total Budget	2.87 billion	\$2.96 billion
Prop A, AA & Measure J Bonds in the building fund	\$1.61 billion	1.87 billion
General Fund	\$929.58 million	\$751.52 million
Unrestricted General Fund	\$748.18 million	\$618.61 million

([III.D.9-2](#), [III.D.9-3](#)).

	June 30, 2014	June 30, 2013*
Net position	\$743.6 million	\$700.4 million
Unrestricted net position	\$34.7 million	\$19.6 million
Restricted net position	\$295.5 million	\$238 million
Current and other assets (not capital)	\$906 million	\$1.2 billion

*Balances presented as restated due to implementation of GASB Statement No. 65 ([III.D.9-4](#))

In December 2014, the District's bond rating was upgraded by Standard and Poor's from AA to AA+ ([III.D.9-5](#)).

Strong fiscal controls, coupled with an improved state economy, have left the District in a healthy financial condition. The District's financial position and its planning activities to maintain financial stability for the past six years are described in the Executive Summary and Overview sections in the District's Final Budgets ([III.D.9-6](#), [III.D.9-7](#), [III.D.9-8](#), [III.D.9-9](#), [III.D.9-10](#), [III.D.9-11](#), [III.D.9-12](#)).

The District issued \$80 million in Tax Revenue Anticipation (TRANS) notes in 2012-2013 to provide operating cash for working capital expenditures prior to receipt of anticipated tax payments and other revenue. At the end of June 2013, \$80 million in principal and \$1.275 million in interest was due the next year. As of June 30, 2014, the TRANS debt was paid in its entirety. Prior to this, the District had not issued any TRANS debt since 2004. Current cash flow projections do not indicate the District will need to issue any TRANS debt in the near future. ([III.D.9-13](#)).

Sufficient cash flow to maintain stability, to support strategies for appropriate risk management, and to implement contingency plans to meet financial emergencies and unforeseen occurrences

District reserve levels have increased in recent years. Each year, the District Budget Committee and the Board review reserve levels as part of the planning process to ensure financial stability for the District. Prior to 2012, the District maintained "...a District Contingency Reserve of 5% of total unrestricted general fund revenue at the centralized account level, and 1% of college revenue base allocation at the college level" ([III.D.9-14](#)). In FY 2012-2013, the District had increased reserves to "...District General Reserve of 5% and a Contingency Reserve of 7.5% of total unrestricted general fund revenue at the centralized account level, and 1% of college revenue base allocation at the college level" ([III.D.9-15](#)). In the same year, the Board committed to increasing the deferred maintenance reserve fund from 1.5% of its annual budget to 2% ([III.D.9-16](#)).

Since FY 2013-2014, the District has maintained "...a District General Reserve of six and a half percent (6.5%) and a Contingency Reserve of three and a half percent (3.5%) of total unrestricted general fund revenue at the centralized account level, and one percent (1%) of college revenue base allocation at the college level" ([III.D.9-17](#), [III.D.9-18](#), [III.D.9-19](#)). For 2015-2016, the District's General Reserve is \$41.48 million and represents six and a half percent (6.5%) of the Unrestricted General Fund revenue budget. The District's Contingency Reserve is \$23.42 million and represents three and a half percent (3.5%) of the Unrestricted General Fund revenue budget ([III.D.9-20](#)).

The District Contingency Reserve is used to "...meet emergency situations or budget adjustments due to any revenue projection shortfalls during the fiscal year." Use of reserves must be approved by a super-majority of the Board in accordance with Title 5, Section 58307 ([III.D.9-21](#), [III.D.9-22](#), [III.D.9-23](#), [III.D.9-24](#)). In addition, there are reserves for deferred maintenance, centralized accounts--such as legal expenses, and workers' compensation, to name a few.

Risk management

Adequate property and liability insurance protects the District from unexpected costs due to property loss or legal action. The District has property and liability insurance, per occurrence, up to \$600 million and \$40 million respectively. The District's "All Risk" property deductible is \$25,000 per occurrence, and liability self-insurance retention is \$1.5M per occurrence. Trustees are covered by the District's liability insurance ([III.D.9-25](#)).

The District is self-insured for up to \$750,000 for each workers' compensation claim, \$1 million per employment practices claim, and \$1.5 million for each general liability claim. The District maintains workers' compensation insurance coverage through USI, with an excess workers' compensation policy underwritten by Safety National ([III.D.9-26](#)). For the year ending June 30, 2014, the District made total premium payments of approximately \$2.9 million for general liability and property claims ([III.D.9-13](#)).

The Board adopted a policy on liability claims (Board Rule 7313) which requires that "all claims against the District for damages or injuries be reported to the Board of Trustees and administered by either the Office of General Counsel, the Senior Associate Vice Chancellor for Human Resources or the Director of Business Services, or their designees, as directed by the Chancellor" ([III.D.9-27](#)). A report of pending litigation is made monthly to the Board of Trustees and potential settlement funds are set aside. Any settlements approved by the Board of Trustees are then communicated in writing by General Counsel or Risk Management to the CFO's office to formally allocate those funds ([III.D.9-28](#)).

Analysis and Evaluation

Evidence demonstrates that the College meets this Standard through the District fully demonstrating its ability to maintain adequate reserves, and its continuous ability to raise targeted levels to address future unforeseen needs. There has only been one instance of issuing TRANS debt within the last decade, and the District does not anticipate doing so again in the foreseeable future.

III.D.9. Evidence

[III.D.9-1 BOT agenda, BF1, Final Budget 2015-2016 PPT, 9/2/15](#)

[III.D.9-2 Final Budget 2015-2016, 9/2/15, cover letter and p. i](#)

[III.D.9-3 Final Budget 2014-2015, 9/3/14, cover letter and p. i](#)

[III.D.9-4 LACCD Financial Audit, June 30, 2014, p.6](#)

[III.D.9-5 LACCD Press Release on Bond Rating, 12/1/14](#)

[III.D.9-6 Final Budget 2009-10, pp. i and 1](#)

[III.D.9-7 Final Budget 2010-11, pp. i and 1](#)

[III.D.9-8 Final Budget 2011-12, pp. i and 1](#)

[III.D.9-9 Final Budget 2012-13, pp. i and 1](#)

[III.D.9-10 Final Budget 2013-14, pp. i and 1](#)

[III.D.9-11 Final Budget 2014-15, pp. i and 1](#)

[III.D.9-12 Final Budget 2015-2016, 9/2/15, p. i and pp. 1-9](#)

[III.D.9-13 LACCD Financial Audit, June 30, 2014, p. 46](#)

[III.D.9-14 Final Budget 2011-12, Appendix F, 8/5/11, p. 3](#)

[III.D.9-15 Final Budget 2012-13, Appendix F, 8/6/12, p. 4](#)

[III.D.9-16 Board Agenda, BT2, 5/23/12](#)

[III.D.9-17 Final Budget 2013-14, Appendix F, 8/21/13, p. 4](#)

[III.D.9-18 Final Budget 2014-15, Appendix F, 9/3/14, p. 4](#)

[III.D.9-19 Final Budget 2015-2016, Appendix F, 9/2/15, p. 3](#)

[III.D.9-20 Final Budget 2015-2016, 9/2/15, p. 8](#)

[III.D.9-21 Title 5, Section 58307](#)

[III.D.9-22 BOT Agenda, BF2, 4/11/12](#)

[III.D.9-23 BOT Agenda, BF2, 7/10/13](#)

[III.D.9-24 BOT Agenda, BF2, 7/9/14](#)

[III.D.9-25 LACCD Certificate of Liability, 6/26/15](#)

[III.D.9-26 LACCD Financial Audit, June 30, 2014, p. 45](#)

[III.D.9-27 Board Rule 7313](#)

[III.D.9-28 Board Letter, 6/24/15](#)

III.D.10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

Centralized District Oversight

Purchasing: The District's Contracts and Purchasing department procures goods and services not purchased directly by colleges. All contracts are reviewed to ensure they are in the District's best interest in accordance with Board Rule 7100, as well as follow District policies and procedures related to procurement ([III.D.10-1](#), [III.D.10-2](#), [III.D.10-3](#)).

Institutional Investments and Assets: The District provides oversight in compliance with Board rules, District asset management policies and procedures, regulations, and any all contractual and funding requirements ([III.D.10-4](#), [III.D.10-5](#)).

Budget Oversight: In accordance with Board Rule 7600, the Budget and Management Analysis Unit develops internal budget operational plans and provides guidance to colleges during the budget development process. The District budget calendar is updated and approved by the Board annually, and budget procedures are revised regularly to comply with federal, state, and local laws. The Unit designates a financial liaison for each fund and program at the colleges to safeguard against overspending ([III.D.10-6](#), [III.D.10-7](#), [III.D.10-8](#), [III.D.10-9](#)).

Financial Aid: The Central Financial Aid Unit coordinates the work of college Financial Aid offices and ensures college and District operations are legally compliant. The Unit implements standardized policies and procedures throughout the District; reconciles student loan programs, and provides guidance to college administrators and Financial Aid managers ([III.D.10-10](#)).

Specialized Employees: The District has specialized employees who manage categorical, grants, and externally funded programs. Employees in the Specially Funded Program (SFP) classification establish operational policies and procedures for externally funded programs, and ensure compliance with all applicable rules and regulations ([III.D.10-11](#)). All grant and externally funded programs also have a dedicated SFP accountant assigned to fiscal monitoring and oversight ([III.D.10-12](#)).

Audits: Annual external audits are performed on all special or external funds, including Other Post-Employment Benefits (OPEB) funds, categorical program funding, and capital bond programs (see Standard III.D.5). All special funds are regularly audited and demonstrate the integrity of financial management practices. Expenditures from special funds are made in a manner consistent with the intent and requirements of the funding source ([III.D.10-13](#)).

Auxiliary Organizations: The District Foundation is the sole auxiliary organization for which the District is directly responsible. In March 2015, the Chancellor created a Senior Director of Foundation position for the District. This position is tasked with strengthening and standardizing foundation operations, procedures and policies; improving compliance with nonprofit regulations; strengthening District and college foundation's infrastructure, and coordinating Districtwide advancement efforts ([III.D.10-14](#), [III.D.10-15](#), [III.D.10-16](#)).

Decentralized District Oversight

Fiscal and Enrollment Management: District fiscal and attendance accounting staff meet with college senior staff on a quarterly basis to review FTES (enrollment) and college fiscal projections, providing a framework for sound college enrollment and financial practices ([III.D.10-17](#), [III.D.10-18](#)).

Auxiliary Organizations: All college foundations have operating agreements with the District. Foundations are required to provide regular financial reports, reimburse the District for services, and operate in accordance with State law and District and nonprofit regulations ([III.D.10-19](#)).

College foundations receive annual external audits as required by law. Any identified deficiencies result in a Corrective Action Plan, which is implemented in a timely fashion. In addition, all Los Angeles Community College District (LACCD) foundations received internal audits in 2013-14, which will continue on a recurring basis. Internal auditors highlighted findings common to all foundations, and recommended corrective actions, which are scheduled to be completed by Fall 2015 ([III.D.10-20](#), [III.D.10-21](#)).

Student ASO Funds: Finances for Associated Student Organizations (ASOs) are governed by Board Rules 9200–9300 and Administrative Regulations S-1 to S-7. College Presidents review and approve all proposed ASO expenditures. Beginning in 2014-15, a schedule of internal audits for college ASOs was established by the Internal Audit unit. As the internal audits are completed, outcomes will be completed and reported to the BFC ([III.D.10-22](#), [III.D.10-23](#), [III.D.10-24](#), [III.D.10-25](#)).

Analysis and Evaluation

Evidence demonstrates that the College meets this Standard. The District has a long history of compliance and sound financial management and oversight practices. Both colleges and the Educational Services Center identify and correct deficiencies in internal controls and financial management practices when they are identified. Improved communication and coordination between District staff and the nine colleges will help ensure improved fiscal responsibility and compliance with all rules and regulations.

I.C.10. Evidence

[III.D.10-1 Board Rule 7100](#)

[III.D.10-2 Board agenda, 6/10/15](#)

[III.D.10-3 Business Operations Policy and Procedures PP-04-00, PP-04-01, PP-04-07, PP-04-08, PP-04-09](#)

[III.D.10-4 LACCD Financial Audit, June 30, 2014, p. 25-26](#)

[III.D.10-5 LACCD Asset Management Policies and Procedures, 4/3/09](#)

[III.D.10-6 Board Rule 7600](#)

[III.D.10-7 District Budget Operational Plan Instructions 2015-2016](#)

[III.D.10-8 District Budget Calendar, 2015-2016, 6/26/15](#)

[III.D.10-9 College Financial Liaison Contact List, 2015-2016](#)

[III.D.10-10 Financial Aid Management System Manual 2015-2016 Draft](#)

[III.D.10-11 SFP classifications](#)

[III.D.10-12 SFP Accountant List, June 2015](#)

[III.D.10-13 LACCD Financial Audit, June 30, 2014, p. 73-81, 86-90](#)

[III.D.10-14 Senior Director of Foundation job description, 3/24/15](#)
[III.D.10-15 LACCD Foundation Summit, 4/17/15](#)
[III.D.10-16 Presidents' Council, 6/5/15](#)
[III.D.10-17 Budget Expenditure Projections, 2nd Qtr 2008-09](#)
[III.D.10-18 ELAC2Q RecapPkt, 3/12/15](#)
[III.D.10-19 LACC Foundation Contract, 6/2015](#)
[III.D.10-20 Foundation Internal Audit Summary, 4/23/14](#)
[III.D.10-21 Foundation Corrective Action Plans, 9/17/14](#)
[III.D.10-22 BR 9200-9300](#)
[III.D.10-23 Admin Regs S-1 to S-7](#)
[III.D.10-24 Internal Audit Plan 2014-2015](#)
[III.D.10-25 BFC docs 4/15/15-ASO Audits](#)

Liabilities

III.D.11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

Financial resources provide a reasonable expectation of both short-term and long-term financial solvency; when making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability

The District maintains financial solvency by ensuring that all obligations are identified with accurate valuations. The District systemically identifies and evaluates its obligations on an annual basis. When needed, third party actuaries are engaged to establish the amounts of obligations ([III.D.11-1](#)).

The District has maintained a history of positive net position. As of June 30, 2014, the District's total net position was \$743.6 million, an increase of \$43.1 million over June 30, 2013 (see Standard III.D.9). As of June 30, 2014, the District's working capital (current assets minus current liability) was \$132.9 million, with a cash and cash equivalent balance of \$138.6 million. The District's non-current assets are greater than non-current liabilities. The balance is sufficient to cover all obligations payable by the District including compensated absences, general liability workers' compensation, and other post-retirement employee benefits ([III.D.11-2](#)).

The District uses its existing governance structure to exchange information and seek recommendations from the Board's Budget and Finance Committee (BFC) in order to ensure budget priorities align with the District's Strategic Plan's goals, Board of Trustees' goals, and the Chancellor's recommendations ([III.D.11-3](#)). The BFC reviews the five-year forecast of revenues, expenditures and fund balances to inform the District's next fiscal year's budget ([III.D.11-4](#)). Similarly, the District Budget Committee (DBC), the Chancellor's Cabinet, and the Chancellor make budget recommendations to the BFC, prior to adoption of the final budget ([III.D.11-5](#)).

The District's budget planning priorities are informed by the Chancellor's proposed recommendations,

the funding of the District's reserve policy, the alignment with the District's Strategic Plan's goals for restoring access and improving student success and equity, and securing the short-term and long-term financial strength of the District ([III.D.11-6](#)). At the College level, planning takes place annually. The Program Review process provides each area on campus the opportunity to evaluate its programs and services to determine improvements and then if financial resources are needed to realize the improvement, a request is submitted and evaluated for potential funding. This review of programs includes long-term planning for needs over the five-year cycle. Facilities needs include a longer-term review of decades ([III.D.11-7](#)).

Identifies, plans, and allocates resources for payment of liabilities and future obligations

The District's Final 2015-2016 budget priorities address long-range financial obligations such as meeting the Full-time Faculty Obligation, addressing increases in CalSTRS and CalPERS contribution, expansion of basic skills program delivery, covering salary increases, and ensuring funding is adequately provided for facilities, maintenance, instructional support, and other operation needs ([III.D.11-8](#)).

In June 2015, the Chancellor recommended that the BFC approve \$3.9 million for the completion and roll-out of the District's Student Information System (SIS), an essential electronic system that delivers student services and supports teaching and learning and \$2.5 million in critical facility infrastructure repair and maintenance at the Educational Services Center (ESC) in the 2015-2016 budget. This \$6.5 million investment is in line with District's Strategic Plan and Board goals, which support student success. The Board's subsequent approval involved consideration for the District's long-range financial priorities while balancing short- and long-term operational needs ([III.D.11-9](#)).

As of June 30, 2014, the District's total net position is \$743.6 million, which is an increase of \$43.1 million over June 30, 2013. This continues a history of positive net position. As of June 30, 2014, the District's working capital (current assets minus current liability) is \$132.9 million, with a cash and cash equivalent balance of \$138.6 million. If taking into consideration the debt and interest payments made by Los Angeles County on behalf of the District, working capital increases to \$273.9 million (\$132.9M + current portion of interest payable \$87.3M + current portion of long-term debt \$53.7M). The District's non-current assets are greater than non-current liabilities by \$158.8 million ([III.D.11-10](#)). The balance is sufficient to cover all obligations payable by the District such as, compensated absences, general liability workers' compensation, and other postretirement employee benefits.

Analysis and Evaluation

Evidence demonstrates that the College meets this Standard through the District's adherence to well-considered reserve and fiscal management policies, which are congruent with the District's Strategic Plan and ensure financial solvency in the short- and long-term. The proposed 2015-16 budget reflects a \$65.43 million projected ending balance.

III.D. 11. Evidence

[III.D.11-1 LACCD Financial Audit, June 30, 2014, p. 34-35](#)

[III.D.11-2 LACCD Financial Audit, June 30, 2014, p. 17-18](#)

[III.D.11-3 Final Budget 2015-2016, 9/2/15, pp. 1-10](#)

[III.D.11-4 Long Range Forecast, BFC, 3/11/15](#)

[III.D.11-5 DBC minutes, 4/22/15](#)

[III.D.11-6 Final Budget 2015-2016 PPT, 9/2/15, p. 15](#)

[III.D.11-7 Guide to 1415 Program Review and Planning](#)

[III.D.11-8 Final Budget 2015-2016 PPT, 9/2/15, p. 8](#)

[III.D.11-9 Deferred Maintenance Unfunded Projects 2014-2015, Attachment II & III, BFC, 6/10/15](#)

[III.D.11-10 LACCD Fiscal Audit Report June 30, 2014: Net Financial Position](#)

Standard III.D.12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

Plans for and allocates appropriate resources for the payment of liabilities and future obligations: Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations

Budget planning includes funding of contingency reserves (3.5%), general reserves (6.5%), and a deferred maintenance reserve (1.5%). There are also special reserve set-asides for future obligations; a set aside for 2015-2016 salary increase as well as STRS and PERS contribution increases, and a set-aside for new faculty hires to meet FON obligations (see Standard III.D.11).

The District carefully calculates payment of its short and long-term liabilities. As of June 30, 2014, the District's total long-term liabilities were \$3.8 billion. The majority of this amount was general obligation (G.O.) bonds, but it also included workers' compensation claims, general liability, compensated absences, and capital lease obligations ([III.D.12-1](#)).

The District calculates debt service requirements based on maturity for its three general obligation bonds. The District has issued various G.O. bonds from the authorization of its three bonds. Each bond issuance has its own debt service payment schedule and is paid and serviced by the County of Los Angeles ([III.D.12-2](#)).

The District regularly reviews and analyzes the impact of OPEB, retirement rate increases, and affordable health care reforms. In July 2013, Aon Hewitt provided the District with an Actuarial Valuation Report for its postretirement health benefits ([III.D.12-3](#)). In February 2015, the Budget and Finance Committee reviewed budget impacts of assumed rate increases over the next seven years for CalSTRS and CalPERS, including annual required contributions based on these assumptions, and reviewed an analysis of the Affordable Health Care program (Cadillac Tax) and its impact on CalPERS health premiums ([III.D.12-4](#)). In every year to date, the District's employer contributions to CalSTRS, CalPERS, Cash Balance, and PARS-ARS met the required contribution rate established by law ([III.D.12-5](#)).

The District has taken significant steps to address the issue of its unfunded liability for retiree healthcare. An agreement, first proposed by the AFT Faculty Guild and approved by the District's other

unions and the Board of Trustees, was negotiated to begin pre-funding a portion of unfunded obligations. In 2008, the Board adopted a resolution to establish an irrevocable trust with CalPERS to pre-fund a portion of plan costs. The District funds the trust at a rate of approximately 1.92 percent (this was the COLA for that year) of the total full-time salary expenditures of the District. An amount equivalent to the federal Medicare Part D subsidy returned to the District each year will also be directed into the trust fund ([III.D.12-6](#)). As of March 31, 2015, the District had set aside approximately \$57.3 million in an external trust fund and its fair market value for this same period was approximately \$77.5 million. In June 2015, the BFC approved the Chancellor's recommendation to increase the District's OPEB contribution as part of its 2015-16 budget (see III.D.11) ([III.D.12-7](#)).

The District has allocated appropriate resources for the payment of workers' compensation. The District is self-insured for up to a maximum of \$750,000 for each workers' compensation claim and \$1 million per employment practices claim (see Standard III.D.9). The balance of all outstanding workers' compensation is estimated based on information provided by an outside actuarial study performed in 2014. The amount of the outstanding liability as of June 30, 2014 includes estimates of future claim payments for known causes as well as provisions for incurred, but not yet reported, claims and adverse development on known cases which occurred through that date (see Standard III.D.9). Because the process used in computing claims liability does not necessarily result in an exact amount, liabilities for incurred losses to be settled over a long period of time are reported at their present value using an expected future investment yield assumption of 1.5 percent. The current portion (due within one fiscal year) of the District's current workers' compensation liability is \$5 million (see Standard III.D.9).

Board Rule 101001.5 limits the accrual of employee vacation leave to no more than 400 hours, which provides a measure of control over employee-related expenses. The District also "...does not provide lump-sum payment for any unused accumulated illness, injury or quarantine allowance to an employee upon separation of service..." ([III.D.12-8](#), [III.D.12.9](#)).

Analysis and Evaluation

The College meets this Standard through the District's short-range financial decisions being well integrated with long-term financial plans for facilities and infrastructure development, technology investments, and hiring. Long-term obligations, specifically debt repayment of G.O. bonds arising from the construction program and control of insurance expenses, are effectively managed. Health benefit costs for active employees are fully funded every fiscal year.

II.D.12. Evidence

[III.D.12-1 LACCD Financial Audit, June 30, 2014, p.38](#)

[III.D.12-2 LACCD Financial Audit, June 30, 2014, p.39-44](#)

[III.D.12-3 Postretirement Health Benefits Actuarial Valuation, 7/1/13](#)

[III.D.12-4 Future Costs Analysis, BFC meeting, 2/11/15](#)

[III.D.12-5 LACCD Financial Audit, p. 33, June 30, 2014](#)

[III.D.12-6 Board agenda and minutes, Com. No. BF2, 4/23/2008](#)

[III.D.12-7 CalPERS Quarterly Financial Statement, 6/30/15](#)

[III.D.12-8 BR 101001.5](#)

[III.D.12-9 BR 101020](#)

Standard III.D.13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

The District does not currently have any locally incurred debt, nor has it had any during the past thirty years.

Analysis and Evaluation

Not applicable.

III.D.14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

Board Rules 7608 and 7900 articulate the authority and responsibility of the Chief Executive Officer in overseeing compliance of the District's financial management and internal control structure with existing Board policy, state and federal laws and regulations, and generally accepted accounting practices (see Standard III.D.5).

District annual external audits have had unmodified opinions during the past 30 years. External audits include single audits of categorical and specially funded programs as well as all nine Associate Student Organizations (see Standard III.D.5). None of the audits have identified any misuse of financial resources and have confirmed that audited funds were used with integrity in a manner consistent with the intended purpose of the funding (see Standard III.D.5) ([III.D.14-1](#), [III.D.14-2](#), [III.D.14-3](#), [III.D.14-4](#), [III.D.14-5](#), [III.D.14-6](#)). The external audits do include work with college personnel to retrieve documents and answer questions about information and processes specific to the college.

The District conducts internal audits throughout the year in order to identify any weaknesses and potential misuse of financial resources. Corrective Action Plans are promptly developed and implemented for any findings or areas of concern (see Standard III.D.5). The College will begin reporting out findings of internal and external audits to the Planning and Budget Committee on an annual basis at its Retreat in January.

Administrative Regulations governing auxiliary organizations' management of funds, audits, grants, insurance, etc. are detailed in AO-9 through AO-19. Administrative Regulations governing Associated Student Organization (ASO) funds, accounts, and expenditures are detailed in S-1 through S-7 (see Standard III.D.10). The District's "Business Office & Accounting Policies and Procedures Manual" is widely disseminated and followed throughout the District to ensure all financial resources are used with integrity and for their intended purposes (see Standard III.D.8) ([III.D.14-7](#), [III.D.14-8](#), [III.D.14-9](#)).

The College ASO is an auxiliary organization. The ASO is funded exclusively through student fees and fund raising activities. The ASO board is elected by the student body. The Board determines the budget

annually and expends according to District and college guidelines. Los Angeles Trade-Technical College (LATTC) has developed a process to process check requests for ASO electronically in an effort to streamline to process and ensure that requests for checks for activities are processed efficiently and effectively. The Board, the faculty advisor or dean, and the vice presidents of Student Services and Administrative Services (acting on behalf of the College president) must approve all requests for expenditures. The ASO underwent an internal audit one year ago. The findings of the audit were reported to the Board and the campus leaders who supervise ASO ([III.D.14-10](#)).

The College Foundation is also an auxiliary organization and is organized as a non-profit under 501(c)(3). The Foundation operates exclusively through donations and fundraisers. It is required to submit an audit of its financial statements annually ([III.D.14-11](#)).

The Board reviews and approves issuance of additional general obligation bond funds. The District's annual external audits for its Bond Program demonstrate that bond expenditures have been used with integrity and for their intended purposes (see Standard III.D.8) ([III.D.14-12](#), [III.D.14-13](#), [III.D.14-14](#), [III.D.14-15](#)).

Student loan default rates, revenues, and related matters are consistently monitored to ensure compliance with federal regulations. The Central Financial Aid Unit (CFAU) ensures the segregation of duties in a manner consistent with the requirements of Title IV—student eligibility is determined at the college level; fund management is handled by District Financial Aid Accounting; disbursements are made by District Accounts Payable; disbursement record reporting is performed by the CFAU; and reconciliation is performed jointly by the college, CFAU and District Accounting. Individual colleges receive ad hoc program reviews by federal and state agencies. Any findings related to standardized procedures are resolved with the assistance of the CFAU, who then ensures all colleges are also in compliance.

The District has not issued any Certificates of Participation since December 2009.

Analysis and Evaluation

Evidence demonstrates that the College meets this Standard. Internal and external audits help confirm that the College and the District uses its financial resources with integrity and for their intended uses. The District has not received any modified audit opinions for its financial statements for over twenty years, and has received unqualified opinions for bond performance and financial audits since the inception of its bond program. The District has a strong internal control system and set of policies and procedures that help ensure its financial resources are used with integrity and for their intended purposes.

III.D.14. Evidence

[III.D.14-1 LACCD Financial Audit, 6/30/14, pp. 82-84](#)

[III.D.14-2 LACCD Financial Audit, 6/30/13, pp. 86-88](#)

[III.D.14-3 LACCD Financial Audit, 6/30/12, pp. 74-78, 80-81, 84-89](#)

[III.D.14-4 LACCD Financial Audit, 6/30/11, pp. 72, 78, 81-90](#)

[III.D.14-5 LACCD Financial Audit, 6/30/10, pp. 70, 73, 76-83](#)

[III.D.14-6 LACCD Financial Audit, 6/30/09, pp. 78, 81, 84-92](#)

[III.D.14-7 Administrative Regulations AO-9 to AO-19](#)

[III.D.14-8 Administrative Regulations S-1 to S-7](#)

[III.D.14-9 Business Office & Accounting Policies and Procedures Manual, updated 2/21/12](#)
[III.D.14-10 LATTC ASO Audit](#)
[III.D.14-11 LATTC Foundation Annual Audit](#)
[III.D.14-12 LACCD Bond Financial Audit, 6/30/14, pp. 8-9](#)
[III.D.14-13 LACCD Bond Financial Audit, 6/30/13, pp. 8](#)
[III.D.14-14 LACCD Bond Financial Audit, 6/30/12, pp. 8-10](#)
[III.D.14-15 LACCD Bond Financial Audit, 6/30/11, pp. 8-13](#)

III.D.15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard:

The District is subject to the annual Office of Management and Budget (OMB) A-133 audit. The audit allows the auditor to express an opinion on compliance for the District's major federal programs, including Title IV programs. For the year ending June 30, 2014, the District received an unmodified opinion over the compliance with requirements as described in the OMB Circular A-133 Compliance Supplement. The audit found no instances of non-compliance at Los Angeles Trade-Technical College (LATTC) ([III.D.15-1](#)).

The student loan debt of LATTC students has reached the default rate level above 32.2% ([III.D.15-2](#)). As a result, the College contracted with the services of a consultant to assist in improving the percentage of students repaying their loans ([III.D.15-3](#)). The College has also created a Loan Default Prevention workgroup comprised of faculty, staff, and administration from across the institution. The Office of Institutional Effectiveness provided a deep analysis of student level information for students currently in default. After review of the data, the workgroup identified three target student populations—students who stated their educational goal as “transitional,” students who declared Auto or Construction as a major, and students who enrolled in basic skills courses and earned an unsatisfactory grade. These groups will be the basis for the Loan Default Prevention Plan, as required by the United States Department of Education.

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. LATTC monitors and manages all of its funds with integrity as evidenced by the external audits having no audit findings for the College in the past three years.

III.D.15. Evidence

[III.D.15-1 LACCD OMB A-133 Compliance Audit](#)
[III.D.15-2 Official LATTC Default Loan Rate](#)
[III.D.15-3 LATTC Contract with Consultant to Improve Student Repayment of Loans](#)

Contractual Agreements

III.D.16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

Contractual agreements with external entities are consistent with the mission and goals

The Vice President of Administrative Services signs off on all contract requests after careful review to ensure all contracts are consistent with College mission and goals ([III.D.16-1](#)).

Contractual agreements with external entities are governed by institutional policies

The Los Angeles Community College District (LACCD) Board of Trustees (BOT) requires that all contracts be ratified within 60 days of the start of the contract. The College has put in place a technical reviewer in Administrative Services to ensure all BOT Rules, District procedures, and College processes are followed ([III.D.16-2](#)).

Contractual agreements with external entities contain appropriate provisions to maintain the integrity of the institution

The Vice President of Administrative Services ensures that all contract provisions maintain the integrity of programs, services, and operations from the initial contract request to final contract approval ([III.D.16-3](#)).

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. The Vice President of Administrative Services performs a review of every contract that is requested before it is approved. This ensures that all contracts fall within the mission and goals of the College, with provisions that ensure integrity between contract entities and the College. This also protects the interests of the College and the District.

III.D.16. Evidence

[III.D.16-1 Contract Request Forms Signed by VPAS](#)

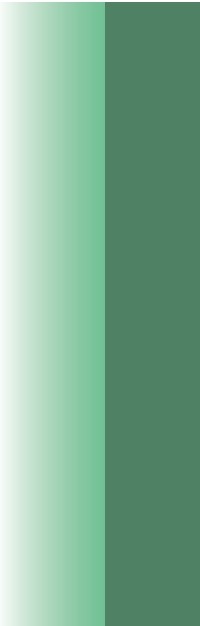
[IIID.16-2 LACCD Board of Trustees Policy on Ratifying Contracts within 60 Days](#)

[III.D.16-3 LATTC One Page from Procurement Training June 2015](#)





Standard IV: Leadership and Governance



STANDARD IV.A. DECISION-MAKING ROLES AND PROCESSES

IV.A.1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

Institutional leaders create/encourage innovation towards excellence

Through the participatory governance structure, the College has systems to engage and support institutional leaders to create an environment that fosters innovation at all levels of the campus' day-to-day operations. The College mission emphasizes the commitment to student success and institutional excellence. An in-depth discussion about the institutional mission that incorporates the College's commitment to student success and educational excellence can be found in Standard I.A.1. The mission and strategic goals are prominently displayed throughout the College. It is from the mission that the College developed the Strategic Educational Master Plan (SEMP), setting forth goals that encourage innovation. The priorities, objectives, and actions outline the innovations expected to be implemented.

The SEMP includes an implementation matrix for each strategic priority that delineates a link to the respective Accreditation Standard(s), persons responsible, and timelines ([IV.A.1-1](#)).

In May of 2013, weekly leadership meetings (includes College President, vice presidents, deans, and managers) started taking place to provide a formal space for administrative leaders to discuss challenges and updates within their areas. The meetings resulted in increased collaboration and exchange of ideas, and provided a forum for the leadership to reflect upon, discuss, and identify action items relating to College goals and values.

In efforts to create and encourage innovation towards excellence, institutional leaders have modified the structure of department meetings. In addition to compliance agenda items, department meetings provide the opportunity for individuals to engage in dialogue and critical reflection ([IV.A.1-2](#)). Furthermore, departments/programs participate in retreats and team building activities to further discuss continuous improvement for their area and for the College ([IV.A.1-3](#)). Such improved communication allows for collective decision-making, transparency, and an exchange of innovative ideas.

Support administrators, faculty, staff, and students to improve practices, programs, services

Data provided by the Office of Institutional Effectiveness (OIE) is used to focus on critical issues that face the College. The administrator group (includes vice presidents, deans, and classified managers) share ideas, updates, and challenges. They take a prominent role in the monthly college-wide Day of Dialogue forums to further engage discussion among faculty, staff, and students on improving student learning ([IV.A.1-4](#)).

In 2013, College deans and managers were invited to participate in the annual College Council Retreat for the first time as a means to strengthen and create deeper understanding of the work ahead. In the

past, the retreat was restricted to College Council members; however, it was decided that there was a need to include other campus leaders in the retreat because it is the responsibility of all College leaders to be prepared to carry out the campus work ([IV.A.1-5](#)).

In an effort to improve campus communication, the College President implemented a web-based comment portal to provide an opportunity for individuals to bring forward suggestions and ideas. Comments are routed to the respective vice president(s) ([IV.A.1-6](#)). The College president garners additional input through consultation meetings, which are held monthly with constituency group leaders (Academic Senate, AFT Faculty Guild, AFT Staff Guild, Teamsters, Associated Student Organization, Supervisors SEIU Local 721, and SEIU Local 99) ([IV.A.1-7](#)).

Use of systematic participative processes for improvement ideas

As the College fosters a culture of innovation, ideas for improvement may have policy or significant institution-wide implications. The College uses systematic participative processes to ensure effective planning and implementation. The Academic Senate, the College Council, and the Associated Student Organization (ASO) facilitate full participation opportunities in the decision-making process at Los Angeles Trade-Technical College (LATTC). The entire campus is invited to College Council and its committee meetings ([IV.A.1-8](#)). All campus staff are sent agendas, minutes, and materials for every College Council meeting. Since 2010, a calendar of standing meetings has been distributed as part of the materials at the classified and faculty convocation events each year ([IV.A.1-9](#)). Under the leadership of the College President, the College Council approved an update of the Participatory Governance & Planning Handbook ([IV.A.1-10](#)). The College Council assures the implementation of its goals and practices through monthly updates and formal reports from its committees ([IV.A.1-11](#)).

The LATTC Academic Senate encourages participation through its processes and procedures ([IV.A.1-12](#)). All Academic Senate council meetings and committee meetings are open to the public to allow for their comments, as prescribed in the Brown Act (California Government Code 54950-54962). The planning processes of the College are prescribed in the Participatory Governance & Planning Handbook and begins with annual assessment of outcomes and Program Review. The Program Review-Assessment Committee (PRAC) of the Academic Senate oversees implementation of Program Review processes. All departments annually participate in Program Review. Because this is a college-wide activity, the PRAC includes representation from constituents outside the Academic Senate ([IV.A.1-13](#)). The Curriculum Committee is responsible for recommending new, updating, and changing curriculum. The Educational Policies Committee is responsible for overseeing compliance with College, District, and Board of Trustees guidelines. The Faculty Hiring Prioritization Committee reviews departmental applications for new faculty positions. The College Council and its committees undergo an annual self-evaluation in order to regularly assess and improve their processes ([IV.A.1-14](#)).

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. The College president recognizes that it takes a collaborative team of administrators, faculty, staff, and students, who understand the College direction, to help students succeed. The innovation taking place at the College is driven by its mission and is implemented by all College leaders, which includes faculty, staff, students, and administrators who work together to implement the College SEMP. The College President convenes monthly sessions with constituency leaders, including faculty, staff, administrators, and students in formal consultation and informally through his open door policy. The Program Review process is where faculty and staff

evaluate data and determine what changes need to be made to improve programs and services. Finally, the top strategic priority of the College, Pathways to Academic, Career, and Transfer Success (PACTS), is at the forefront of campus dialogue and action.

IV.A.1. Evidence

[IV.A.1-1 Strategic Educational Master Plan Priorities/Objectives/Tasks/Implementation Matrix](#)

[IV.A.1-2 Sample department meeting agendas](#)

[IV.A.1-3 Sample department-program retreat](#)

[IV.A.1-4 Day of Dialogue Topics](#)

[IV.A.1-5 College Council Retreat Participants](#)

[IV.A.1-6 College Council Contact Form](#)

[IV.A.1-7 Sample Agendas for Consultation Meetings](#)

[IV.A.1-8 Evidence that entire campus invited to CC and committee mtgs](#)

[IV.A.1-9 LATTC Standing Meetings Calendar](#)

[IV.A.1-10 Minutes from College Council Meeting Approving Participatory Governance Handbook](#)

[IV.A.1-11 Formal Reports from College Council Committees](#)

[IV.A.1-12 Academic Senate Bylaws](#)

[IV.A.1-13 PRAC Roster of Members](#)

[IV.A.1-14 College Council and Committee Self-evaluations](#)

IV.A.2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

Establishes and implements policies and procedures authorizing participation in decision-making processes

Los Angeles Trade-Technical College (LATTC) has specific processes outlined for participation in the decision-making process. The Participatory Governance & Planning Handbook includes visuals of the decision-making process ([IV.A.2-1](#), [IV.A.2-2](#)). The decision-making process is inclusive of administrators, faculty, staff and students.

Specifies manner of participation, including administrators, faculty and staff

Participation in college governance occurs through representation on College committees. The College Council committees allow all members of the College community, through their constituency groups, to participate in decisions relating to accreditation, planning and budget, student success, and the work environment ([IV.A.2-3](#)). The College Council has four committees that include representation from various campus groups, including faculty, staff, students, and administrators ([IV.A.2-4](#), [IV.A.2-5](#), [IV.A.2-6](#), [IV.A.2-7](#)). The Academic Senate Program Review & Assessment Committee (PRAC) is similar to the Work Environment Committee (WEC) in that it has an impact on all programs of the

College and therefore brings approved recommendations to the College Council for ratification. In most cases, College Council Committees are co-chaired by a faculty member and an administrator. To ensure continuity, the two-year terms of the co-chairs are staggered. With the approval of the Participatory Governance & Planning Handbook in May 2015, the College Council delineated the practice of how an individual could propose, participate, and contribute in the decision-making process. There is an electronic form on the College Council website for an individual to submit a recommendation ([IV.A.2-8](#)). The College President gives final approval to processes the College uses to improve programs and services ([IV.A.2-9](#)).

The Academic Senate includes participation from faculty members in all departments and makes recommendations to the College President on all issues related to academic and faculty professional matters ([IV.A.2-10](#)). Academic Senate committees meet regularly and report out each month to the Academic Senate, which in turn reports out each month to the College Council ([IV.A.2-11](#)).

Provisions for student participation/consideration of student views

Students have membership on the College Council and all of its committees, as well as Program Review validation teams. The Associated Student Organization (ASO) is the constituency group representing students. The ASO meets each month to discuss student activities, concerns, and plans ([IV.A.2-12](#)). In addition, the ASO Executive Committee has a monthly consultation with the College President and his vice presidents ([IV.A.2-13](#)). At times, the participation rate of students is low and that may be due in part by a lack of understanding of College processes and even participatory language. In efforts to improve student participation, ASO passed updated bylaws assigning all board members to a College Council Committee. In addition, committee reports are a standing agenda item ([IV.A.2-14](#)).

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. Processes for administrator, faculty, staff, and student participation in decision-making processes have been in place since 2009. These processes were reviewed and clarified again in 2015. Each committee has established and published a charge related to the work of the committee. On a monthly basis, committee chairs are accountable to report out on the progress being made on the goals of the committee for the year. College Council receives formal written reports every month from its committees, on an alternating basis, to ensure that the College Council is updated on each committee's progress throughout the year and the recommendations and status of implementation of recommendations. The Academic Senate also reports out its work to the College Council each month. In response to varying student participation rates in governance committees, specific language was included in ASO bylaws that were adopted in Fall 2015. ASO also added weekly reports as a standing agenda item at their executive board meetings.

IV.A.2. Evidence

[IV.A.2-1 LATTC Decision-Making Matrix](#)

[IV.A.2-2 Decision-Making Flow Chart](#)

[IV.A.2-3 College Council Committee Information Sheet](#)

[IV.A.2-4 Accreditation Steering Committee Information Sheet](#)

[IV.A.2-5 Planning & Budget Committee Information Sheet](#)

[IV.A.2-6 Student Success Committee Information Sheet](#)

[IV.A.2-7 Work Environment Committee Information Sheet](#)

[IV.A.2-8 Link to College Council Website Recommendation for Committee](#)
[IV.A.2-9 College Council Recommendation Form](#)
[IV.A.2-10 Academic Senate Members](#)
[IV.A.2-11 College Council Minutes of Academic Senate Report](#)
[IV.A.2-12 ASO Meeting Minutes](#)
[IV.A.2-13 LATTC Standing Meetings Calendar](#)
[IV.A.2-14 ASO New bylaws and ASO mtg agenda](#)

IV.A.3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies

Administrators and faculty have a substantive role in institutional governance that relate to their areas of responsibility and expertise. Standing College committee and College Council meetings ensure each group has a role in governance, including planning and budget development. The following are standing committees, forums, and other meetings that occur which are venues for administrators and faculty to participate in institutional governance.

- College Council
 - Committees – Accreditation Steering, Planning and Budget, Student Success, and Work Environment
- Academic Senate
 - Committees – Academic Rank, Faculty and Staff Development, Program Review-Assessment, Curriculum, Educational Policies, Faculty Hiring Prioritization, and Social Committee
- Day of Dialogue – campus-wide forums where participants dialogue and receive feedback about important student success topics, such as student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.
- Leadership huddle
- Division meetings

[\(IV.A.3-1\)](#)

The Participatory Governance & Planning Handbook and the Academic Senate bylaws define the substantive role that administrators and faculty have as part of institutional governance. The College governance matrix demonstrates substantial involvement of faculty on governance committees. Faculty occupy eight seats on the College Council and at least four seats on each College Council committee [\(IV.A.3-2\)](#). Administrators occupy four seats on the College Council and at least three seats on other College Council Committees.

Administrators and faculty, through policy and procedures, have a substantive and clearly defined role and exercise a substantial voice in planning, and budget

Administrators and faculty exercise a substantial voice in institutional policies, planning, budget, student success, curriculum, and facilities that relate to their areas of responsibility and expertise by participating in the work of committees on campus. Administrators are responsible for serving on, including co-chairing, committees that involve their area of expertise ([IV.A.3-3](#)). Faculty primarily focus on courses and prerequisites, grading policies, degrees and certificates, faculty professional development, educational program development, standards for student preparation and success, Accreditation, Program Review, planning and budgeting through the Academic Senate. The committees of the Academic Senate propose policies, updates, and changes to the Academic Senate which then brings proposals forward to the College President for approval. Recommendations from the Academic Senate that have institutional implications are brought to the College Council. Through this process, which is outlined in the Participatory Governance & Planning Handbook, the voices of administrators and faculty are heard by the College President to help to guide decisions on policies, planning, budget, student success, and facilities.

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. Los Angeles Trade-Technical College has policies and practices in place for administrators and faculty to provide a substantial voice in College policies, planning and budget, as well as student success and facilities. The College President uses meetings and consultations to obtain counsel on actions that are needed and/or desired.

IV.A.3. Evidence

[IV.A.3-1 Listing of standing meetings](#)

[IV.A.3-2 Decision-Making Matrix](#)

[IV.A.3-3 Membership College Council and Committees](#)

IV.A.4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

It is the role of the Academic Senate to review and approve for recommendation to the College President changes, addition, or deletions to College curriculum. The dean overseeing curriculum is an active member of the Curriculum Committee and provides support to the faculty chair. The vice president overseeing instruction, reviews and approves curriculum as the designee of the College President ([IV.A.4-1](#)).

As part of the College's curriculum process, a technical review of any proposed changes or updates takes place. During the technical review, the Curriculum Committee faculty chair and the dean over curriculum conduct an initial review of the curriculum to ensure all Title 5 regulations pertaining to new proposed curriculum are met ([IV.A.4-2](#)).

Policies and procedures related to services for students are discussed through the Student Services Council, which is comprised of the Vice President of Student Services, the three deans of Student Services, the counseling faculty, and the program leads, to determine changes that need to be made to

improve services ([IV.A.4-3](#)). Programs, such as the Bridges to Success Center, have been institutionalized as the one-stop center for student information and assistance. Other programs have been further developed into pathways with a focus on completion. The campus is equipped with additional special services such as a WorkSource Center with wraparound services, including: the Employment Development Department for students and the community; a Single Stop USA for social services; a full service health center connected to St. John's Well Child and Family Center located across the street; an expanded Veteran's Center with specialized services; increased services for disabled students; and a vibrant student organization supported by faculty and administration.

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. The Academic Senate has policies in place that define responsibilities of faculty and academic administrators in regards to curriculum and student learning programs and services. The Academic Senate Curriculum Committee provides the structure through which faculty and administrators discuss and make recommendations regarding curricular additions/deletions and changes.

IV.A.4. Evidence

[IV.A.4-1 LATTC Academic Bylaws on Roles and Responsibilities Related to Curriculum](#)

[IV.A.4-2 Technical Review Process](#)

[IV.A.4-3 Student Services Retreat August 2015](#)

IV.A.5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

System of board and institutional governance

The Los Angeles Community College (LACCD) Board of Trustees (BOT) outlines its Academic Senate and Board of Trustees participatory governance policies in Board Rules 18100-18110 ([IV.A.5-1](#)). Los Angeles Trade-Technical College (LATTC) has taken these Board Rules and formalized these processes at LATTC in agreement with the Academic Senate and the College President ([IV.A.5-2](#)). The Board Rules articulate that the Board shall rely primarily on the recommendation of the District Academic Senate concerning certain District-level academic and professional matters that fall within the 10+1 items in the Academic Senate purview ([IV.A.5-3](#)). Board Rule 18104 also states that the Board shall "reach mutual agreement with the District Academic Senate on District level academic and professional matters by written resolution" concerning certain policy areas. LATTC has adopted these rules such that the College President shall rely primarily on the recommendation of the Academic Senate and reach mutual agreement with the Academic senate on matters that fall within the Senate's 10+1 purview.

Additionally, the Board of Trustees includes participation in shared governance through participation on committees in its collective bargaining agreements ([IV.A.5-4](#)). The Board of Trustees recognizes the

Associated Student Organization as the official representative to act on behalf of the students ([IV.A.5-5](#)).

Ensures the appropriate consideration of relevant perspectives

LATTC strongly encourages participation from all committee members in order to make the appropriate decisions for the campus. The College Council includes membership from each constituent group on campus, including students ([IV.A.5-6](#)). Information and recommendations from committees are organized so that, whenever possible, committees can take recommendations back to their constituent group before being voted on. Members are empowered to pose information and opinions that are relevant to discussions of College policies as indicated in Standard IV.A.1.

Decision-making aligned with expertise and responsibility

The College decision-making committees are made up of members from a variety of constituent groups on campus. The constituent group leader appoints member(s) to committees whom they feel represent their views. The administrators serve on committees relative to their expertise. For example, the Curriculum Dean serves on the Curriculum Committee, the Vice President of Administrative Services serves on the Planning and Budget Committee, and the Vice President of Student Services serves on the Student Success Committee. The matrix of decision-making shows the involvement of various groups (administrators, faculty, staff, and students) in the decision-making process ([IV.A.5-7](#)).

Timely action on institutional plans, policies, curricular change

The College Council holds its committees accountable for timely implementation of its plans and policies by requiring that formal reports be submitted by each committee every other month ([IV.A.5-8](#)). The vice president most closely associated with the activities, either co-chairs the committee or is ex-officio of the committee, as in the case of the Work Environment Committee. It is the core responsibility of the Academic Senate to attend to curriculum and handle new program approval, Program Review, and program viability, as well as assuring that the programs of study meet industry and transfer needs ([IV.A.5-9](#)). The College and the Associated Student Organization are accountable to students for implementing effective policies and procedures that affect students ([IV.A.5-10](#)).

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. In addition to the formal process the College has in place to implement and report out progress on goals, there are monthly Day of Dialogue sessions and consultation meetings held to create an environment where a variety of input can be provided to the College President to inform his final decisions. As discussed in Standards I.V.A.1, 2, 3 and 4, the Participatory Governance & Planning Handbook outlines the institutional governance practice at the College. At the District level, there are committees comprised of campus constituents. Administrators, faculty, staff, and students are informed about their roles in the process by the committee co-chairs. Their perspectives are considered through representation on committees which make recommendations to the College Council. The College Council ensures timely action on plans and policies through monthly reporting from its committees and periodically scheduled formal written reports. Information is communicated to the entire campus through a monthly newsletter to ensure accountability and solicit involvement from all. Improvement has resulted from the collaborative effort of College constituent leaders through this institutional governance system.

IV.A.5. Evidence

[IV.A.5-1 BOT Board Rule Chapter XVIII, Article I](#)

[IV.A.5-2 Agreement between the College President and the Academic Senate](#)

[IV.A.5-3 Board Rule 18104](#)

[IV.A.5-4 Shared Governance-AFT1521Art. 32-AFT1521AArt.24-SEIU99 Art. 23-SEIU721 Art. 24](#)

[IV.A.5-5 BOT Rule Chapter IX, Article I, Section 9100](#)

[IV.A.5-6 Membership of College Council](#)

[IV.A.5-7 LATTC Matrix of Decision Making](#)

[IV.A.5-8 Sample College Council Committee Formal Reports](#)

[IV.A.5-9 Academic Senate Bylaws on Curriculum Committee](#)

[IV.A.5-10 ASO Bylaws](#)

IV.A.6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

The College Council decided in 2009 that committee agendas and minutes would be completed in a consistent manner that would be easily understood by the College community. In addition, the College Council wanted to ensure transparency of its work and therefore required all committees to post agendas and minutes on their respective committee websites ([IV.A.6-1](#)). To further engage the College community in its work, the College Council sends agendas, minutes, and other meeting documents to all College staff via email ([IV.A.6-2](#)). The College Council, the Planning and Budget Committee, and the Student Success Committee meetings are all held in a large meeting room that is open to the entire campus to attend. Following each College Council meeting, a newsletter goes out to the entire campus recapping information and actions (recommendations) of the College Council ([IV.A.6-3](#)). Each Monday the College President sends an email with important information to staff and a separate email to students ([IV.A.6-4](#)).

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. The College has specific practices to document and communicate its decisions in a variety of formats, such as weekly emails from the College President, newsletters, Days of Dialogue, and forums.

IV.A.6. Evidence

[IV.A.6-1 Committee Websites](#)

[IV.A.6-2 Sample Emails to College Community Announcing College Council Meeting](#)

[IV.A.6-3 College Council Newsletters](#)

[IV.A.6-4 Sample Monday Morning Blast from the President](#)

IV.A.7. Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness

The leadership roles and the governance process of the College are reviewed and evaluated every year. The College Council and the Academic Senate conduct a formal examination of what works and what does not work in the decision-making processes in their committee self-evaluations at the end of the academic year ([IV.A.7-1](#)). This practice has been in place since 2010. It allows each committee to review the work accomplished in the year against its goals. Items of importance are noted, as well as goals not completed, and suggestions are made to improve participatory governance. Included as part of this assessment is an external evaluation to validate the committee self-evaluation. The external evaluation is conducted by a small team, and in the case of the College Council, made up of two faculty members, a staff member, and a dean—none of whom are members of the College Council or any of its committees. Suggestions from this external evaluation become a part of the College Council committee co-chairs’ annual training so that they can review, update, and improve the processes of each committee and the College Council as a whole ([IV.A.7-2](#)). The Academic Senate has performed a similar process of conducting an external evaluation of its committees annually since 2012 with an External Evaluation Committee ([IV.A.7-3](#)).

Widely communicates the results of these evaluations and uses them as the basis for improvement

Results of the College Council committee evaluations are discussed at the College Council Retreat. Notes from the College Council Retreat are communicated to the campus ([IV.A.7-4](#)). At the College Council Retreat, improvements are discussed for implementation in the coming year ([IV.A.7-5](#)). College Council committee co-chairs also meet after the College Council Retreat to prepare for their committee work in the year ahead based on discussions held at the retreat.

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. The College has practiced reviewing and evaluating its participatory governance processes for over five years. Each year improvements are made to processes. Actions of the College Council, its committees and the Academic Senate are communicated campus-wide each month; however, the College continues to have challenges with ensuring effective communication of decision-making processes.

IV.A.7. Evidence

[IV.A.7-1 College Council Committee Self-Evaluations](#)

[IV.A.7-2 Notes of College Council Committee Co-chairs Training](#)

[IV.A.7-3 Academic Senate External Evaluation Committee Reports](#)

[IV.A.7-4 June 2011 College Council Newsletter](#)

[IV.A.7-5 College Council Retreat Report](#)

STANDARD IV.B. CHIEF EXECUTIVE OFFICER

IV.B.1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel and assessing institutional effectiveness.

Evidence of Meeting the Standard

Primary responsibility for quality of institution

Upon recommendation of the Chancellor, the Los Angeles Community College District (LACCD) Board of Trustees appointed the current President of Los Angeles Trade-Technical College (LATTC) on July 1, 2013. The College President serves as the Chief Executive Officer of the College with the full and primary responsibility of leading institutional processes and procedures. This responsibility enables the College to meet its mission, goals, and objectives through the efficient and effective use of its resources. The Board of Trustees delegates full responsibility and authority to the Chancellor who in turns delegates the responsibility and authority to the President to assure that the College is an institution that offers quality programs and services to its students ([IV.B.1-1](#), [IV.B.1-2](#)).

Effective leadership in planning and organizing

The College President leads planning efforts by ensuring that all processes, dialogue, and decisions, as they relate to the quality of the institution, are based on data and are aligned with the institution's mission and strategic priorities. The College's monthly Day of Dialogue event includes sharing data regarding College performance, institution-set standards (ISS), and the achievement of College strategic priorities ([IV.B.1-3](#)). Additionally, the President delegates the responsibility of completing the activities related to the planning and implementation of the Strategic Educational Master Plan (SEMP) activities to his vice presidents. Every Monday morning, the Executive Team, comprised of the President and vice presidents, meet for at least two hours to discuss college matters. The Executive Team meets every second Monday of the month for at least one hour in separate consultations with the following constituencies: Academic Senate, Faculty Guild (AFT 1521), Staff Guild (AFT 1521A), and often with the Associated Student Organization, and upon request, the Teamsters/Deans (IBT 911) and Classified Supervisors (SEIU 721).

The President provides leadership and direction to the College participatory governance committees as a part of his responsibilities related to campus planning. The College Council, as cited in Standard IV.A, is the participatory governance body on campus with full representation from all College constituent groups. Part of the College Council charge is to make recommendations regarding planning, budgeting, and institutional effectiveness to the President ([IV.B.1-4](#), [IV.B.1-5](#)). The College President attends the College Council meetings as an ex-officio member and makes final decisions on all recommendations that come forward from the College Council.

To fulfill its purposes, the College is organized into four divisions: 1) Office of the President, 2) Academic Affairs and Workforce Development, 3) Student Services, and 4) Administrative Services ([IV.B.1-6](#)). The Office of Institutional Effectiveness (OIE), led by the Dean of Institutional Effectiveness, reports directly to the President.

The staff of the OIE supports the President's Office and campus community by producing reports that inform strategic campus decisions. Additionally, the Dean of OIE works collaboratively with the President's team of administrators, as well as with departments and outside organizations, to assure reliable data is readily available for making decisions ([IV.B.1-7](#)).

Effective leadership in budgeting

Under the leadership of the College President, LATTC has balanced its budget and met its enrollment target each year since the last Accreditation visit. In his Monday morning meetings, the College President receives regular updates, which include budget updates ([IV.B.1-8](#)). He also attends the District Budget Committee (DBC) and the Board of Trustees Budget and Finance Committee meetings held each month ([IV.B.1-9](#)), and gathers meaningful information from the District and other college Presidents in his monthly College Presidents Council and Chancellor's Cabinet. Throughout the academic year as budget changes occur, the College President provides budget updates in his report to the College Council and the Academic Senate ([IV.B.1-10](#), [IV.B.1-11](#)).

Effective leadership in selecting and developing personnel

The College President approves all requests to hire permanent personnel ([IV.B.1-12](#), [IV.B.1-13](#)). He is directly involved in selecting full-time faculty, vice presidents, deans, and administrative services classified managers following District guidelines ([IV.B.1-14](#)). For full-time faculty hires, the President receives recommendations from the Academic Senate's Faculty Hiring Prioritization Committee ([IV.B.1-15](#)), as well as the Faculty Replacement Committee described in Standard III.A.

For non-faculty positions, the Position Review Work Group convenes as needed to review and recommend permanent hires ([IV.B.1-16](#)). Hiring committees convene to pre-screen applicants for these positions to determine the top candidates to forward to the College President for further consideration. The President makes the final selection ([IV.B.1-17](#)). The President stays abreast of the status of all hires for permanent positions in his weekly Executive Team meetings, where hiring updates are also a standing agenda item ([IV.B.1-18](#)).

The College President has made a renewed commitment towards the professional development of all faculty and staff in fulfillment of Strategic Educational Master Plan Strategic Priority #4, and in support of Pathways to Academic, Career, and Transfer Success (PACTS). (See Quality Focus Essay for further development.) He initiated faculty-led workshops including the New Faculty Academy, Adjunct Faculty Orientation, and Assessment Outcome Trainings ([IV.B.1-19](#)). He supports the Deans Academy, which convenes at the district-wide level, and the identification of additional resources for conference attendance to enhance faculty and staff professional growth and development. Offering opportunities for professional development for all staff members is an important priority for the President. (See Standards III.A and III.C for discussion about professional development for staff.) For example, the President provided key support to the Academic Senate-initiated opportunity to arrange for Antioch University, a baccalaureate granting institution, to offer classes for baccalaureate degrees for continued professional development for faculty and staff ([IV.B.1-20](#)).

Effective leadership in assessing institutional effectiveness

The President consistently receives data and information related to the College's institutional effectiveness through annual and/or monthly reports from various entities such as the Board of Trustees, OIE, Academic Senate, College Council, Student Success Committee, and other state and District entities.

Each month, the President assists with the selection of the topic and leads the conversation at the campus wide Day of Dialogue ([IV.B.1-21](#)). As previously indicated, the Executive Team meets weekly on Monday mornings to assure that the College is working toward meeting its goals and objectives. Additionally, every Tuesday morning, the College Presidents meets with the Leadership Team, comprised of the Executive Team, deans, and classified managers. The President sets a topic and agenda for these meetings that focuses on PACTS implementation, budget, publications, and upcoming activities ([IV.B.1-22](#)). These weekly meetings provide the President with a forum to assure all divisions are operating within the plans of the College and provides a problem-solving arena for the Leadership Team.

Following the College's participatory governance process, the President takes a collaborative approach to decision-making. The groups that comprise the formal participatory governance of the College are:

- College Council – comprised of representatives of each campus constituency: faculty, students, staff, and administrators. Makes recommendations to the President on major issues pertaining to planning, staffing, budget, resource allocations, operations, facilities and mission of the College ([IV.B.1-23](#), [IV.B.1-24](#)).
- Academic Senate – represents the faculty on all academic and professional matters and makes recommendations to the President related to student learning and academic effectiveness ([IV.B.1-25](#), [IV.B.1-26](#)).
- Associated Student Organization – represents all students on matters relating to students ([IV.B.1-27](#)).

Of particular note, in June 2015, under the leadership of the College President, after four years at attempting an update, the Academic Senate and College Council approved the updated version of the LATTC College Participatory Governance & Planning Handbook, which guides decision-making and planning at the College ([IV.B.1-28](#)). College processes are evaluated and discussed annually at the College Council Retreat ([IV.B.1-29](#)).

LOS ANGELES TRADE TECHNICAL COLLEGE

DECISION MAKING MATRIX

	Board of Trustees	Chancellor	President	Executive Team	College Council	Academic Senate	Faculty Guild	Staff Guild	Student(s)/ASC	Administrators, Academic	Supervisors, Classified	Department Chair(s)	Classified Managers	Crafts	Operations
LEGEND: A: Approval D: Decision R: Recommendation S: Split															
Review by College Council Committee 4/20/15															
ACADEMIC DECISION															
President's Goals	A	D			R	R									
College Education Master Plan/College Master Plan	A	D			R	R									
Curriculum (certificates/degrees/programs) *		D			R	R									
Grading policies *		D			R	R									
Faculty professional development policies *		D			R	R									
Process for program review *		D			R	R									
Faculty roles & involvement in accreditation process *		D			R	R									
Student Discipline	A	D	R												
HIRING															
Administrator (LACCD – HR 110)		D	35		15	15	15	15	15	15					
Faculty (LACCD – HR 120)		D	R		35				15	15					
Classified (supervisor or classified manager recommend to VP)		D	R		R			15		R					
DECISION-MAKING COMMITTEES															
College Council			D	35	R	45	45	25	25	15	15	15	15	15	15
Accreditation Steering	A	D	35	R	15	15	15	15							
Planning & Budget		D	35	R	35	35	35	25	15	15	15	15	15	15	15
Student Success		D	25	R	25	15	25	15	15	25		65			
Work Environment (see membership Page 38)		D	D	R											
Program Review		D	D	R			R								
Distributed/Distance Learning		D					R								
Faculty Position Hiring Prioritization		D				R									
Professional Growth		D				R	R								
Staff Development		D				R	R								

ACADEMIC BEHAVIOR 10 • 1

ACADEMIC BEHAVIOR

1. Academic dishonesty (cheating, plagiarism, etc.)

2. Academic dishonesty (cheating, plagiarism, etc.)

3. Academic dishonesty (cheating, plagiarism, etc.)

4. Academic dishonesty (cheating, plagiarism, etc.)

5. Academic dishonesty (cheating, plagiarism, etc.)

6. Academic dishonesty (cheating, plagiarism, etc.)

7. Academic dishonesty (cheating, plagiarism, etc.)

8. Academic dishonesty (cheating, plagiarism, etc.)

9. Academic dishonesty (cheating, plagiarism, etc.)

10. Academic dishonesty (cheating, plagiarism, etc.)

RESEARCH/INQUIRY/INVESTIGATION

1. Research/Inquiry/Investigation

2. Research/Inquiry/Investigation

3. Research/Inquiry/Investigation

4. Research/Inquiry/Investigation

5. Research/Inquiry/Investigation

6. Research/Inquiry/Investigation

7. Research/Inquiry/Investigation

8. Research/Inquiry/Investigation

9. Research/Inquiry/Investigation

10. Research/Inquiry/Investigation

TECHNOLOGY

1. Technology

2. Technology

3. Technology

4. Technology

5. Technology

6. Technology

7. Technology

8. Technology

9. Technology

10. Technology

As a means of measuring satisfaction across the campus, the OIE conducts a Campus Climate Survey ([IV.B.1-30](#)). In response to recent results of the survey and results from the Days of Dialogue, the College President implemented a variety of activities to improve and promote a climate of open communication. For example, in addition to extending an open door policy, he implemented a virtual comment box that the campus community can use to share thoughts and concerns, and he established a faculty and staff lounge. Additionally, in monthly consultation meetings with College constituencies, the President informs the various group leaders of issues, activities, and new ideas, as well as discuss any issues the groups bring forward. Both management and the respective groups develop and submit a formal agenda for these meetings ([IV.B.1-31](#)).

The President sends a Monday Blast email to the campus recapping the activities from the prior week, previewing activities in the coming week, and communicating important information to the College community ([IV.B.1-32](#)). He also provides an annual message at the start of the school year at both the Staff and Faculty Convocations. Additionally, he provides a message during the annual College Council Retreat which is typically held the second week of June.

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. The College, the Chancellor, and the Board of Trustees hold the President accountable for the institution. The President takes full responsibility for all areas of the institution and its effectiveness. He receives input in the form of informal recommendations from his Executive and Leadership teams, and formal recommendations from the participatory governance groups. The President supports the use of data to promote dialogue and to inform decision-making. The President signs off on all matters related to resources, from the selection and hiring of personnel, to the formulation of each area's budget. He approves all curriculum and expenditures based on participatory governance recommendations. He leads the College through its established processes to meet the College's strategic priorities.

IV.B.1. Evidence

[IV.B.1-1 LACCD Office of the Chancellor Administrative Regulation B-19](#)

[IV.B.1-2 LACCD Office of the Chancellor Administrative Regulation B-9](#)

[IV.B.1-3 Data Slides from Day of Dialogue Meetings](#)

[IV.B.1-4 College Council Committee Charge](#)

[IV.B.1-5 Sample Recommendations from College Council](#)

[IV.B.1-6 President's Office Organizational Chart 2015](#)

[IV.B.1-7 Institutional Effectiveness Organization Chart](#)

[IV.B.1-8 Agenda Template for E-Team Meetings](#)

[IV.B.1-9 DBC Minutes with Attendance](#)

[IV.B.1-10 Minutes from College Council, President's Report on Budget](#)

[IV.B.1-11 Minutes from Academic Senate, President's Report on Budget](#)

[IV.B.1-12 Sample Notice of Intent to Fill Academic Position](#)

[IV.B.1-13 Classified Staffing Request](#)

[IV.B.1-14 Human Resource Guides](#)

[IV.B.1-15 FHPC minutes](#)

[IV.B.1-16 Position Review Work Group Flow Chart](#)

[IV.B.1-17 President's Calendar of Interviews for Faculty and Administrators](#)

[IV.B.1-18 Agenda Template for Executive Team Meetings](#)

[IV.B.1-19 New Faculty Academy Course Outline](#)
[IV.B.1-20 Antioch University Flyer for Classes at LATTC](#)
[IV.B.1-21 E-Team Agenda](#)
[IV.B.1-22 Sample Action Items from Leadership Huddle](#)
[IV.B.1-23 LATTC College Participation Governance and Planning Handbook–College Council Committee Information](#)
[IV.B.1-24 College Council Recommendations 2009 through 2015](#)
[IV.B.1-25 Academic Senate Recommendations \(Resolutions\) 2009 through 2015](#)
[IV.B.1-26 Presidential Action Memos](#)
[IV.B.1-27 ASO Consultation Agenda](#)
[IV.B.1-28 Minutes from June 3, 2015 College Council Meeting](#)
[IV.B.1-29 Notes from College Council Retreats 2009 through 2015](#)
[IV.B.1-30 Campus Climate Survey Results](#)
[IV.B.1-31 Sample Agenda from Consultation](#)
[IV.B.1-32 Sample Monday Morning Blast to Staff and to Students](#)

IV.B.2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

Plans, oversees and evaluates administrative structure

The College President plans, oversees and evaluates the administrative structure of the College. He evaluates the administrative structure with his Executive Team on an annual basis, with the Leadership Team, and in consultation with constituent leaders. As needed, adjustments are made to organization charts to reflect updates ([IV.B.2-1](#), [IV.B.2-2](#), [IV.B.2-3](#), [IV.B.2-4](#)).

Delegates authority

The vice presidents serve as advisors to the President on college matters. The President delegates appropriate authority to the vice presidents to run the day-to-day operations of the College. The Vice President of Academic Affairs & Workforce Development works directly with the Academic Senate President and the President of the Faculty Guild on behalf of the College President. The Vice President of Academic Affairs & Workforce Development also reviews and approves curriculum, recommends faculty for reassigned time, and recommends full-time tenure track faculty for hire ([IV.B.2-5](#)). The College President delegates authority to the Vice President of Student Services to oversee all aspects related to student support services ranging from the onboarding of student through to graduation ([IV.B.2-6](#)). The College President delegates authority to the Vice President of Administrative Services to manage the budget and business office functions, including procurement, information technology, and facilities. The Vice President of Administrative Services is the only person with delegated signature authority for the President on all financial documents ([IV.B.2-7](#)).

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. The President oversees the administrative structure of the institution by holding weekly meetings with his Executive and Leadership teams to discuss and solve issues that have occurred or may occur. This is also a venue for the College President to evaluate administrative structures and determine needs. As needs change, divisions are restructured to meet those needs.

IV.B.2. Evidence

[IV.B.2-1 Office of the President Organizational Chart 2010 through 2016](#)

[IV.B.2-2 Academic Affairs & Workforce Development Organizational Charts 2010 through 2016](#)

[IV.B.2-3 Student Services Organizational Charts 2010 through 2016](#)

[IV.B.2-4 Administrative Services Organizational Charts 2010 through 2016](#)

[IV.B.2-5 Sample Approved Curriculum](#)

[IV.B.2-6 Student Service Council Sample Meeting Agenda](#)

[IV.B.2-7 Administrative Regulation B-19: Delegated Signature Authority](#)

IV.B.3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- **Establishing a collegial process that sets values, goals, and priorities;**
- **Ensuring the college sets institutional performance standards for student achievement;**
- **Ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
- **Ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
- **Ensuring that the allocation of resources supports and improves learning and achievement; and**
- **Establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institutions.**

Evidence of Meeting the Standard

Establishing collegial process that sets values, goals, and priorities

The College President has established collegial processes to set institutional values, goals, and priorities. These processes include the committees that have full constituent participation (College Council and Academic Senate), and include consultation with constituent leaders on a monthly basis, consultation with student leaders, and holding monthly open forums for campus wide participation. On the second Monday of every month, the President meets hourly in consultation with each constituent group. They are the Academic Senate, Faculty Guild (AFT Local 1521), Staff Guild (AFT Local 1521A), Teamsters Local 911, SEIU Locals 721 and 99, and the Associated Students Organization (ASO). These constituents send agendas to the President's office at least 24 hours in advance ([IV.B.3-1](#)).

In 2012, the College President enlisted the assistance of KH consulting firm to work with faculty, staff, and students to update the College mission and vision; to formulate strategic priorities; and to develop objectives and actions steps into a Strategic Master Plan and an Educational Master Plan. In 2015, he facilitated a review, update, and combining of the plans into one cohesive Strategic Educational Master Plan (SEMP). Discussion occurred at Days of Dialogue, in meetings of the Planning and Budget and Educational Policies Committees, and resulted in final approval by the Academic Senate and College Council ([IV.B.3-2](#)). In the opening remarks of the SEMP, the President describes how this document outlines the vision, mission, values, and strategic priorities that are critical for student success. He also attributes the document to the “collaboration effort of administrators, faculty and staff” ([IV.B.3-3](#)).

Ensuring institutional performance standards for student achievement

In June 2013, the College established institution-set standards (ISS) through a series of meetings involving dialogue about data on the success rates of the students in completing courses, programs, and transfer. The College examined six years of trend data for each metric, studied the impact of external metrics, and compared performance over time to that of similar colleges. After several months of meetings and college-wide forums, the College agreed upon its ISS ([IV.B.3-4](#), [IV.B.3-5](#)). The Student Success Committee regularly monitors achievement of the ISS through a scorecard ([IV.B.3-6](#)). After review and evaluation of College performance based on the set standards, the Student Success Committee identifies focus areas and makes appropriate recommendations for improvement. As illustrated in I.B.3, in the 2014-15 academic year, the College met all of its targets except course completion.

Ensuring evaluation and planning rely on quality research/analysis

The Office of Institutional Effectiveness (OIE) directly reports to the College President. The OIE is responsible for research and planning. Research and planning focuses on three main sectors: 1) Information Resources, 2) Process Development and Monitoring, and 3) Research Resources ([IV.B.3-7](#)). As applicable, the President presents data provided by the OIE at the Days of Dialogue to review and discuss with the campus ([IV.B.3-8](#)).

Ensuring educational planning is integrated with resource planning/allocation

The College President reviews planning processes at the annual College Council Retreat to ensure components of planning are integrated and that resource allocation is tied to planning based on the College conceptual framework for Program Review and planning ([IV.B.3-9](#), [IV.B.3-10](#)). Program Review drives resource requests for things such as equipment, special supplies, space, and personnel ([IV.B.3-11](#)). This process ensures linkages between planning and resource allocations.

Ensuring resource allocation supports/improves achievement/learning

The President gives final approval to recommendations from the College Council and the Academic Senate. As such, he is directly involved in ensuring that the College upholds the practice of linking resources to plans for improvement in support of student learning and achievement ([IV.B.3-12](#)).

Establishing procedures to evaluate planning/implementation to achieve college mission

The College President asks the OIE to conduct a survey of the campus each year at the conclusion of the planning process as one means of evaluating the planning and implementation process to achieve the College mission. The results of the survey, along with committee self-evaluations, inform the discussion at the College Council retreat regarding the College mission and the effectiveness of planning ([IV.B.3-13](#), [IV.B.3-14](#)). Each year improvements that are discussed and agreed upon at the retreat are implemented in subsequent processes ([IV.B.3-15](#)).

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. The College President ensures planning is integrated and that resource allocation is targeted at improving student learning. He discusses the evaluation of processes annually each year at the College Council retreat in addition to forums held throughout the year that deal with improving processes and outcomes.

IV.B.3. Evidence

[IV.B.3-1 Sample Constituent Consultation Agenda with the President: Academic Senate, Faculty Guild, Staff Guild, ASO, Teamsters](#)

[IV.B.3-2 College Council Minutes 6-3-2015](#)

[IV.B.3-3 LATTC 2014-2017 Strategic Educational Master Plan “Letter from the President”](#)

[IV.B.3-4 April 2012 Day of Dialogue](#)

[IV.B.3-5 LATTC Student Success Scorecard](#)

[IV.B.3-6 Dashboard of Student Success Scorecard](#)

[IV.B.3-7 Research and Planning Mission](#)

[IV.B.3-8 Data from Days of Dialogue](#)

[IV.B.3-9 LATTC Program Review Conceptual Framework](#)

[IV.B.3-10 Notes from College Council Retreat on Planning](#)

[IV.B.3-11 List of Prioritized Resource Requests from Program Review](#)

[IV.B.3-12 Sign-off College Council Recommendations](#)

[IV.B.3-13 Surveys on Institutional Planning](#)

[IV.B.3-14 College Council Committee Self-Evaluations](#)

[IV.B.3-15 Notes from College Council Retreat Proposed Improvements](#)

IV.B.4 The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, Staff and Administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

Primary leadership role for accreditation

Shortly after his arrival, the College President began a yearlong process to cultivate a campus culture that empowered successful teamwork, structure, communication and trust. Faculty, staff, and administrative leaders supported this effort. During the campus wide monthly Days of Dialogue, the focus was on creating this campus culture ([IV.B.4-1](#)).

The President has established the Accreditation Standards as central to the operations of the College. He appointed the Vice President of Academic Affairs & Workforce Development as the Accreditation Liaison Officer (ALO) and charged her to garner full participation from faculty and staff in the College self-evaluation process. This commitment was evident during the summer of 2014 when the President authorized offices to close throughout campus once a week on Thursday afternoons for three hours over an eight-week period to allow available faculty, staff, and students to engage in discussions around Accreditation. The focus was on the Accreditation process, the timeline to complete the report, and understanding the Eligibility Requirements and Accreditation Standards. Workgroups led by leadership team members focused on the sub-areas of the Standards. Faculty, staff, and student participants joined a group of their choice to engage in discussion. At the end of the sessions, each group reported out on their sub-Standard discussion ([IV.B.4-2](#), [IV.B.4-3](#)). Accreditation was also the theme for the Staff Convocation and Faculty Convocation in August 2014 and 2015 ([IV.B.4-4](#), [IV.B.4-5](#)).

Faculty, staff and administrative leaders have responsibility for assuring compliance with accreditation requirements

The President holds administrators responsible for ensuring compliance with Accreditation requirements and for working with faculty and staff leaders to meet and exceed Accreditation Standards. Accreditation is a standing agenda item for the weekly Executive Team meetings ([IV.B.4-6](#)). The ALO designated Leadership Team members as leads over each Accreditation sub-Standard with responsibility for working with faculty and staff in sub-Standard teams throughout the year to review evidence, identify gaps, and determine steps needed to close gaps ([IV.B.4-7](#), [IV.B.4-8](#)). The President also led the Days of Dialogue in the spring and fall of 2015 be dedicated to discussions relating to the Accreditation Standards ([IV.B.4-9](#)).

Analysis and Evaluation

Evidence demonstrates that the College meets this Standard. The President, in conjunction with the ALO, encourages and supports full participation of all members of the campus, including students, in the Accreditation process. The College President takes full responsibility for ensuring that his Executive and Leadership teams are accountable for complying with Accreditations Standards. The College Leadership Team works closely with faculty, staff, and student leaders to garner participation in the work of dialoguing about meeting Standards.

IV.B.4. Evidence

[IV.B.4-1 Days of Dialogue Website Screenshot](#)

[IV.B.4-2 LATTC Accreditation Summer Campaign Agendas](#)

[IV.B.4-3 Summary of Accreditation Summer Campaign Sessions and Attendance](#)

[IV.B.4-4 Staff Convocation Agenda 2014 and 2015](#)

[IV.B.4-5 Faculty Convocation Agenda 2014 and 2015'](#)

[IV.B.4-6 E-Team Meeting Agenda](#)

[IV.B.4-7 Leadership Team Accreditation Org Chart and Roles](#)

[IV.B.4-8 Sub-area Team Member Meeting Agenda and Sign-in Sheets](#)

[IV.B.4-9 DoD Spring and Fall Institutional Effectiveness Newsletter](#)

IV.B.5 The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

Assures implementation of statutes, regulations, governing board policies

The College President designated responsibility to the Vice President of Administrative Services (VPAS) to ensure that all College practices meet Board of Trustees policies and procedures, and are updated at least once each year. The VPAS also ensures these practices are updated whenever Board policies are updated ([IV.B.5-1](#)).

Assures practices consistent with College mission/policies

The President holds the Executive Team accountable for ensuring that each department's processes and activities are consistent with the College's mission, policies, and practices. He does this by having standing agenda items on the Executive Team's weekly meeting that he expects the team to report out for progress ([IV.B.5-2](#)). The President designates authority to the VPAS to authorize expenditures and to balance the College budget. The College has balanced its budget each year since the last Accreditation visit ([IV.B.5-3](#)).

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. Through proper delegation of responsibilities and authority, the President ensures that regulations and policies are met and that the College operates within its available budget.

IV.B.5. Evidence

[IV.B.5-1 Link to LATTC Processes website](#)

[IV.B.5-2 E Team Standing Agenda Items](#)

[IV.B.5-3 Year End Balances](#)

IV.B.6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

Prior to beginning his tenure with Los Angeles Trade-Technical College (LATTC), the College President was Deputy Mayor of Los Angeles for eight years and coordinated workforce development. In his role with the City, he worked with many community groups and developed many relationships with the communities served by LATTC. In an effort to communicate the achievements of the College to this community, the Public Relations Office prepares an annual update that provides the College and surrounding community with information about LATTC's activities and accomplishments each year ([IV.B.6.1](#)). A view of a sample of the President's weekly campus-wide communication verifies his connections to the community served by the institution ([IV.B.6-2](#)). These connections include the Chief

Executive Officer of California State University, Los Angeles; the Senior Vice President of the University of Southern California; and the leadership of the University of California, Los Angeles.

Strong connections with community organizations and constituents that work with the communities served by the College, such as the Coalition for Responsible Community Development (CRCDD), resulted in a partnership that established an American Job Center at LATTC. The WorkSource Center provides job development, training funds, placement services, and wrap around programs, such as those provided by the Department of Public Social Services, the Employment Development Department, and various community-based agencies such as Friends Outside, an agency serving previously incarcerated adults ([IV.B.6-3](#)). The President also facilitated the connection of the College Health Center with St. John's Well Child and Family Center in order to provide comprehensive health services to LATTC students and connect health care to their families ([IV.B.6-4](#)).

The President has linked the College with several businesses and labor unions to develop pre-apprenticeship programs in the institution's Career Technical Education areas to feed the union apprenticeship programs ([IV.B.6-5](#)) and connect students to well-paying jobs. This past year, the President forged a relationship with local high schools to submit a federal Promise Zone application, known as SLATE-Z (South Los Angeles Transit Empowerment Zone). Although the group did not win the designation as a Promise Zone, they have continued to meet to implement a proposed collaboration plan to increase the college-going rate of South Los Angeles youth through dual enrollment and the leveraging of economic development opportunities and transit subsidy efforts and are reapplying for Promise Zone III ([IV.B.6-6](#)).

The College President continues to serve on the Los Angeles Workforce Systems Collaborative; a strategic body that he helped create in his prior role as Deputy Mayor in the City of Los Angeles over regional workforce development ([IV.B.6-7](#)). This body collectively plans key regional innovations in workforce development. The President represents the College and the District on the Collaborative to ensure that the College connects with the community and aligns with the needs of the regional economy. The Collaborative consists of leaders from the Los Angeles Unified School District; the City of Los Angeles Economic and Workforce Development Department; the Los Angeles Mayor's Office; the County of Los Angeles Workforce Development Board; the Los Angeles Economic Development Corporation; the Los Angeles Area Chamber of Commerce; the Los Angeles County Federation of Labor; the Employment Development Department; and for many years, United Way.

In addition to this work, the President also interacts regularly with local representatives from Congress, the State Senate, the State Assembly, the Board of Supervisors, the Los Angeles City Council, the Metro Board of Directors, the Los Angeles School Board, and other local leaders. He also represents the region as a Governor's appointee on the California Workforce Development Board ([IV.B.6-8](#)).

Analysis and Evaluation

Evidence demonstrates that the College meets this Standard. The President has extremely close ties with the community the College serves. The College has reaped the benefits of the many relationships the President has with the community, which resulted in resources and opportunities that benefit the College and its students.

IV.B.6. Evidence

[IV.B.6.1 Public Relations Annual Reports](#)

[IV.B.6-2 Monday Morning Email](#)

[IV.B.6-3 Link to LATTC-CRCD WorkSource Center](#)

[IV.B.6-4 Link to LATTC Health Center](#)

[IV.B.6-5 Link to Pre-Apprenticeship Programs](#)

[IV.B.6-6 SLATE-Z Public Response Letter](#)

[IV.B.6-7 Screenshot LA Workforce Systems Collaborative](#)

[IV.B.6-8 President Board Member CA Workforce Development Board Meeting Notice](#)



STANDARD IV.C. GOVERNING BOARD

IV.C.1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.

Evidence of Meeting the Standard

The Los Angeles Community College District's (LACCD) Governing Board (Board) was authorized by the California Legislature in 1967, in accordance with Education Code sections 70902 and 72000. The Board consists of seven members elected by voters of the school districts composing the District. The Board of Trustees approves all courses, both for credit and noncredit, as well as degree and certificate programs. The Board, through policy and action, exercises oversight of student success, persistence, retention, and the quality of instruction ([IV.C.1-1](#)).

The Board sets policies and monitors the colleges' programs, services, plans for growth and development, and ensures the institution's mission is achieved through Board Rules, Chancellor Directives, and Administrative Regulations ([IV.C.1-2](#), [IV.C.1-3](#), [IV.C.1-4](#)). In addition, it establishes rules and regulations related to academic quality and integrity, fiscal integrity and stability, student equity and conduct, and accountability and accreditation ([IV.C.1-5](#)). The Board, through its standing and ad hoc committees, receives and reviews information and sets policy to ensure the effectiveness of student learning programs and services, as well as the institutions' financial stability ([IV.C.1-6](#)). It exercises responsibility for monitoring academic quality, integrity, and effectiveness through (1) the approval of all new courses and programs, (2) regular institutional effectiveness reports, (3) yearly review of offerings to underprepared students, and (4) in-depth policy discussions related to student achievement ([IV.C.1-7](#), [IV.C.1-8](#), [IV.C.1-9](#), [IV.C.1-10](#), [IV.C.1-11](#)).

The Board receives quarterly financial reports, allowing it to closely monitor the fiscal stability of the District. Board agendas are structured under specific areas: Budget and Finance (BF items), Business Services (BSD items), Human Resources (HRD items), Educational Services (ISD items), Facilities (FPD items), Chancellors Office (CH items) and Personnel Commission (PC items). This structure allows for full information on individual topics to be provided in advance of Board meetings ([IV.C.1-12](#), [IV.C.1-13](#), [IV.C.1-14](#), [IV.C.1-15](#), [IV.C.1-16](#)).

Analysis and Evaluation

Evidence demonstrates the District meets this Standard. The LACCD Board of Trustees has authority over, and responsibility for, all aspects of the institution as established in policy and documented in practice. The Board exercises its legal authority and fulfills the responsibilities specified in policy and law. Board agendas are highly detailed and Board members closely monitor all areas of their responsibility, as evidenced in Board meeting calendars, meeting agendas, Board information packets, reports, and minutes.

Board policies governing academic quality are routinely reviewed by designated ESC divisions for compliance and effectiveness and, where needed, updated. The Board routinely reviews student outcomes and, with input from the faculty, student and administrative leadership, sets policy to

strengthen institutional effectiveness. The Board receives monthly, quarterly and semi-annual financial information, including enrollment projects and bond construction updates, and acts in accordance with established fiscal policies.

IV.C.1. Evidence

[IV.C.1-1 Board Rule 2100](#)
[IV.C.1-2 Board Rule 2300-2303](#)
[IV.C.1-3 Chancellor Directives, 8/3/15](#)
[IV.C.1-4 Administrative Regulations, 8/3/15](#)
[IV.C.1-5 Board Rule 2305-2315](#)
[IV.C.1-6 Board Rule 2604-2607.15](#)
[IV.C.1-7 BOT agenda & minutes for 2/9/11](#)
[IV.C.1-8 BOT agenda & minutes for 3/7/12](#)
[IV.C.1-9 BOT agenda & minutes for 4/3/13](#)
[IV.C.1-10 BOT agenda & minutes for 4/23/14](#)
[IV.C.1-11 BOT agenda & minutes for 1/14/15](#)
[IV.C.1-12 BOT agenda & minutes for 11/2/11](#)
[IV.C.1-13 BOT agenda & minutes for 11/7/12](#)
[IV.C.1-14 BOT agenda & minutes for 11/6/13](#)
[IV.C.1-15 BOT agenda & minutes for 5/14/14](#)
[IV.C.1-16 BOT agenda & minutes for 4/15/15](#)

IV.C.2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

The Board of Trustees is a highly engaged entity. Board members bring differing backgrounds and perspectives to their positions. At meetings, they engage in full and vigorous discussion of agenda items and share individual viewpoints. However, once a decision is reached and members have voted, they move forward in a united fashion.

The Board's commitment to act as a unified body is reflected in their Code of Ethical Conduct where Trustees *"recognize that governing authority rests with the entire Board, not with me as an individual. I will give appropriate support to all policies and actions taken by the Board at official meetings"* ([IV.C.2-1](#)). Consent agenda items are frequently singled out for separate discussion or vote at the request of individual Board members. Once all members have had a chance to make their views known and a vote is taken, the agenda moves forward without further discussion. Examples of decisions where Trustees have held divergent views, yet acted as a collective entity, include approval of Van de Kamp Innovation Center, the approval of the lease for the Harbor College Teacher Preparatory Academy, student expulsions, ratification of lobbying service contracts, and revision to graduation requirements ([IV.C.2-2](#)).

Analysis and Evaluation

Evidence demonstrates the District meets this Standard. Board policies and procedures provide a framework for members' collective action and guide Board discussion, voting, and behavior during and outside of Board meetings. Board members are able to engage in debate and present multiple perspectives during open discussion but still come to collective decisions and support those decisions once reached. Minutes from Board actions from recent years substantiate this behavior.

IV.C.2. Evidence

[IV.C.2-1 Board Rule 2300.10](#)

[IV.C.2-2 BOT Minutes Consent Items Discussions, 2012-2015](#)

IV.C.3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

The Board follows California Education Code, Board policies, and the District's Human Resource Guide R-110 in the selection and evaluation of the Chancellor and college presidents.

Selection of Chancellor

The hiring of a Chancellor starts with Board action authorizing the Human Resources Division to launch a search. The Board then hires an executive search firm and oversees the Chancellor selection process ([IV.C.3-1](#), [IV.C.3-2](#)). The most recent Chancellor search (2013) illustrates the process. The Board hired an executive search firm, which then convened focus group/town hall meetings at all colleges and the Educational Services Center. During these meetings, employee and student input was solicited to develop a "Chancellor's Profile" describing the desired qualities and characteristics for a new leader. The Chancellor's Profile was used to develop a job description and timeline for selection and hiring of the new Chancellor ([IV.C.3-3](#), [IV.C.3-4](#), [IV.C.3-5](#)). The Board's search committee began meeting in August 2013 and began interviewing candidates in October 2013. The Board held closed sessions related to the selection of the Chancellor from October 2013-March 2014. On March 13, 2014, the Board announced its selection of Dr. Francisco Rodriguez. Dr. Rodriguez began his tenure as LACCD Chancellor on June 1, 2014 ([IV.C.3-6](#), [IV.C.3-7](#), [IV.C.3-8](#)).

Evaluation of Chancellor

The Chancellor's contract includes a provision for an annual evaluation to be conducted by the Board of Trustees. General Counsel is the designated District entity who works with the Board during this process ([IV.C.3-9](#)). *Chancellor's Directive 122 Evaluation of the Chancellor* indicates that the Board may solicit input from various constituents, typically including the college presidents, District senior staff, the Academic Senate presidents and union representatives. It also states the Chancellor will prepare and submit a written self-evaluation, based upon his or her stated goals ([IV.C.3-10](#), [IV.C.3-11](#)). Once submitted, the Board discusses drafts of the evaluation in closed session. When their assessment is complete, the Board meets with the Chancellor and s/he is provided the final, written document. A signed copy of the Chancellor's evaluation is maintained in the Office of General Counsel ([IV.C.3-12](#)).

Selection of College Presidents

The Board shares responsibility with the Chancellor for hiring and evaluating the performance of college presidents. Board Rule 10308 specifies the selection procedures, which typically involve national searches ([IV.C.3-13](#)). Board action is required to initiate the presidential search process, directing the Chancellor to begin the process pursuant to Board Rule 10308. Recent Board actions authorizing president searches include Harbor, Southwest and Valley Colleges in June 2014, and West Los Angeles College in June 2015 ([IV.C.3-14](#), [IV.C.3-15](#)).

Per the timeline set by Board action, the Chancellor convenes a Presidential Search Committee comprised of representatives of all stakeholder groups per Board Rule 10308. After consultation with the Board and Presidential Search Committee of the applicable college, the Chancellor oversees the recruitment and advertising plan, which may include the retention of a search firm upon Board approval. The Presidential Search Committee forwards at least three unranked semifinalists to the Chancellor. After conducting interviews, the Chancellor compiles information from background and reference checks and forwards the names of the finalist(s) to the Board of Trustees for consideration. The Board holds closed Board sessions on presidential selection when interviewing candidates ([IV.C.3-16](#)).

Evaluation of College Presidents

As detailed in Chancellor's Directive 122, contracts for college presidents include a provision for an annual evaluation conducted by the Chancellor. College presidents complete an annual Presidential Self-Assessment, update their goals for the following year, and meet with the Chancellor to review both documents. In addition, presidents undergo a comprehensive evaluation at least every three years. In this process, the president's self-evaluation is supplemented by an evaluation committee, which collects input from peers and completes the Presidential Evaluation Data Collection form. The Chancellor then prepares a summary evaluation memo which is shared with the college president ([IV.C.3-9](#), [IV.C.3-17](#)).

The presidential evaluation process is used to determine salary increases, as well as recommendations to the Board on the renewal of contracts. Corrective action, if needed, can include suspension, reassignment, or resignation ([IV.C.3-18](#)).

Analysis and Evaluation

Evidence demonstrates the District meets this Standard. The Board takes its responsibility for selecting and evaluating the Chancellor very seriously, following a set selection and evaluation process. In turn, the Chancellor is responsible for selecting and evaluating those who directly report to him/her (including college presidents, general counsel, the deputy chancellor and vice chancellors). With the assistance of the Human Resources division, the Chancellor and Board have followed selection and evaluation requirements for its senior administrators.

IV.C.3 Evidence

[IV.C.3-1 HR R-110](#)

[IV.C.3-2 BOT Agenda, BT6, Chancellor search, 5/1/13](#)

[IV.C.3-3 Chancellor Profile Development Announcement, 5/9/13](#)

[IV.C.3-4 Chancellor Job Description, May 2013](#)

[IV.C.3-5 Chancellor Selection Timeline, May 2013](#)
[IV.C.3-6 Chancellor Search Announcement, 5/1/13](#)
[IV.C.3-7 Chancellor selection closed Board session agendas 2013-2014](#)
[IV.C.3-8 LA Times article, 3/13/14](#)
[IV.C.3-9 Chancellor's Directive 122](#)
[IV.C.3-10 Chancellor evaluation data collection form, 12/5/07](#)
[IV.C.3-11 Blank Chancellor evaluation form](#)
[IV.C.3-12 BOT Agendas, Chancellor evaluation closed sessions, 11/19/14-6/13/15](#)
[IV.C.3-13 Board Rule 10308](#)
[IV.C.3-14 HRD1 Board resolution, 6/25/14](#)
[IV.C.3-15 HRD1 Board resolution, 6/24/15](#)
[IV.C.3-16 BOT closed agendas president selection 5/2010-6/2015](#)
[IV.C.3-17 Performance Evaluation Process for college presidents](#)
[IV.C.3-18 BOT closed agendas president evaluations 8/2010-6/2014](#)

IV.C.4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.

Evidence of Meeting the Standard

The Board of Trustees consists of seven members elected for four-year terms by qualified voters of the school districts composing the Los Angeles Community College District (LACCD). The Board also has a Student Trustee, elected by students for a one-year term. The Student Trustee has an advisory vote on actions other than personnel-related and collective bargaining items ([IV.C.4-1](#), [IV.C.4-2](#)).

Board Rules mandate that the Board act as an independent policy-making body reflecting the public interest. Board policy states that the Board, acting through the Chancellor, or designee, monitors, supports, and opposes local, state and national legislation to “...*protect and to promote the interests of the Los Angeles Community College District.*” ([IV.C.4-3](#), [IV.C.4-4](#)). The Board independently carries out its policy-making role through four standing committees: Budget and Finance, Institutional Effectiveness and Student Success, Legislative and Public Affairs, and Facilities Master Planning and Oversight ([IV.C.4-5](#)). The Board forms additional ad hoc committees and subcommittees to investigate and address specific policy issues. They formed the following ad hoc committees during the 2014-15 year: (1) Campus Safety and Emergency Preparedness; (2) Outreach and Recruitment; (3) Environmental Stewardship; and (4) Summer Youth Employment. Two subcommittees were formed during this same period: Campus Safety and Emergency Preparedness. Previous years' ad hoc committees have included Adult Education and Workforce Development (January 2014), Contractor Debarment (November 2011) and the Personnel Commission (January 2014) ([IV.C.4-6](#)).

The Board maintains its independence as a policy-making body by studying all materials in advance of meetings, being well-informed before engaging in District business, and asking questions and requesting additional information as needed. Before each Board or committee meeting, members receive a Board Letter, detailing all pending actions, follow-up on previous requests, and information related to personnel, litigation, and other confidential matters ([IV.C.4-7](#)).

Board members engage with local communities across the District. They receive a wide range of input from community and constituent groups by holding meetings at the nine colleges in addition to the District office. This practice helps broaden Board members' perspectives on colleges' diversity and the educational quality issues affecting individual colleges. Members of the public have the opportunity to express their perspectives during the public comments section of each Board meeting, when individual agenda items are under consideration, and through direct correspondence with the Board. Such input contributes to the Board's understanding of the public interest in institutional quality and is taken into consideration during deliberations ([IV.C.4-8](#), [IV.C.4-9](#)). Additionally, members of the public can submit direct inquiries to the Board via the District website and will receive a response coordinated by the Chancellor's Office ([IV.C.4-10](#)).

The Board's role in protecting and promoting the interests of the LACCD is clearly articulated in Board Rules. The Board has historically defended and protected the institution from undue influence or political pressure. For example, the Board heard from numerous constituents who spoke against the Van de Kamp Innovation Center and the discontinuance of LA Pierce College's Farm contractor during public agenda requests at Board meetings. The Board follows Board Rules in considering these issues, then makes independent decisions based on the best interest of the institution, educational quality, and its students ([IV.C.4-11](#), [IV.C.4-12](#)).

The Board engages in advocacy efforts on behalf of the District in particular, and community colleges in general, through its legislative advocates in Sacramento and in Washington, DC. Annually, the Board sets its policy and legislative priorities in consultation with the Chancellor, their State legislative consultant, McCallum Group Inc., and federal lobbyist firm, Holland and Knight. The Board regularly discusses and takes action, either in support of or against, state and federal legislation with the potential to affect the District and its students ([IV.C.4-13](#), [IV.C.4-14](#), [IV.C.4-15](#)).

Analysis and Evaluation

Evidence demonstrates the District meets this Standard. Board members work together collaboratively to advocate for and defend the interests of the District. Public input on the quality of education and college operations is facilitated through open session comments at Board meetings, and through the Board's consistent adherence to open meeting laws and principles. The LACCD service area is extremely dense and politically diverse, and members of the public advocate strongly for their respective interests. Regardless, through the years, the Board of Trustees has remained focused on its role as an independent policy-making body and diligently supports the interests of the colleges and District in the face of external pressure.

IV.C.4. Evidence

[IV.C.4-1 Board Rule 2101-2102](#)

[IV.C.4-2 Board Rule 21001.13](#)

[IV.C.4-3 Board Rule 2300](#)

[IV.C.4-4 Board Rule 1200-1201](#)

[IV.C.4-5 Board Rule 2605.11](#)

[IV.C.4-6 BOT Ad Hoc Committees, 8/4/15](#)

[IV.C.4-7 Board letters, 2013-2015](#)

[IV.C.4-8 BOT minutes, public agenda speakers, 2015](#)

[IV.C.4-9 BOT minutes, educational quality speakers, 2015](#)

[IV.C.4-10 Screenshot of Public Inquiry Email to Board President](#)

[IV.C.4-11 Board Rule 3002-3003.30](#)

[IV.C.4-12 BOT minutes, VKC and Farm, 10/15/11 and 4/29/15](#)

[IV.C.4-13 Legislative and Public Affairs Committee, Board Legislative Priorities for 2015, 11/19/14](#)

[IV.C.4-14 BOT agendas, Legislative advocacy, 2015](#)

[IV.C.4-15 BOT minutes, 2015-16 Federal Legislative Priorities, 8/19/15](#)

IV.C.5. The governing board establishes policies consistent with the district mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

The Board sets and updates policies consistent with the District's mission, and monitors their implementation to ensure the quality, integrity, and improvement of student learning programs and services. Recent Board actions include revising and strengthening rules governing academic probation and disqualification (BR 8200); graduation, General Education and IGETC/CSU requirements (BR 6200); and academic standards, grading and grade symbols (BR 6700). Active faculty participation through the District Academic Senate provides the Board with professional expertise in the area of academic quality.

Educational Quality, Integrity and Improvement

The Board's policies regarding educational programs and academic standards help ensure that the mission of the Los Angeles Community College District (LACCD) is realized in providing "...our students [with] an excellent education that prepares them to transfer to four-year institutions, successfully complete workforce development programs designed to meet local and statewide needs, and pursue opportunities for lifelong learning and civic engagement" (IV.C.5-1, IV.C.5-2). Chapter VI of LACCD Board Rules (Instruction, Articles I-VIII), establishes academic standards, sets policies for graduation, curriculum development and approval, and sets criteria for Program Review, viability, and termination. Regulations governing educational programs are implemented as detailed in Section IV of LACCD Administrative Regulations ("E-Regs") (see Standard IV.C.1) (IV.C.5-3).

The Board's Institutional Effectiveness and Student Success (IESS) Committee "...fulfills an advisory, monitoring and coordinating role regarding accreditation, planning, student success and curriculum matters. The committee's responsibilities include the coordination of accreditation activities, oversight of District-wide planning processes and all issues affecting student success, academic policies and programmatic changes. Its specific charge is to: 1) Review and approve a coordinated timeline for institutional effectiveness and accreditation planning processes throughout the District; 2) Review and provide feedback on indicators of institutional effectiveness so that common elements, themes, and terms can be identified, reviewed and agreed upon; 3) Monitor college compliance with the Standards of Accreditation of the Association of Community Colleges and Junior Colleges; 4) Monitor existing planning and evaluation practices relative to student completion initiatives; and 5) Facilitate the review, update and revision of the long-range strategic plan and goals every five years; and 6) Discuss potential new or revised curricular programs and services within the District, and encourage the development of new programs and services as may be appropriate" (IV.C.5-4). The IESS Committee reviews, provides

feedback on, and approves reports containing institutional effectiveness and student success indicators. For example, this Committee reviews colleges' Student Equity Plans, Strategic Plans, and mission statements. Board members are actively engaged in asking for clarification on college reports, presentations, and plans to better their understanding and support of the colleges (see Standard IV.C.8) ([IV.C.5-5](#)).

Ensuring Resources

The Board ensures colleges have the necessary resources to deliver quality student learning programs and services. Board support is evidenced in budget policies, the budget development calendar, and the tentative and final budgets, which are reviewed and approved after substantial discussion. Allocation formulas are implemented to ensure appropriate distribution of funds are made that are consistent with the District's and colleges' mission to support the integrity, quality and improvement of student learning programs and services (see Standard III.D.11) ([IV.C.5-6](#), [IV.C.5-7](#), [IV.C.5-8](#), [IV.C.5-9](#)).

The Board's Legislative and Public Affairs Committee monitors legislative initiatives and pending legislation which may affect the District, and advocates for policies which will have a positive impact. The Chancellor and Board members meet regularly with state lawmakers and educational leaders to promote legislation and other initiatives intended to improve student access and secure funding for community colleges and specific programs ([IV.C.5-10](#)).

Financial Integrity and Stability

The Board is responsible for the financial integrity and stability of the District. The Budget and Finance Committee (BFC) is a standing committee of the Board whose charge is to review and recommend action on fiscal matters prior to full Board approval. As articulated in Chapter II, Article IV, 2605.11.c, the Committee recommends action on the tentative and full budget; general, internal and financial audits; quarterly financial reports, and bond financing (see Standard III.D.5) ([IV.C.5-4](#)). The BFC monitors the financial stability of each college and reviews annual District financial reports as required by Board Rule 7608. The Committee critically reviews and approves monthly enrollment and FTES reports which involve members asking college presidents to elaborate on fiscal fluctuations and enrollment trends. The Committee also sets annual goals that are consistent with their role and mission to maintain financial stability for the District ([IV.C.5-11](#), [IV.C.5-12](#), [IV.C.5-13](#)).

Board policy mandates a 10% District reserve. Use of contingency reserves is only authorized upon recommendation of the Chancellor, the Chief Financial Officer (CFO) and the District Budget Committee, and requires a super-majority vote by the full Board ([IV.C.5-14](#), [IV.C.5-15](#)).

The Board approved Fiscal Accountability policies in October 2013. These policies hold each college, and college president, responsible for maintaining fiscal stability. Board members evaluate and authorize college's requests for financial assistance for fiscal sustainability ([IV.C.5-16](#), [IV.C.5-17](#)).

The Board's Facilities Master Planning and Oversight Committee (FMPOC) oversees the Bond Construction Program. Based on recommendations made in 2012 by both an independent review panel and the ACCJC, the Board embarked on a wide range of activities to strengthen fiscal control of the Program. These actions were subsequently determined by the Commission to have resolved the issues identified in its February 7, 2014 letter to the District ([IV.C.5-18](#)).

Legal Matters

The Board is apprised of, and assumes responsibility for, all legal matters associated with the operation of the nine campuses and the Educational Services Center. The Board closely monitors legal issues that arise in the District, reviewing them in closed session, and approving decisions during open session as required by law. The District's Office of General Counsel provides legal counsel to the Board and ensures the District is in compliance with local, state, and federal regulations ([IV.C.5-19](#), [IV.C.5-20](#)).

Analysis and Evaluation

Evidence demonstrates the District meets this Standard. As documented above, the standing policies and practice of the Board of Trustees demonstrates that they assume the ultimate responsibility for policies and decisions affecting educational quality, legal matters, and financial integrity and stability of the Los Angeles Community College District. The Board holds college presidents and the Chancellor, publicly accountable for meeting quality assurance standards associated with their educational and strategic planning efforts.

IV.C.5. Evidence

[IV.C.5-1 Board Rule 2300-2303.16 and 2305](#)

[IV.C.5-2 Board Rule 1200](#)

[IV.C.5-3 BR Ch. VI, Articles I-VIII, Instruction](#)

[IV.C.5-4 Board Rule 2605.11](#)

[IV.C.5-5 Board Rule 2314](#)

[IV.C.5-6 Board Rule 2036 and 7600-7606](#)

[IV.C.5-7 LACCD Budget Development Calendar](#)

[IV.C.5-8 2015-2016 Final Budget](#)

[IV.C.5-9 District Budget Allocation Mechanism amendment, 6/3/12](#)

[IV.C.5-10 LPA minutes, July 2014-June 2015](#)

[IV.C.5-11 Board Rule 7608](#)

[IV.C.5-12 BFC minutes, Quarterly reports, 11/2014-5/2015](#)

[IV.C.5-13 BFC agendas, 2014-15](#)

[IV.C.5-14 2015-2016 Final Budget, Appendix F, Reserve policy, p. 3](#)

[IV.C.5-15 BOT Agendas approval of contingency reserves, 7/9/14 and 8/5/15](#)

[IV.C.5-16 BOT agenda BF2, 10/9/13](#)

[IV.C.5-17 BFC minutes 6/11/14, 2/11/15 and 9/6/15 and BOT agenda, 8/5/15 regarding college financial requests](#)

[IV.C.5-18 ACCJC letter, 2/7/14](#)

[IV.C.5-19 BOT closed session agenda on legal issues](#)

[IV.C.5-20 Board Rule 4001](#)

IV.C.6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

Chapter VI of Los Angeles Community College District (LACCD) Board Rules delineates all structural and operational matters pertaining to the Board of Trustees. Board Rules are published electronically on the District website. The Office of General Counsel also maintains, and makes available to the public, paper (hard) copies of all Board Rules and Administrative Regulations. Board Rules are routinely reviewed and updated.

Board membership, elections, mandatory orientation and annual retreats, and duties and responsibilities of the governing board are defined in Chapter II of the LACCD Board Rules ([IV.C.6-1](#), [IV.C.6-2](#), [IV.C.6-3](#)).

- Article I – Membership – includes membership, elections, term of office, procedure to fill vacancies, orientation, compensation and absence of both Board members and the Student Trustee.
- Article II – Officers – delineates the office of president, vice president, president pro tem, and secretary of the Board.
- Article III – Duties of the Board of Trustees - includes powers, values, expectation of ethical conduct and sanctions for failure to adhere thereby; governance, self-evaluation, disposition of District budget, calendar, monuments and donations; acceptance of funds; equity plans, and conferral of degrees.
- Article IV – Meetings – Regular, closed session and annual meetings; order of business, votes, agendas and public inquiries; number of votes required by type of action, and processes to change or suspend Board Rules.
- Article V – Communications to the Board – written and oral communications; public agenda speakers; expectations of behavior at Board meetings and sanctions for violation thereof;
- Article VI – Committees of the Board of Trustees – delineates standing, ad hoc, citizens advisory and student affairs committees.
- Article VII – Use of Flags - provisions thereof.
- Article VIII – Naming of College Facilities – provisions to name or re-name new or existing facilities.
- Article IX – General Provisions – including travel on Board business; job candidate travel expenses, and approval of Board Rules and Administrative Regulations.
- Article X – Student Trustee Election Procedures – including qualifications, term of office, election, replacement and other authorizations.

Analysis and Evaluation

Evidence demonstrates that the District meets this Standard. The Board publishes bylaws and policies which are publically available, both electronically and on paper. These policies are routinely reviewed and updated by the Office of General Counsel under the supervision of the Chancellor and the Board.

IV.C.6. Evidence

[IV.C.6-1 Screenshot of Board Rules online](#)

[IV.C.6-2 Board Rule 2100-2902](#)

[IV.C.6-3 Board Rule 21000-21010](#)

IV.C.7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

The Board of Trustees is aware of, and operates in a manner consistent with, its policies and bylaws. The Board is actively engaged in regularly assessing and revising its policies and bylaws for their effectiveness in fulfilling the colleges' and District's mission and commitment to educational quality, institutional effectiveness, and student success.

In accordance with Board Rules, the Board meets regularly during the academic year. Closed sessions, special, emergency, and annual meetings are held in accordance with related Education and Governance Codes ([IV.C.7-1](#), [IV.C.7-2](#)). As stipulated by Board Rule, the Board conducts an annual orientation and training for new members; an annual self-assessment and goal-setting retreat, and an annual review of the Chancellor. Board goals are reviewed and updated annually during the Board's annual retreat ([IV.C.7-3](#)).

The Board of Trustees is responsible for the adoption, amendment or repeal of Board Rules in accordance with Board Rule 2418. The process for adoption, or revision, of Board Rules and the Administrative Regulations which support them is outlined in Chancellor's Directive 70. As the Board's designee, the Chancellor issues Administrative Regulations. The District adopts other procedures, such as its Business Procedures Manual and Chancellor's Directives, to establish consistent and effective standards ([IV.C.7-4](#), [IV.C.7-5](#)).

The Chancellor, as the Board's designee, assigns rules and regulations by subject area to members of his/her executive team for the triennial review. Administrative Regulations stipulate the process for the cyclical review of all policies and regulations. Regulations are coded by a letter prefix which corresponds to the administrative area and "business owner," e.g., Educational Regulations ("E-Regs") and Student Regulations ("S-Regs") are under the purview of the Educational Programs and Institutional Effectiveness division ([IV.C.7-6](#), [IV.C.7-7](#), [IV.C.7-8](#)).

Under the guidance of the Chancellor, the Office of General Counsel (OGC) conducts periodic reviews of Board Rules and Administrative Regulations and maintains master review records. The OGC monitors changes to Title 5 as well as State and federal law, and proposes revisions as needed. Changes to Administrative Regulations are prepared by the "business owner," then consulted per Chancellor's Directive 70. Formal documentation of the revision is submitted to OGC and subsequently posted on the District website ([IV.C.7-9](#), [IV.C.7-10](#)).

During the 2014-15 academic year, the Educational Programs and Institutional Effectiveness (EPIE) division reviewed and updated twenty-eight Educational Services regulations ([IV.C.7-11](#)). As noted

above, designated ESC administrative areas bring proposed Board Rule revisions for review and comment to key District-level councils, committees and stakeholders prior to being noticed on the Board agenda. Board members themselves, or individuals who were not part of the consultation process, have the opportunity to comment or request more information before the rule is finalized. Approved changes are posted on the District website ([IV.C.7-12](#)).

Analysis and Evaluation

Evidence demonstrates the District meets this Standard. Trustees act in accordance with established policies. Board meeting minutes and agendas provide clear evidence of the Board acting in a manner consistent with policies and bylaws. Board rules and administrative regulations are subject to regular review and revision by both District administrative staff and the Office of General Counsel, and are fully vetted through the consultation process. The District recently subscribed to the Community College League of California's (CCLC) Board Policy and Administrative Procedure Service. The receipt of CCLC notifications on State regulation and policy changes will further strengthen the District's regular update of Board policies and procedures.

IV.C.7. Evidence

[IV.C.7-1 Board Rule 2400-2400.13](#)

[IV.C.7-2 Board Rule 2402-2404](#)

[IV.C.7-3 BOT agenda 6/13/15 and 6/18/15](#)

[IV.C.7-4 Chancellor's Directive 70](#)

[IV.C.7-5 Board Rule 2418](#)

[IV.C.7-6 Administrative Regulation C-12](#)

[IV.C.7-7 Board Rule Review Schedule 2015](#)

[IV.C.7-8 Administrative Regs Review Schedule 2015](#)

[IV.C.7-9 Admin Reg Rev Form Template](#)

[IV.C.7-10 E-97 review and comment](#)

[IV.C.7-11 E-110 Confirmed Review, 4/22/15](#)

[IV.C.7-12 Board Rule 6700 consultation memo and BOT Agenda notice, 5/5/15](#)

IV.C.8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

At set intervals throughout the year, the Board of Trustees reviews, discusses and accepts reports which address the quality of student learning and achievement. The primary, but by no means only, mechanism for such inquiry is the Board's Institutional Effectiveness and Student Success Committee (IESS). The IESS "*fulfills an advisory, monitoring and coordinating role regarding accreditation, planning, student success and curriculum matters*" and fulfills its charge to "*review and provide feedback on indicators of institutional effectiveness so that common elements, themes, and terms can be identified, reviewed and agreed upon.*" Committee reports are received on behalf of the full Board, and the Committee has the authority to request revisions or further information before recommending items to the entire Board for approval ([IV.C.8-1](#)).

The Board reviews and approves colleges' academic quality and institutional plans annually. The Board also participates in an annual review and analysis of the State's Student Success Scorecard, which reports major indicators of student achievement. It reviews and approves colleges' Educational and Strategic Master Plans every five years, or sooner if requested by the college. At its recent retreat, the Board reviewed national and District student completion data for the past six years. The Board discussed factors that may contribute to low completion rates and possible goals focusing on improving students' completion rates across the District ([IV.C.8-2](#), [IV.C.8-3](#), [IV.C.8-4](#), [IV.C.8-5](#), [IV.C.8-6](#), [IV.C.8-7](#), [IV.C.8-8](#), [IV.C.8-9](#), [IV.C.8-10](#), [IV.C.8-11](#), [IV.C.8-12](#), [IV.C.8-13](#), [IV.C.8-14](#), [IV.C.8-15](#), [IV.C.8-16](#)).

The Board has taken a special interest in the performance of underprepared students. In June 2014, the IESS requested a presentation on the success rates and challenges faced by underprepared students districtwide. In addition, the Board was updated on the number of basic skills offerings relative to the number of underprepared students by college. In response, the Board urged that more basic skills sections be offered to support the success of these students. ([IV.C.8-17](#), [IV.C.8-11](#))

The Board annually reviews student awards and transfers to four-year colleges and universities ([IV.C.8-18](#), [IV.C.8-19](#), [IV.C.8-20](#)). The Board also reviews students' perspectives on learning outcomes and key indicators of student learning as a part of the District's biennial Student Survey. The Survey provides an opportunity for students to share their educational experiences and provide feedback to colleges and the District ([IV.C.8-21](#), [IV.C.8-22](#)).

In Spring 2015, the Board reviewed and approved college and District-level goals for four State-mandated Institutional Effectiveness Partnership Initiative (IEPI) indicator standards on successful course completion, accreditation status, fund balances, and audit status ([IV.C.8-23](#)). During the approval process, accreditation reports are reviewed, especially with regard to college plans for improvement of student learning outcomes ([IV.C.8-24](#), [IV.C.8-25](#), [IV.C.8-13](#)).

Analysis and Evaluation

Evidence demonstrates the District meets this Standard. The Board is regularly informed of key indicators of student learning and achievement, both as a whole and through its Institutional Effectiveness and Student Success Committee. Board agendas and minutes provide evidence of regular review, discussion and input regarding student success and plans for improving academic quality. The Board's level of engagement, along with knowledge about student learning and achievement, has continued to grow over the years. Board members ask insightful questions and expect honest and thorough responses from the colleges. The Board sets clear expectations for improvement of student learning outcomes.

IV.C.8. Evidence

[IV.C.8-1 Board Rule 2605.11](#)

[IV.C.8-2 IESS minutes and PPT 6/24/15](#)

[IV.C.8-3 IESS agenda 12/17/14](#)

[IV.C.8-4 IESS minutes 11/19/14](#)

[IV.C.8-5 IESS minutes 9/17/14](#)

[IV.C.8-6 IESS minutes 1/29/14](#)

[IV.C.8-7 IESS minutes 12/4/13](#)

[IV.C.8-8 IESS minutes 11/20/13](#)
[IV.C.8-9 BOT agenda and PPT 9/2/15](#)
[IV.C.8-10 BOT agenda and DAS Board meeting notes 8/19/15](#)
[IV.C.8-11 BOT agenda and PPT 5/13/15](#)
[IV.C.8-12 BOT agenda 4/15/15](#)
[IV.C.8-13 BOT agenda 3/11/15](#)
[IV.C.8-14 BOT agenda 1/28/15](#)
[IV.C.8-15 BOT minutes 8/20/14](#)
[IV.C.8-16 BOT agenda, CH1, 2/26/14](#)
[IV.C.8-17 IESS Agenda and Underprepared Students PPT, 6/11/14](#)
[IV.C.8-18 IESS minutes 3/26/14](#)
[IV.C.8-19 District certificate report and degree reports, 3/26/14](#)
[IV.C.8-20 Certificates Attached to Degrees, Summary by College, 4/29/14](#)
[IV.C.8-21 2014 Student Survey Question 25 and results](#)
[IV.C.8-22 IESS minutes & Student Survey results PPT, 5/27/15](#)
[IV.C.8-23 BOT agenda and PPT, 6/10/15](#)
[IV.C.8-24 BOT minutes 3/28/13](#)
[IV.C.8-25 IESS minutes 9/25/13](#)

IV.C.9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

The District has a clear process for orienting Board members, which includes an overview of District operations, a review of ethical rules and responsibilities, a briefing on compliance with the Ralph M. Brown and Fair Political Practices acts, a review of the roles of auxiliary organizations and employee organizations, and a discussion about preparing for, and conduct during, Board meetings. The Chancellor, in consultation with the president of the Board, facilitates an annual Board retreat, and schedules regular educational presentations to the Board throughout the year.

Board Development

The Board has had a formal orientation policy since 2007. There are also long-standing procedures for the orientation of the Student Trustee. All new Board members are oriented before taking office. Most recently, orientation sessions for new members who began their terms on July 1, 2015 were conducted in June 2015 ([IV.C.9-1](#), [IV.C.9-2](#)). Board member orientation also includes an overview of the functions and responsibilities of divisions in the District office. Presentations on accreditation, conflict of interest policy, and California public meeting requirements (Brown Act) are also included in the orientation ([IV.C.9-3](#), [IV.C.9-4](#)).

A comprehensive and ongoing Board development program was implemented in 2010. Topics include Trustee roles and responsibilities; policy setting; ethical conduct; accreditation, and developing Board goals and objectives ([IV.C.9-5](#), [I.V.C.9-6](#), [IV.C.9-7](#), [IV.C.9-8](#), [IV.C.9-9](#), [IV.C.9-10](#), [IV.C.9-11](#), [IV.C.9-12](#), [IV.C.9-13](#), [IV.C.9-14](#)).

In affirmation of their commitment to principles developed during their retreats, the Board revised their Rules to include a statement that Board members should work with the Chancellor to obtain information from staff, and avoid involvement in operational matters. Board Rules were further revised to facilitate member training, conference attendance, and educational development ([IV.C.9-15](#)).

Trustees are encouraged to expand their knowledge of community college issues, operations, and interests by participating in Community College League of California (CCLC) statewide meetings and other relevant conferences. Trustees also complete the online ACCJC Accreditation Basics training, with new Trustees completing this training within three months after taking office (see Standard IV.C.11) ([IV.C.9-16](#), [IV.C.9-17](#)).

Continuity of Board Membership

Board Rule Chapter II, Article 1, Section 2103 specifies the process the Board will follow in filling a vacancy which occurs between elections. The procedure ensures continuity of Board membership, as demonstrated. The Board followed the process when it appointed Angela Reddock (2007) to complete Trustee Waxman's term, who resigned to accept a position outside of the District. The Board again followed this process when it appointed Miguel Santiago (2008) to fill the unexpired term of Trustee Warren Furutani, who was elected to another office. More recently, when Trustee Santiago was elected to the State Assembly, the Board determined not to fill his unexpired term, as the length of time between his departure (December 2014) and the next election (March 2015) was allowed by law. The Board subsequently voted to appoint the individual elected to fill the vacant seat, Mike Fong, for the period remaining in the unexpired term (March 2015 to June 2015) ([IV.C.9-18](#), [IV.C.9-19](#), [IV.C.9-20](#)).

Trustee elections are held on a staggered basis, with members serving four-year terms. An election is held every two years to fill either three or four seats. Three new Board members were elected in March 2015 with terms beginning July 1, 2015. A districtwide student election is held annually to select a student member, who has an advisory vote, in accordance with Board Rule Chapter II Article X ([IV.C.9-20](#), [IV.C.9-21](#)).

Analysis and Evaluation

Evidence demonstrates the District meets this Standard. The Board has a robust and consistent program of orientation as well as ongoing development and self-evaluation. Board members have demonstrated a commitment to fulfilling their policy and oversight role, and a responsibility for ensuring educational quality. The Board had followed policy in ensuring continuity of Board membership when vacancies have occurred. The staggering of Board elections has provided consistency in recent years and incumbents are frequently re-elected to their positions, providing continuity of governance.

IV.C.9. Evidence

[IV.C.9-1 Board Rule 2105](#)

[IV.C.9-2 Student trustee orientation procedures](#)

[IV.C.9-3 BOT orientation agenda and packet, 6/4/15](#)

[IV.C.9-4 BOT orientation agenda and packet, 6/18/15](#)

[IV.C.9-5 BOT Agenda, minutes & handouts from 1/20/10](#)

[IV.C.9-6 BOT Agenda and minutes, 12/10/10-12/11/10](#)

[IV.C.9-7 BOT Agenda, minutes & handouts from 8/25/11-8/26/11](#)

[IV.C.9-8 BOT Agenda, minutes & handouts from 4/19/12](#)
[IV.C.9-9 BOT Agenda and minutes, 9/24/12](#)
[IV.C.9-10 BOT Agenda and minutes, 11/13/12](#)
[IV.C.9-11 BOT minutes and Action Improvement Plan, 3/19/13](#)
[IV.C.9-12 BOT minutes & handouts, 10/22/13](#)
[IV.C.9-13 BOT agenda, minutes & handouts, 8/23/14](#)
[IV.C.9-14 BOT Agenda, minutes & handouts from 12/10/14](#)
[IV.C.9-15 Board Rule 2300.10-2300.11](#)
[IV.C.9-16 BOT agenda and minutes, 11/19/14 and 5/13/15](#)
[IV.C.9-17 BOT ACCJC training certificates, 2012](#)
[IV.C.9-18 Board Rule 2103](#)
[IV.C.9-19 BOT Minutes 4/11/07](#)
[IV.C.9-20 BOT Agenda 3/11/15](#)
[IV.C.9-21 Board Rule 2102](#)
[IV.C.9-22 Board Rule 21000](#)

IV.C.10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

The Board of Trustees consistently adheres to its self-evaluation policies. Board members routinely assess their practices, performance, and effectiveness in promoting and sustaining academic quality and institutional effectiveness. The Board’s self-evaluation informs their goals, plans and training for the upcoming year.

In 2007 the Board adopted Board Rule 2301.10, which requires the Board to assess its performance the preceding year, and establish annual goals, and report the results during a public session. Since then, the Board has regularly conducted an annual self-evaluation of its effectiveness in promoting and sustaining academic quality and institutional effectiveness, as well as setting goals which are in alignment with the District Strategic Plan ([IV.C.10-1](#)).

The Board has regularly sought specialized expertise in conducting their self-evaluation. For the past two years, the Board contracted with Dr. Jose Leyba to assist in ensuring a comprehensive and consistent self-evaluation process, in alignment with Accreditation Standards. ([IV.C.10-2](#)). In May 2015, the Board conducted a leadership and planning session where they reviewed their plans for self-evaluation, along with Accreditation Standards on Board leadership and governance, their previous (2014) self-assessment, and their proposed 2015 self-assessment instrument ([IV.C.10-3](#), [IV.C.10-4](#)). Also in May 2015, Board members completed individual interviews with the consultant, where they candidly assessed the Board’s effectiveness. The Board’s interview questions were adapted from the Community College League of California’s publication, “Assessing Board Effectiveness” ([IV.C.10-5](#)).

The Board conducted a facilitated self-evaluation at their June 2015 meeting. Topics included a summary of the Board’s individual interviews, along with a self-assessment of their internal practices

and effectiveness in promoting academic quality and institutional effectiveness. The Board also reviewed their progress in light of their 2014-2015 priorities and attainment of their 2013-2014 goals. Their individual self-assessments, group assessment, and data informed their plans for Board improvement and strategic initiatives and goals for 2015-2016 which included a focus on academic quality and institutional effectiveness ([IV.C.10-6](#)).

The Board conducted a similar self-evaluation process with Dr. Leyba in 2014. Members evaluated their participation in Board training, their role in accreditation, adherence to their policy-making role, and received training on accreditation process and delegation of policy implementation to the CEO/Chancellor. The Board has used qualified consultants in prior years to facilitate their self-evaluation, ensuring that they meet the requirements of the Board Rule and this standard ([IV.C.10-7](#), [IV.C.10-8](#), [IV.C.10-9](#), [IV.C.10-10](#), [IV.C.10-11](#), [IV.C.10-12](#)).

Analysis and Evaluation

Evidence demonstrates the District meets this Standard. The Board's self-evaluation process has facilitated a focus on appropriate roles and responsibilities in the policy-making and accreditation activities of the District; and in helping promote and sustain educational quality, institutional effectiveness, and student success. All Board members regularly participate in training, orientation, goal-setting, and self-evaluation activities, which increased their knowledge of appropriate engagement in policy-making and oversight of student success and educational quality outcomes. The Board and Chancellor are committed to continuously improve the Board's self-evaluation process to ensure the District achieves better outcomes in promoting and sustaining academic quality, institutional effectiveness, and student success.

IV.C.10. Evidence

[IV.C.10-1 Board Rule 2301.10](#)

[IV.C.10-2 |Jose Leyba bio](#)

[IV.C.10-3 BOT agenda and minutes, 5/13/15](#)

[IV.C.10-4 BOT Self-Evaluation 2015 Plan of Action, 5/13/15](#)

[IV.C.10-5 BOT 2015 Self-Assessment Tool](#)

[IV.C.10-6 BOT agenda and minutes, handouts & PPT, 6/13/15](#)

[IV.C.10-7 BOT minutes and handouts, 3/13/14](#)

[IV.C.10-8 BOT minutes, 2/6/13 and 3/19/13](#)

[IV.C.10-9 BOT Evaluation Comparison Summary Report 2012-2013, 2/2013](#)

[IV.C.10-10 BOT Actionable Improvement Plan, 3/19/13](#)

[IV.C.10-11 BOT agenda and minutes, 2/21/12](#)

[IV.C.10-12 BOT agenda, minutes and handouts, 1/20/10](#)

IV.C.11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

Evidence of Meeting the Standard

The Los Angeles Community College District (LACCD) has clear policies and procedures which govern conflict of interest for Board members as well as employees. Board Rule 14000 spells out the Conflict of Interest Code for the District and the Board. Board members receive an initial orientation before taking office, updates throughout the year, and file a yearly conflict of interest statement ([IV.C.11-1](#)).

Board rules articulate a Statement of Ethical Values and Code of Ethical Conduct, along with procedures for sanctioning board members who violate District rules and regulations and State or federal law ([IV.C.11-2](#)). Trustees receive certificates from the California Fair Political Practices Commission for conflict of interest training they complete every two years. Incoming Trustees are also trained on the District's conflict of interest policy during orientation sessions (see Standard IV.C.9) ([IV.C.11-3](#), [IV.C.11-4](#)).

The LACCD's electronic conflict of interest form (California Form 700, Statement of Economic Interests), ensures that there are no conflicts of interest on the Board. The District's General Counsel is the lead entity responsible for ensuring Trustees complete forms as required. Completed conflict of interest forms are available to any member of the public during normal business hours of the Educational Services Center ([IV.C.11-5](#)). Board members follow the code of ethics and conflict of interest policy by recusing themselves from Board discussion or abstaining from a Board vote where they have a documented conflict ([IV.C.11-6](#)).

Analysis and Evaluation

Evidence demonstrates the District meets this Standard. The Board has a clearly articulated code of ethics and processes for sanctioning behavior that violates that code. Board members are required to electronically file conflict of interest forms, which remain on file in the Office of General Counsel. Board members are fully aware of their responsibilities and, to date, there have been no reported instances of violation by any Trustee or any sanctions discussed or imposed. A majority of the Board members have no employment, family ownership, or other personal financial interest in the institution.

IV.C.11. Evidence

[IV.C.11-1 Board Rule 14000](#)

[IV.C.11-2 Board Rule 2300.10 – 2300.11](#)

[IV.C.11-3 Trustee Ethics Certificates, 2013](#)

[IV.C.11-4 Trustee Ethics Certificates, 2015](#)

[IV.C.11-5 Trustees Form 700](#)

[IV.C.11-6 BOT minutes 12/13/14](#)

IV.C.12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

The Board of Trustees delegates full authority to the Chancellor, who in turn, has responsibility for oversight of District operations and the autonomy to make decisions without interference. Per Board rule, Trustees specifically agree to participate in the development of District policy and strategies, while respecting the delegation of authority to the Chancellor and Presidents to administer the institution. Trustees pledge to avoid involvement in day-to-day operations.

The Board “*authorizes the Chancellor to adopt and implement administrative regulations when he/she finds regulations are necessary to implement existing Board Rules and/or a particular policy is needed which does not require specific Board authorization*” ([IV.C.12-1](#)). The Board delegates full responsibility to the Chancellor and recognizes “*that the Chancellor is the Trustees’ sole employee; [pledging] to work with the Chancellor in gathering any information from staff directly that is not contained in the public record*” ([IV.C.12-2](#)). The Board’s delegation of full responsibility and authority to the Chancellor to implement and administer Board policies without Board interference is also evident in the Functional Area maps for the Board and for the Chancellor. The Board and Chancellor review their respective Functional Area maps on a regular basis, and update them as needed ([IV.C.12-3](#), [IV.C.12-4](#)).

To avoid any perception of interference, Board member inquiries are referred to the Chancellor and his designees for response. The Board office documents information requests in a memo to the Deputy Chancellor’s Office, which in turn, enters it into a tracking system. Responses are then provided to all Trustees via the Board letter packet sent one week prior to each Board meeting ([IV.C.12-5](#), [IV.C.12-6](#)).

In accordance with Chancellor’s Directive 122, the Board holds the Chancellor accountable for District operations through his/her job description, performance goals, and annual evaluation (see Standard IV.C.3). The Board works with the Chancellor in setting annual performance goals guided by his/her job description and the District Strategic Plan. Chancellor evaluations have been conducted in accordance with District policies (see Standard IV.C.3) ([IV.C.12-7](#), [IV.C.12-8](#), [IV.C.12-9](#)).

Analysis and Evaluation

Evidence demonstrates the District meets this Standard. In 2012, the Accrediting Commission for Community and Junior Colleges recommended that Trustees improve their understanding of their policy role and the importance of following official channels of communication through the Chancellor. The Board then commenced a series of trainings (see Standard IV.C.9). In Spring 2013, after a follow-up visit to three Los Angeles Community College District colleges, the visiting team found the District to have fully addressed the recommendation, stating “*...the Board of Trustees has provided clear evidence to show its commitment to ensuring that Board members understand their role as policy makers [and]...the importance of using official channels of communication through the Chancellor or assigned designee*” ([IV.C.12-10](#)).

The Chancellor and his executive team continue to support the training and focus of the Board on its policy-making role. The Board adheres to existing policies when evaluating the performance of the Chancellor and appropriately holds him, as their sole employee, accountable for all District operations. These practices have effectively empowered the Chancellor to manage the operations of the District and provide a structure by which the Board holds the Chancellor accountable.

IV.C.12. Evidence

[IV.C.12-1 Board Rule 2902](#)

[IV.C.12-2 Board Rule 2300.10](#)

[IV.C.12-3 Board Functional Area map 2015](#)

[IV.C.12-4 Chancellor Functional Area map 2015](#)

[IV.C.12-5 BOT Info Request Tracking Document](#)

[IV.C.12-6 Board letter 5/27/15](#)

[IV.C.12-7 Chancellor's Job Description, May 2013](#)

[IV.C.12-8 Chancellor's Directive 122](#)

[IV.C.12-9 BOT closed agendas chancellor evaluation 11/2014-6/2015](#)

[IV.C.12-10 Spring 2013 Evaluation Team Report and June 2013 ACCJC letter](#)

IV.C.13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

The Los Angeles Community College District (LACCD) Board of Trustees has a strong, and ongoing, focus on accreditation. All Board members are made aware of Eligibility Requirements and Accreditation Standards, processes, and requirements. The Board takes an active role in reviewing colleges' accreditation reports and policy-making to support colleges' efforts to improve and excel.

To ensure that Board members are knowledgeable about the Eligibility Requirements, Commission policies, and all aspects of accreditation, Trustees receive annual training on accreditation, which includes a review of the Accrediting Commission for Community and Junior College's (ACCJC) publication [Guide to Accreditation for Governing Boards](#), their role and responsibilities therein, and presentation on the accreditation status for each of the nine colleges. All Board members complete the ACCJC's online [Accreditation Basics](#) training within three months of entering office (see Standard IV.C.9) ([IV.C.13-1](#), [IV.C.13-2](#), [IV.C.13-3](#)).

The Board has had a consistent focus on accreditation. The Board supports through policy the colleges' efforts to improve and excel. The Board created an Ad Hoc Committee on Accreditation in December 2013 in acknowledgement of the Board's goal to have all colleges gain full reaffirmation of accreditation ([IV.C.13-4](#)). In order to engage and support faculty, staff and students at colleges undergoing accreditation, the Ad Hoc Committee on Accreditation visited Mission, Valley and Southwest colleges to meet with their accreditation teams and campus leadership to review and discuss their accreditation status and reporting activities in early 2014. In Fall 2014, the duties of the Ad Hoc

Committee were formally incorporated into the charge of the Board's Institutional Effectiveness and Student Success (IESS) Committee ([IV.C.13-5](#)).

During the 2014-2015 academic year, the IESS Committee held special committee meetings at the four colleges that were preparing Follow-Up or Midterm Reports. The IESS committee met with each college's accreditation team, received a formal presentation on their accreditation report, and discussed accreditation-related issues. This committee has decided to utilize this same process for their review and approval of all colleges' Institutional Self Evaluation Reports in the Fall 2015 semester ([IV.C.13-6](#)).

The Board's focus on accreditation is evident as it is a standing agenda item for the IESS Committee. Formal presentations and updates on colleges' accreditation status and accreditation activities at the District level have been made regularly. In addition to monthly District-level updates, the Committee reviews and approves all college Institutional Self Evaluation Reports ([IV.C.13-7](#), [IV.C.13-8](#), [IV.C.13-9](#), [IV.C.13-10](#), [IV.C.13-11](#), [IV.C.13-12](#)).

In 2013 and 2014, the Board committed funding to support the colleges and the Educational Services Center (ESC) in their accreditation activities. These funds are dedicated to fund faculty accreditation coordinators, provide college-wide training, and offer technical support to help each college strengthen its accreditation infrastructure ([IV.C.13-13](#), [IV.C.13-14](#)).

Each year the Board devotes one meeting to an accreditation update under the direction of the Committee of the Whole (COW). In April 2015, the Committee received an update on Districtwide accreditation activities and benchmarks achieved over the past year. Additionally, the Educational Programs and Institutional Effectiveness division gave an accreditation update to the Board in January 2015 ([IV.C.13-15](#), [IV.C.13-16](#), [IV.C.13-17](#)). In addition to its IESS committee, the Board reviews and approves all accreditation reports ([IV.C.13-18](#)).

The Board participates in the evaluation of its roles and functions in the accreditation process during its annual self-evaluation (see Standard IV.C.10). This includes their review and approval of their updated Functional Area map and evaluation of their adherence to the stated roles and responsibilities ([IV.C.13-19](#), [IV.C.13-20](#)).

Analysis and Evaluation

Evidence demonstrates the District meets this Standard. Through active oversight by the Institutional Effectiveness and Student Success Committee, Board members have become more engaged in and aware of the accreditation process. Board members receive regular trainings and presentations on accreditation. The Board of Trustees reviews and approves all accreditation reports prior to their submission to the ACCJC. Decisions and discussion of policy frequently reference their impact in helping the colleges meet accreditation standards.

IV.C.13. Evidence

[IV.C.13-1 BOT Accreditation Training Minutes, 11/3/12](#)
[IV.C.13-2 BOT Accreditation Training Minutes, 10/22/13](#)
[IV.C.13-3 BOT Accreditation Training Minutes, 12/10/14](#)
[IV.C.13-4 BOT minutes, 12/11/13, p. 4](#)
[IV.C.13-5 Accreditation Ad Hoc Committee agendas 2014](#)

[IV.C.13-6 IESS committee minutes 12/9/14, 12/11/14, and 2/2/15](#)
[IV.C.13-7 IESS committee agendas for 2013-2015](#)
[IV.C.13-8 IESS Accreditation Update PPT, 11/19/14](#)
[IV.C.13-9 IESS Accreditation Recap PPT, 2/25/15](#)
[IV.C.13-10 IESS Accreditation Update PPT, 3/25/15](#)
[IV.C.13-11 IESS Accreditation Update PPT, 4/29/15](#)
[IV.C.13-12 IESS Accreditation Update PPT, 6/24/15](#)
[IV.C.13-13 IESS committee minutes for 2014-2015](#)
[IV.C.13-14 IESS Minutes, 8/21/13](#)
[IV.C.13-15 BOT Minutes 6/11/14](#)
[IV.C.13-16 COW PPT, 4/29/15](#)
[IV.C.13-17 BOT Minutes, 8/22/12](#)
[IV.C.13-18 BOT Accreditation Update PPT, 1/28/15](#)
[IV.C.13-19 BOT Agendas 2014-2015](#)
[IV.C.13-20 LACCD Functional Map Fall15 Final](#)



STANDARD IV.D. MULTI-COLLEGE DISTRICTS OR SYSTEMS

IV.D.1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between colleges and the district/system.

Evidence of Meeting the Standard

The Chancellor engages employees from all nine colleges and the Educational Services Center (ESC) to work together towards educational excellence and integrity. Through his leadership and communication, the Chancellor has helped establish clear roles, authority and responsibility between the colleges and the District that support the effective operation of the colleges.

CEO Leadership

The Chancellor demonstrates leadership in setting and communicating expectations for educational excellence and integrity through his participation in various faculty, staff, and student events at the nine colleges and the ESC. He shares his expectations for educational excellence and integrity through his columns in two District quarterly newsletters: Synergy and Accreditation 2016. Both newsletters are disseminated to District employees through email, posted on the District's website and distributed at campus and District meetings. The Chancellor's newsletter columns focus on his vision and expectations for educational excellence and integrity, support for effective college operations, and his expectation for all employees to engage in and support District and college accreditation activities ([IV.D.1-1](#), [IV.D.1-2](#)).

The Chancellor exhibits leadership at his regular monthly meetings with both the Chancellor's Cabinet (senior District administrators and college presidents), as well as the Presidents Council, where he communicates his expectations, reviews and discusses roles, authority, and responsibility between colleges and the District, and assures support for the effective operation of the colleges. In general, Cabinet meetings address operational effectiveness and alignment between the District office and the colleges, while the Presidents Council focuses on overall District policy and direction and specific college needs and support ([IV.D.1-3](#), [IV.D.1-4](#)).

The Chancellor conducts regular retreats with the Cabinet to facilitate collaboration, foster leadership, and instill team building and mutual support. These retreats also provide the Chancellor with a forum to clearly communicate his expectations of educational excellence and integrity with his executive staff and college presidents ([IV.D.1-5](#)).

The Chancellor communicates his expectations of educational excellence and integrity during the selection and evaluation process for college presidents. The Chancellor holds presidents to clearly articulated standards for student success, educational excellence, and financial sustainability. He emphasizes educational excellence and integrity in their annual evaluations, goal-setting for the upcoming year, and review of their self-evaluations (see Standard IV.D.4). The Chancellor assures support for effective operation of the colleges when meeting individually with each college president on a regular basis to discuss progress on their annual goals and any concerns, needs, and opportunities for their individual campus ([IV.D.1-6](#)).

The Chancellor communicates his expectations for educational excellence and integrity with faculty through regular consultation with the ten-member Executive Committee of the District Academic Senate (DAS). Meetings address academic and professional matters, including policy development, student preparation and success, District and college governance structures, and faculty professional development activities. The Chancellor also addresses educational excellence, integrity and support for college operations with faculty, staff and administrators through consistent attendance at Academic Senate's annual summits ([IV.D.1-7](#), [IV.D.1-8](#), [IV.D.1-9](#)).

The Chancellor assures support for the effective operation of the colleges through his annual Budget Recommendations to the District Budget Committee and the Board of Trustees. His most recent actions ensured the distribution of \$57.67M from the State Mandate Reimbursement Fund and alignment of expenditures with the District's Strategic Plan goals ([IV.D.1-10](#), [IV.D.1-11](#)).

In instances of presidential vacancies, the Chancellor meets with college faculty and staff leadership to discuss interim president options. Most recently, he met with West Los Angeles College leadership and accepted their recommendation for interim president, prioritizing college stability and support for effective operations in his decision-making process ([IV.D.1-12](#)).

Clear Roles, Authority and Responsibility

The Los Angeles Community College District participated in the Accrediting Commission for Community and Junior College's (ACCJC) multi-college pilot program in 1999, and has continuously worked since that time to ensure compliance with this standard. In 2009, ACCJC visiting teams agreed that the District made great strides in developing a functional map that delineates college and district roles, and encouraged it to further "...develop and implement methods for the evaluation of role delineation and governance and decision-making structures and processes for the college and the district [as well as] widely communicate the results of the evaluation and use those results as the basis for improvement." In response, the District renewed its dedication to, and focuses on, these activities ([IV.D.1-13](#)).

In October 2008, the Board of Trustees approved the first District/college Functional Area maps, which clarified the structure of District administrative offices and their relationship to the colleges, aligned District administrative functions with Accreditation Standards, and specified outcome measures appropriate to each function identified ([IV.D.1-14](#)). In March 2010, the Board of Trustees approved an initial Governance and Functions Handbook, which expanded upon the previous District/College Functional Area maps to more clearly define District and college responsibilities and authority along accreditation standards. This was the culmination of a two-year project led by the District Planning Committee (DPC), which engaged faculty, staff, administrators and student leaders in this update. During this process, all administrative units in the ESC updated their earlier functional descriptions and outcomes. Over 50 Districtwide committee and council descriptions were also updated to a uniform standard. Functional Area maps were expanded to clarify policy formulation processes, roles and responsibilities of stakeholder groups, and the handbook evaluation process was defined. ([IV.D.1-15](#), [IV.D.1-16](#), [IV.D.1-17](#)). In 2013, the 2010 Governance Handbook underwent an internal review by the Educational Programs and Institutional Effectiveness (EPIE) division to ensure it matched current processes, organizational charts, and personnel. As of August 2015, the Handbook is being updated under the guidance of the District Planning and Accreditation Committee (DPAC) and the EPIE division ([IV.D.1-18](#)).

In Fall 2014, all ESC administrative units began a new Program Review process. Each of the eight administrative divisions developed unit plans and updated their unit descriptions and functional maps. Individual unit plans, along with measurable Service Area Outcomes (SAOs), replaced the previous District Office Service Outcomes (DOSOs) performance objectives (see Standard IV.D.2). Existing Functional Area maps were also reviewed and updated by the ESC administrative units. The content for District and college responsibilities is currently being reviewed by the colleges, the Executive Administrative Councils and other stakeholders (see Standard IV.D.2) ([IV.D.1-19](#), [IV.D.1-20](#)).

With the endorsement of the Chancellor and support from the District's EPIE division, the District Planning and Accreditation Committee (DPAC) began reviewing and updating the District Governance and Functions Handbook in June 2014. With DPAC's leadership, the handbook will be reviewed and approved by representatives from the nine colleges and the ESC and submitted to the Board of Trustees for review and approval during the Fall 2015 semester. ([IV.D.1-21](#)).

In late 2009, the District began planning for a new Student Information System (SIS), currently scheduled to go live in Fall 2017. During the initial phase, faculty, staff, and students mapped over 275 business processes, in which the functions, roles, responsibilities and the division of labor between colleges and the ESC were clarified, and in some instances, redefined. Business processes continue to be updated and refined as the SIS project moves through its various implementation phases ([IV.D.1-22](#)).

Analysis and Evaluation

Evidence demonstrates the District meets this Standard. The Chancellor communicates his expectations for educational excellence and integrity and support for effective college operations through regular meetings, electronic communications, college activities and faculty events across the District, and civic engagement throughout the region to bolster the goals and mission of the District. The Chancellor and his executive team led the ESC's revised Program Review processes, which resulted in updated Functional Area maps, clarification of District and the colleges' roles and responsibilities, and identification of service gaps between college and District functions. Update of the District's Governance and Functions Handbook as part of the District's regular review and planning cycle, will further strengthen its usefulness in providing clear roles, responsibilities, and authority for employees and stakeholders across the District.

IV.D.1 Evidence

[IV.D.1-1 District newsletters 2014-2015](#)

[IV.D.1-2 District Accreditation newsletters, 2014-2015](#)

[IV.D.1-3 Chancellor's Cabinet agendas](#)

[IV.D.1-4 Presidents Council agendas, 2012-2015](#)

[IV.D.1-5 Chancellor cabinet retreat agendas, 2014](#)

[IV.D.1-6 WLAC college president Job Description, 2015](#)

[IV.D.1-7 Agendas from DAS Consultation Meetings with Chancellor, 2014-2015](#)

[IV.D.1-8 Agendas from DAS Summits, 2007-2015](#)

[IV.D.1-9 DAS Academically Speaking newsletter, Fall 2015](#)

[IV.D.1-10 DBC Minutes, 7/15/15 and 8/13/14](#)

[IV.D.1-11 Chancellor Budget Recommendations, 8/26/15](#)

[IV.D.1-12 WLAC Interim President Press Release, 6/25/15](#)
[IV.D.1-13 ELAC Accreditation Evaluation Report, March 23-26, 2009, pp. 6-7](#)
[IV.D.1-14 District/College Functional map, 2008](#)
[IV.D.1-15 LACCD Governance and Functions Handbook, 2010](#)
[IV.D.1-16 Committee Description template](#)
[IV.D.1-17 College Governance and Functions Handbook template](#)
[IV.D.1-18 LACCD Governance and Functions Handbook, 2013](#)
[IV.D.1-19 ESC 2014 Program Reviews](#)
[IV.D.1-20 Draft Functional Area maps 2015](#)
[IV.D.1-21 Screenshot of webpage with draft LACCD Governance and Functions Handbook, 2015](#)
[IV.D.1-22 SIS maps](#)

IV.D.2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

Evidence of Meeting the Standard

During the District's early years, operations of the District Office (now known as the Educational Services Center (ESC)) were highly centralized, and many college decisions related to finance and budget, capital projects, hiring, payroll and contracts were made "downtown." Operations were subsequently decentralized and functions delineated, and the District continues to evaluate these delineations on an ongoing basis.

In 1998, the Board of Trustees adopted a policy of partial administrative decentralization. Colleges were given autonomy and authority for local decision-making to streamline administrative processes, encourage innovation, and hold college decision-makers more accountable to the local communities they serve. Since that time, the District has continued to review and evaluate the delineation of responsibilities between the colleges and the ESC ([IV.D.2-1](#)).

Delineation of Responsibilities and Functions

Functional Area maps detail the division of responsibilities and functions between the colleges and the ESC, as well as Districtwide decision-making and planning (see Standard IV.D.1). The District developed its first functional maps in 2008, and they have been widely communicated and regularly updated since that time. In Fall 2014, the Chancellor directed all ESC units to review and update their Functional Area maps to accurately reflect current processes, roles, and responsibilities as part of a comprehensive Program Review process (see Standard IV.D.1). Revised maps are currently under review by all colleges, the Executive Administrative Councils, and major stakeholders across the District. The Chancellor engages the college presidents and the cabinet in the discussion and review of the Functional Area maps. The Functional Area maps will be finalized in Fall 2015 ([IV.D.2-2](#), [IV.D.2-3](#)).

Effective and Adequate District Services

The Chancellor directs the ESC staff to ensure the delivery of effective and adequate District services to support the colleges' missions. Services are organized into the following units: (1) Office of the Deputy Chancellor; (2) Educational Programs and Institutional Effectiveness; (3) Economic and Workforce Development; (4) Chief Financial Officer/Treasurer; (5) Facilities Planning and Development; (6) Human Resources; (7) Office of the General Counsel; and (8) the Personnel Commission ([IV.D.2-4](#)).

1. **The Office of the Deputy Chancellor** includes ADA training and compliance; Business Services, including operations, contracts, procurement and purchasing; Information Technology, including the District data center, system-wide applications, hardware and security, and Diversity Programs, which includes compliance and reporting.
2. **Educational Programs and Institutional Effectiveness (EPIE)** coordinates District-level strategic planning, accreditation, research, and attendance accounting reporting, as well as Districtwide educational and student services initiatives, maintains course and program databases, and supports the Student Trustee and the Students Affairs Committees.
3. **Economic and Workforce Development** facilitates development of career technical education programs, works with regional businesses to identify training opportunities, collaborates with public and private agencies to secure funding, and keeps colleges informed of state and national issues affecting CTE programs.
4. **Chief Financial Officer/Treasurer** serves as the financial advisor to the Board and the Chancellor. Budget Management and Analysis develops revenue projections, manages funding and allocations, and ensures college compliance and reporting. The Accounting Office is responsible for District accounting, fiscal reporting, accounts payable, payroll, and student financial aid administration. Internal Audit oversees internal controls and manages the LACCD Whistleblower hotline.
5. **Facilities Planning and Development** is responsible for the long-term planning, management, and oversight of capital improvement and bond projects, as well as for working collaboratively with college administrators to identify creative, cost-effective solutions to facility challenges.
6. **Human Resources** assists colleges with the recruitment and hiring of academic personnel, the hiring of classified staff, and managing employee performance and discipline. It also conducts collective bargaining, develops HR guides, administers the Wellness Program, and oversees staff development.
7. **The Office of the General Counsel** provides legal services to the Board of Trustees and District employees, including: litigation, contracting, Conflict of Interest filings, and Board Rule and administrative regulations review. It also responds to Public Records Act requests.
8. **The Personnel Commission** is responsible for establishing and maintaining a job and salary classification plan for the classified service; administering examinations and establishing eligibility lists, and conducting appeal hearings on administrative actions, including demotions, suspensions, and dismissals.

Evaluation of District Services

Beginning in 2008, each ESC service area unit evaluated its own District Office Service Outcomes (DOSOs) as part of unit planning. In Fall 2014, the Chancellor directed the ESC to implement a comprehensive Program Review to expand DOSOs into a data driven evaluation process in support of the colleges ([IV.D.2-5](#), [IV.D.2-6](#)).

Each unit participated in a series of workshops on conducting a Program Review, led by an external consultant. Units identified and documented their core services, then created projected outcomes. Resulting Service Area Outcomes (SAOs) were based on Districtwide needs and priorities, with clear links to district-level goals. The Program Review process requires each unit to consider its main contributions to the colleges' missions, goals, effectiveness, and/or student achievement or learning. Simultaneously, the ESC moved towards adopting an online Program Review system, currently in use at two of the District's colleges ([IV.D.2-7](#), [IV.D.2-8](#), [IV.D.2-9](#)).

An ESC user survey was created to solicit college user feedback in support of the Program Review process. Common questions were developed for all units, with individual units having the ability to customize supplemental questions specific to their college users. Over 21 user groups, including services managers, deans, directors, vice presidents, and presidents participated in the survey over a period of five weeks ([IV.D.2-10](#) 2014).

As of this writing, all ESC divisions have completed one cycle of Program Review. Analysis of the ESC Services Survey was disaggregated and used to identify areas of strength and weakness. Units received feedback on the effectiveness of their services and suggestions for improvement. Results also included comparison data between different units within the ESC in order to provide a baseline for overall effectiveness. Units with identified areas for improvement set in place plans to remediate their services and strengthen support to the colleges in achieving their missions. The Board received a presentation on the status of the ESC Program Review process in Spring 2015. The Institutional Effectiveness (IE) unit has since developed a Program Review manual for the ongoing implementation of Program Review at the ESC ([IV.D.2-11](#), [IV.D.2-12](#), [IV.D.2-13](#)).

Allocation of Resources

The District revised its Budget Allocation policies in June 2012 and its Financial Accountability policies in October 2013. Together, these policies set standards for support of college educational mission and goals, providing a framework for them to meet the requirements of Standard III.D. Policies hold colleges accountable for meeting fiscal stability standards, while also allowing a framework within which colleges can request additional financial support in instances of situational deficits. There is a clear process whereby colleges can request debt deferment or additional funds, and self-assessments and detailed recovery plans are required before receiving approval of such resources. The District and Board continue to evaluate these policies (see Standard III.D.3) and revise them as needed to support college fiscal stability ([IV.D.2-14](#), [IV.D.2-15](#), [IV.D.2-16](#), [IV.D.2-17](#)).

Analysis and Evaluation

Evidence demonstrates the District meets this Standard. The District is comprised of nine individual colleges of vastly different sizes, needs and student populations. The Educational Services Center (ESC) strives to continuously delineate its functions and operational responsibilities to support colleges in achieving their missions. Adequacy and effectiveness of District services are evaluated through Program Review and user satisfaction surveys. Through the implementation of its comprehensive Program Review process, the EPIE division discovered that its user surveys did not adequately evaluate the District and colleges' adherence to their specified roles and functions. In response, questions related specifically to this issue will be included in the 2016-2017 cycle of the Districtwide governance and decision-making survey. Revisions to the Program Review system and assignment of specific staff will ensure ongoing evaluations are systematized and data driven, and that the results are used for integrated

planning and the improvement of ESC services. The District continues to evaluate its resource allocation and financial accountability policies to ensure colleges receive adequate support and are able to meet accreditation standards related to financial resources and stability.

IV.D.2. Evidence

[IV.D.2-1 BOT Agenda, BT7 decentralization policy, 5/4/1998](#)
[IV.D.2-2 District Functional Area maps, 2015](#)
[IV.D.2-3 Functional Area map review request email, 7/24/15](#)
[IV.D.2-4 2013 LACCD Governance and Functions Handbook, p. 51-57](#)
[IV.D.2-5 DOSO evaluations 2008-2009](#)
[IV.D.2-6 DOSO evaluations 2011-2012](#)
[IV.D.2-7 Fall 2014 Accreditation Newsletter, “ESC Begins Revitalized Program Review Cycle”](#)
[IV.D.2-8 Program Review workshop agendas, 2014](#)
[IV.D.2-9 Program Review Template, 10/1/15](#)
[IV.D.2-10 2014 ESC Services Surveys](#)
[IV.D.2-11 2014 ESC Services Survey Analyses](#)
[IV.D.2-12 Program Review Update PPT, 2/20/15](#)
[IV.D.2-13 Draft ESC Program Review Manual, 10/1/15](#)
[IV.D.2-14 Budget Allocation Mechanism amendment, 6/3/12](#)
[IV.D.2-15 Financial Accountability Measures, 10/9/13](#)
[IV.D.2-16 ECDBC recommendation on LAHC deferral request, 6/10/15](#)
[IV.D.2-17 LAHC Debt Referral Request PPT to BFC, 9/16/15](#)

IV.D.3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

Evidence of Meeting the Standard

The District has well-established resource allocation policies that support the effective operations and sustainability of the colleges and District. These policies are regularly evaluated. Under the leadership of the Chancellor, college presidents, administrators and faculty leaders work together to ensure effective control of expenditures and the financial sustainability of the colleges and District.

Allocation and Reallocation of Resources

The District Budget Committee (DBC) provides leadership on District-level budget policies. Membership includes all nine college presidents, the District Academic Senate, and collective bargaining unit representatives. Its charge is to: (1) formulate recommendations to the Chancellor for budget planning policies consistent with the District Strategic Plan; (2) review the District budget and make recommendations to the Chancellor, and (3) review quarterly District financial conditions ([IV.D.3-1](#)).

In 2007, the District instituted a budget allocation policy which paralleled the SB 361 State budget formula. Funds are distributed to the colleges on a credit and noncredit FTES basis, with an assessment to pay for centralized accounts, District services, and set-aside for contingency reserves. In an attempt at

parity, districtwide assessments were changed from a percentage of college revenue, to a cost per FTES basis, and the small colleges (Harbor, Mission, Southwest and West) received a differential to offset their proportionately-higher operational expenses ([IV.D.3-2](#)).

In 2008, the Fiscal Policy and Review Committee (FPRC) was created to address ongoing college budget difficulties and to consider new approaches for improving their fiscal stability. The FPRC and the DBC reviewed their roles and, in Spring 2011, the FPRC was renamed the Executive Committee of the DBC (ECDBC). The charges for both committees were revised to ensure that budget planning policies were consistent with the District Strategic Plan ([IV.D.3-3](#)).

Also in 2011, the District undertook a full review of its budget allocation formula and policies, including base allocations, use of ending balances, assessments for District operations, growth targets, and college deficit repayment. A review of other multi-college district budget models and policies was also conducted. The resulting recommendations were to adopt a model with a minimum base funding. The model had two phases:

- Phase I increased colleges' basic allocation to include minimum administrative staffing and maintenance and operations (M&O) costs
- Phase II called for further study in the areas of identifying college needs (including M&O), providing funding for colleges to deliver equitable access for students, and ensuring colleges are provided with sufficient funding to maintain quality instruction and student services ([IV.D.3-4](#)).

The Board of Trustees adopted an updated Budget Allocation policy on June 13, 2012. An evaluation of the policy was completed in late 2014, and additional policy recommendations were forwarded ([IV.D.3-5](#), [IV.D.3-6](#)).

The Board adopted new District Financial Accountability policies on October 9, 2013 to ensure colleges operate efficiently. These policies called for early identification and resolution of operating deficits required each college to set aside a one percent reserve, and tied college presidents' performance and evaluation to college budgeting and spending. The Board's Budget and Finance Committee regularly monitors colleges' costs per FTES and deficits ([IV.D.3-7](#), [IV.D.3-8](#)).

The District's adherence to the State-recommended minimum five percent reserve has ensured its continued fiscal sustainability. In June 2012, the Board's Finance and Audit Committee (now known as the Budget and Finance Committee) directed the Chief Financial Officer to set aside a five percent general reserve and an additional five percent contingency reserve to ensure ongoing District and college operational support ([IV.D.3-9](#)).

Effective Control Mechanisms

The District has established effective policies and mechanisms to control expenditures. Each month, enrollment updates and college monthly projections are reported (see Standard IV.D.1). The Chancellor and college presidents work together in effectively managing cash flow, income and expenditures responsibly to maintain fiscal stability ([IV.D.3-10](#)).

College and District financial status is routinely reported to and reviewed by the Board of Trustees, along with college quarterly financial status reports, attendance accounting reports, and internal audit reports (see Standard III.D.5). The District provides comprehensive budget and financial oversight, including an annual finance and budget report (CCFS-311), a final budget, an annual financial audit, a

bond financial audit report, a performance audit of bond construction programs, year-end balance and open order reports, full-time Faculty Obligation Number (FON) reports and targets, enrollment projections, and year-to-year comparisons with enrollment targets (see Standard III.D.5). Each college president is responsible for the management of his or her college's budget and ensures appropriate processes for budget development and effective utilization of financial resources in support of his/her college's mission (see Standard IV.D.2) ([IV.D.3-7](#)).

Analysis and Evaluation

Evidence demonstrates the District meets this Standard. The District has a long history of financial solvency. Colleges follow standards of good practice that include the development of an annual financial plan, quarterly status reports, set-aside for reserves, and the obligation to maintain a balanced budget. Through its effective control of expenditures, the District has consistently ended the fiscal year with a positive balance. The higher levels of reserves have allowed the District to minimize the impact of cuts to college operations resulting from the State's recent financial crisis.

IV.D.3. Evidence

[IV.D.3-1 DBC webpage screenshot, August 2015](#)

[IV.D.3-2 BOT agenda, BF2, 2/7/07 SB 361 Budget Allocation Model](#)

[IV.D.3-3 DBC minutes 5/18/11](#)

[IV.D.3-4 ECDBC Budget Allocation Model Recommendation, Jan 2012](#)

[IV.D.3-5 BOT agenda, BF4, Budget Allocation model amendment, 6/13/12](#)

[IV.D.3-6 District Budget Allocation Evaluation](#)

[IV.D.3-7 BOT agenda, BF4, Financial Accountability Measures, 10/9/13](#)

[IV.D.3-8 BFC agenda, minutes and handouts on Costs per FTES, 10/8/14](#)

[IV.D.3-9 FAC minutes 6/13/12](#)

[IV.D.3-10 2014-15 Quarterly Projections](#)

IV.D.4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.

Evidence of Meeting the Standard

The Chancellor delegates full responsibility and authority to the college presidents and supports them in implementing District policies at their respective colleges. College presidents are held accountable for their college's performance by the Chancellor, the Board, and the communities they serve. College presidents have full responsibility and authority to conduct their work without interference from the Chancellor (see Standard IV.C.3). College presidents have full authority in the selection and evaluation of their staff and management team ([IV.D.4-1](#)).

The framework for CEO accountability is established through annual goal-setting between the Chancellor and each college president. College presidents then complete a yearly self-evaluation based on their established goals. At least every three years (or sooner if requested), presidents undergo a comprehensive evaluation, which includes an evaluation committee, peer input, and, if needed, recommendations for improvement. Unsatisfactory evaluations may result in suspension, reassignment,

or dismissal. Evaluations are reviewed with the Board of Trustees in closed session ([IV.D.4-2](#), [IV.D.4-3](#)).

In October 2013, the Board adopted fiscal accountability measures which explicitly hold college presidents responsible to the Chancellor for their budgets, ensuring that they maintain “a balanced budget, as well as the efficient and effective utilization of financial resources.” These measures also require that the Chancellor “...review the college’s fiscal affairs and enrollment management practices as part of the college president’s annual performance evaluation...[and] report to the Board of Trustees any significant deficiencies and take corrective measures to resolve the deficiencies up to and including the possible reassignment or non-renewal of the college president’s contract” ([IV.D.4-4](#)).

The role of the Chancellor, as well as that of the presidents and the levels of authority within, is clearly delineated in the Los Angeles Community College District Functional Area maps, which explicitly state “...the Chancellor bears responsibility and is fully accountable for all operations, programs, and services provided in the name of the district...The Chancellor delegates appropriate authority to the college presidents and holds them accountable for the operations and programs offered at District colleges.” Functional Area maps are regularly reviewed and updated, and published in the Governance and Functions Handbook and on the District website ([IV.D.4-5](#)).

Analysis and Evaluation

Evidence demonstrates the District meets this Standard. The Chancellor delegates full authority and responsibility to the college presidents to implement District policies without interference. College presidents serve as the chief executives and educational leaders of their respective colleges. They ensure the quality and integrity of programs and services, accreditation status, and fiscal sustainability of their colleges.

IV.D.4 Evidence

[IV.D.4-1 HR Guide R-110 Academic Administrator Selection, 7/31/15](#)

[IV.D.4-2 College president Self Evaluation packet](#)

[IV.D.4-3 BOT agendas w/President evaluations, 2011-2014](#)

[IV.D.4-4 BOT agenda BF2, 10/9/13](#)

[IV.D.4-5 Chancellor Functional Area map, 2015](#)

IV.D.5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Evidence of Meeting the Standard

College strategic plans are integrated with the District Strategic Plan (DSP), Vision 2017, through alignment of goals between the two. Colleges develop goals for their strategic and educational master plans during their internal planning process, and reconcile alignment with the DSP on an annual basis. The structure of the DSP allows colleges to maintain autonomy and responsibility for implementing the goals and objectives of the District plan, based on their local conditions and institutional priorities ([IV.D.5-1](#)).

District Strategic Plan, Planning Integration

The Los Angeles Community College District (LACCD) has established district-level integrated processes for strategic, financial, facilities and technology planning. These processes provide a coherent framework for district-college planning integration with the goal of promoting student learning and achievement. The District's Integrated Planning Manual is currently being updated by the District Planning and Accreditation Committee (DPAC) and the District's Educational Programs and Institutional Effectiveness (EPIE) division and will be reviewed and approved by the colleges and Board of Trustees in Fall 2015 ([IV.D.5-2](#)).

DSP measures were developed for each college, and the District as a whole, to create a uniform methodology and data sources. Colleges compare their progress against the District as a whole using the most recent three-year timeframe as the point of reference. Colleges assess progress and establish targets to advance both local and District objectives. Colleges' annual assessments are reported to the Board of Trustees using a standard format, allowing for an apples-to-apples Districtwide discussion ([IV.D.5-3](#), [IV.D.5-4](#)). College institutional effectiveness reports inform the Board of Trustees on the advancement of District goals which, in turn, informs the Board's annual goal setting process and shapes future college and District planning priorities. The DSP is reviewed at the mid-point of the planning cycle, and a final review is conducted in the last year of the cycle ([IV.D.5-5](#), [IV.D.5-6](#), [IV.D.5-7](#)).

The District Technology Plan created a framework of goals and a set of actions to guide Districtwide technology planning. The District Technology Implementation Plan established measures and prioritized deployment of technology solutions in consideration of available resources. The District Technology Plan promotes the integration of technology planning across the colleges by establishing a common framework for college technology planning ([IV.D.5-8](#), [IV.D.5-9](#)).

District-college integration also occurs during operational planning for districtwide initiatives. Examples include joint marketing and recruitment activities, implementation of the Student Success and Support Program, Student Equity Plans, and the new student information system. These initiatives involve extensive college-district collaboration, coordination with centralized District service units, and interaction with an array of District-level committees ([IV.D.5-10](#), [IV.D.5-11](#), [IV.D.5-12](#), [IV.D.5-13](#)).

Planning is integrated with resource allocation at the District level through annual enrollment growth planning and the budget review process. The individual colleges, and the District as a whole, develop enrollment growth and budget projections and confer on a quarterly basis to reconcile and update enrollment, revenue, and cost projections. Updated projections are regularly reported to the District Budget Committee and the Board's Budget and Finance Committee. This high-level linkage of enrollment planning and resource allocation provides a framework for the District budget process ([IV.D.5-14](#), [IV.D.5-15](#), [IV.D.5-16](#), [IV.D.5-17](#)).

Planning Evaluation

Various mechanisms are used to evaluate the effectiveness of college-district integrated planning:

- The Biennial District Governance and Decision-Making Survey assesses budget development and resource allocation, enrollment management, and FTES and facilities planning (see Standard IV.D.7).
- District-level planning and policy committees assess their effectiveness through an annual committee self-evaluation process (see Standard IV.D.1).

- The ESC Program Review process assesses performance and outcomes through an annual User Survey and information specific to each service unit (see Standard IV.D.2).

Evaluation of District-level plans includes both an analysis of plan outcomes and a review of plan currency, relevancy, and alignment with external accountability initiatives; e.g. the Student Success Scorecard and the Statewide Institutional Effectiveness Partnership Initiative ([IV.D.5-18](#), [IV.D.5-19](#), [IV.D.5-20](#)).

Analysis and Evaluation

Evidence demonstrates the District meets this Standard. The District has established mechanisms for integrated District-level strategic and operational plans. This integration involves collaboration and cooperation between colleges, the Educational Services Center (ESC) service units, and District-level participatory governance and administrative committees. Assessment mechanisms include direct assessment of governance and decision-making, governance committee self-evaluation, ESC Program Review, and review of District-level plans.

Even with the institutionalization of these processes, the size and complexity of the LACCD presents challenges to integrated planning and evaluation. Self-examination has revealed gaps in adherence to evaluation timelines and the need for more systematic and consistent evaluation processes and alignment across plans. The District, primarily through its Educational Programs and Institutional Effectiveness division, continues to work on strengthening and expanding these mechanisms to improve the effectiveness of District-college integrated planning in promoting student learning and achievements.

To this end, the District Planning and Accreditation Committee has revised and strengthened its charter and has undertaken a review of all governance evaluations, as well as mid-term review of the District Strategic Plan. The Institutional Effectiveness unit has created an integrated planning manual for Districtwide plans with timelines and timeframes that set a synchronized reporting cycle. The updated evaluation and reporting framework will be institutionalized in the District Governance and Functions Handbook, codifying commitment to more coordinated planning on a districtwide basis.

IV.D.5 Evidence

[IV.D.5-1 District Strategic Plan: Vision 2017, 2/6/13](#)

[IV.D.5-2 LACCD Integrated Planning Manual, 2015](#)

[IV.D.5-3 College Effectiveness Report template](#)

[IV.D.5-4 IESS Committee agendas on IE report approval, 2012-2015](#)

[IV.D.5-5 BOT agenda, Annual Board Leadership & Planning Session, 8/19/15](#)

[IV.D.5-6 DPAC agenda, 6/26/15](#)

[IV.D.5-7 DPAC agenda, 8/28/15](#)

[IV.D.5-8 District Technology Strategic Plan, 3/9/11](#)

[IV.D.5-9 District Technology Implementation Plan, March, 3/21/13](#)

[IV.D.5-10 SSSP new DEC service categories PowerPoint, 2014](#)

[IV.D.5-11 SSSP Counselor Training PowerPoint, 2014](#)

[IV.D.5-12 SSI Steering Committee Minutes, 8/22/14](#)

[IV.D.5-13 SIS Fit-Gap agendas, 2013](#)

[IV.D.5-14 Quarterly College FTES meetings, 2014-2015](#)

[IV.D.5-15 Quarterly enrollment report to DBC, 5/20/15](#)

[IV.D.5-16 Quarterly enrollment report to BFC, 9/16/15](#)
[IV.D.5-17 Budget Allocation Model, 2012 amendment](#)
[IV.D.5-18 DPAC minutes, June-Aug 2015](#)
[IV.D.5-19 BOT Agenda 9/2/15](#)
[IV.D.5-20 IEPI 2015-16 Goals Framework, 5/27/15](#)

IV.D.6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

Evidence of Meeting the Standard

The District has numerous councils and committees which meet regularly to share best practices and to ensure an effective flow of information between the colleges and the Educational Services Center (ESC). Additionally, a number of standing monthly reports and updates are sent electronically to established District employee list serves. In total, the District has 46 districtwide councils, committees, and consultative bodies in which District and college administrative staff, faculty, classified staff, and students regularly participate. All councils and committees maintain agendas and meeting summaries/minutes on either the District website (public) or on the District intranet ([IV.D.6-1](#)).

Seven Districtwide Executive Administrative Councils meet monthly: (1) Chancellor's Cabinet, (2) Council of Academic Affairs, (3) Council of Student Services, (4) District Administrative Council, (5) Executive Committee of the District Budget Committee (ECDBC), (6) Human Resources Council; and (7) the Sheriff's Oversight Committee ([IV.D.6-2](#)). The Councils of Academic Affairs, Student Services, and the District Administrative Council are responsible for the review and study of districtwide instructional, student services, and administrative operational and programmatic issues. Executive Administrative Council members are predominantly senior ESC administrators, college presidents and college vice presidents. All councils report to either the Chancellor directly or to the Chancellor's Cabinet. Meeting agendas and minutes are distributed to Council members in advance of meetings. Meeting schedules are set each July for the upcoming year, and generally rotate between colleges and the ESC ([IV.D.6-3](#)).

Four District-level Governance Committees meet monthly: (1) District Planning and Accreditation Committee (DPAC); (2) District Budget Committee (DBC); (3) Joint Labor Management Benefits Committee (JLMBC); and (4) the Technology Planning and Policy Committee (TPPC). Committee members encompass a broad range of college faculty, college researchers, and college deans, with representatives from the unions, college presidents, college vice presidents, and ESC senior administrators. These committees typically consult with one or more Executive Administrative Council and report to either the Chancellor or to the Chancellor's Cabinet ([IV.D.6-4](#)).

In 2013, the governance committees agreed to a common format for their webpages. Each committee's webpage contains a brief description of its function, committee charge, who it reports to, who it consults with, chairs, membership, meeting information, and resources. Results of the District-wide Governance Committee Self Evaluation as well as meeting agendas, minutes, and resource documents are posted on the webpage, which is accessible to the public ([IV.D.6-5](#)).

Sixteen Operational Committees meet monthly, or on a per-semester basis. These Committees are structured by subject/function area and coordinate with one of the Executive Administrative management councils. Committee members are largely faculty, program directors, researchers, and college deans, with representatives from the three Executive Administrative management councils and ESC senior administrative staff. Meeting agendas and minutes are emailed to committee members in advance of each meeting ([IV.D.6-6](#), [IV.D.6-7](#)).

Five Academic Initiative Committees coordinate Districtwide academic programs. These committees are primarily led by faculty, but also include administrators and classified staff. These committees focus on broader goals in various areas, including labor issues, articulation, transfer, and student success ([IV.D.6-8](#)).

District Information Technology (IT) maintains 78 active list serves. These list serves include the Districtwide consultative bodies, administrative councils, and operational committees as well as subject-specific groups such as articulation officers, curriculum chairs, counselors, and IT managers. Each list serve has a coordinator/owner charged with maintaining an accurate list of members ([IV.D.6-9](#)).

In accordance with the Brown Act, all agendas and informational documents for Board of Trustee meetings are posted in the lobby at the ESC and on the District website. They are also distributed electronically to college presidents, college vice presidents, college and the District Academic Senate presidents, and bargaining unit representatives ([IV.D.6-10](#)). Policy changes are communicated by the Office of General Counsel (OGC), which disseminates memos informing campuses and constituency groups of approved changes to Board Rules and Administrative Regulations. These updates are also posted on the District's website ([IV.D.6-11](#)).

The Chancellor, Board of Trustees, and select ESC divisions and programs issue regular bulletins and newsletters, disseminating information on programs, accreditation, budget updates, success stories, and employee benefits. Additionally, the District Student Information System (SIS) project team has conducted forums at each college, informing all employees about the development and roll-out of the District's new student records system ([IV.D.6-12](#), [IV.D.6-13](#), [IV.D.6-14](#), [IV.D.6-15](#), [IV.D.6-16](#), [IV.D.6-17](#), [IV.D.6-18](#), [IV.D.6-19](#)). The Chancellor keeps the Board of Trustees, college presidents, and senior administrators abreast of Trustee matters, college/District updates and activities, legislative/public affairs updates, and community events through his weekly reports. Items often include updates on Chancellor and Board actions regarding college operations and stability ([IV.D.6-20](#)). The District Academic Senate (DAS) represents the faculty of the District in all academic and professional matters. In this capacity, the President and Executive Committee regularly inform faculty of District policy discussions and decisions related to educational quality, student achievement, and the effective operation of colleges ([IV.D.6-21](#)).

In 2011, District IT undertook a complete redesign of the District website. The updated website, which allows each division/unit in the ESC to manage its own content, launched in Fall 2012. In 2013, the District updated its public interface and in December 2014, the District upgraded its internal software systems to better support the online needs of the District. Creation of web links to Board, committee, council, and program information has improved the public's and District employees' access to information about the District ([IV.D.6-22](#)).

Analysis and Evaluation

Evidence demonstrates the District meets this Standard. The District ensures regular communication with the colleges and front-line employees through its committees and councils, websites, list serves, newsletters and bulletins, and email. Meeting agendas and minutes are posted online or distributed electronically. The District's revamped website has facilitated easier access for employees to maintain, and for the public to access, District and college information.

The District's sheer size and volume of activity offers challenges to maintaining consistent engagement and communication with employees and stakeholders. While the District has improved its access to information and regular communications, it continues to look for ways to improve efforts in this area. The launch of the District's new intranet site, currently scheduled for December 2015, is anticipated to improve employee access to ESC divisions, units, and services.

In September 2015, District Educational Program and Institutional Effectiveness (EPIE) staff and District Planning and Accreditation Committee (DPAC) members co-presented a workshop at the annual DAS Summit. The workshop addressed districtwide communication and discussed data from recent governance surveys related to communications. A facilitated discussion followed, with participants brainstorming communication strategies which will be reviewed by DPAC in upcoming meetings ([IV.D.6-23](#)).

IV.D.6. Evidence

[IV.D.6-1 Screenshot of District Intranet of Councils and Committees](#)

[IV.D.6-2 Districtwide Executive Administrative Councils 2015 draft update](#)

[IV.D.6-3 Chancellor's Directive 70, 8/30/94](#)

[IV.D.6-4 District-level Governance committee 2015 update](#)

[IV.D.6-5 District-level Governance committee webpage screenshot](#)

[IV.D.6-6 District Coordinating Committees 2015 update](#)

[IV.D.6-7 Email report to list serve, 2015](#)

[IV.D.6-8 District Academic Initiative Committees, 2015 update](#)

[IV.D.6-9 District List serve list](#)

[IV.D.6-10 Sample BOT agenda email](#)

[IV.D.6-11 OGC Board Rule and Admin Regs Revision Notices, July-August 2015](#)

[IV.D.6-12 LACCD newsletters](#)

[IV.D.6-13 Chancellor Bulletins](#)

[IV.D.6-14 Accreditation newsletters](#)

[IV.D.6-15 Diversity newsletters](#)

[IV.D.6-16 SIS newsletters](#)

[IV.D.6-17 Benefits and wellness newsletters](#)

[IV.D.6-18 Bond Program newsletters](#)

[IV.D.6-19 SIS forum PowerPoints](#)

[IV.D.6-20 Chancellor weekly email updates](#)

[IV.D.6-21 DAS Communication, 2014-15](#)

[IV.D.6-22 Web redesign meeting, 10/13/11](#)

[IV.D.6-23 Districtwide Communication PPT, 9/25/15](#)

IV.D.7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

The District, under the guidance of the Chancellor, regularly evaluates the effectiveness of District/college role delineations, governance, and decision-making processes. Based on recommendations made by the Accrediting Commission for Community and Junior Colleges (ACCJC) in 2009, the District Planning committee (DPC) implemented a cyclical process for system-level evaluation and improvement. The District institutionalized this cycle and continues to review and revise, processes in support of institutional effectiveness.

Governance and Decision-Making Assessment, Effectiveness and Communication

In Fall 2009, the District Planning Committee (now the District Planning and Accreditation Committee (DPAC)) designed and administered a District governance survey. This assessment was undertaken in response to recommendations received during the Spring 2009 accreditation visits at East Los Angeles, Los Angeles City, and Los Angeles Trade-Technical Colleges, and resulted in action items for continuous improvement of District/college role delineation ([IV.D.7-1](#), [IV.D.7-2](#)). The District-Level Governance and Decision Making Assessment Survey continues to be administered on a two-year cycle. Survey participants evaluate the quality of District-level governance in the following areas:

- Appropriateness and effectiveness of the roles played by stakeholder groups, including administration, District Academic Senate, collective bargaining groups, and Associated Students organizations;
- Effectiveness of district-level decision-making processes in relation to five primary governance areas: budget and resource allocation, enrollment management, strategic planning and goals setting, bond program oversight, and employee benefits;
- Quality of district-level decision making (e.g., the extent to which decisions are based on data and are effectively communicated, implemented, and assessed), and
- Overall assessment of administrative and Board support of participatory governance as well as the effectiveness of districtwide decision making in relation to the District's stated mission ([IV.D.7-3](#), [IV.D.7-4](#)).

The District's Institutional Effectiveness (IE) unit has conducted surveys, analyzed recurring themes, disseminated and discussed results, and used the results to plan improvements. Challenges in implementing improvement plans occurred, and the IE unit has restarted its survey and evaluation cycle. The unit recently completed current-year survey results and a comparative analysis of 2010, 2012 and 2014 survey results. Results were reviewed by DPAC and plans to strengthen the survey tools and the development and implementation of improvement plans are now part of DPAC's 2015-2016 work plan. These assessment reports have been posted online and will be reported to the Board's Institutional Effectiveness Committee in Fall 2015 and used to inform recommendations for District improvement ([IV.D.7-5](#), [IV.D.7-6](#), [IV.D.7-7](#), [IV.D.7-8](#)).

In 2009, DPAC, with assistance from the IE unit, established an annual Committee Self-Evaluation process for all District governance committees. This common self-assessment documents each

committee's accomplishments, challenges, and areas for improvement over the past year. Results of the assessment are reviewed by each respective committee and serve as the basis for changes and improvements to Committee function. Through their 2015-2016 work plan, DPAC reaffirmed their responsibility to ensure self-evaluations are conducted by District governance committees, results are posted online, and that they are used to inform committees' work plans ([IV.D.7-9](#), [IV.D.7-10](#), [IV.D.7-11](#), [IV.D.7-12](#), [IV.D.7-13](#)).

Role delineations are evaluated during the regular review of Functional Area maps and revisions are made based on input from governance committee members, governance surveys, Educational Services Center (ESC) administrative units, the Chancellor's Cabinet, and college stakeholders. Functional Area maps were expanded and revised in 2015, and are currently under review prior to finalization (see Standard IV.D.1 and IV.D.2).

The District Governance and Functions Handbook is regularly reviewed and updated by District stakeholders under the coordination of the District Planning and Accreditation Committee (DPAC). A section of the Handbook describes all districtwide councils, committees, and consultative bodies. These entities were first formalized in 1994 by Chancellor's Directive (CD) 70: Districtwide Internal Management Consultation Process. Updates to CD 70, and its related committee/council structure, committee/council charge, membership, meeting schedule, leadership and reporting structure are underway as of Fall 2015 ([IV.D.7-14](#)).

Analysis and Evaluation

Evidence demonstrates the District this Standard. The District has processes to regularly evaluate district/system and college role delineations, governance, and decision-making processes. It has developed mechanisms for wide communication of the results of these evaluations. However, the District as a whole has faced challenges in the evaluation process.

Thorough self-evaluation led the Institutional Effectiveness (IE) unit to discover that some evaluation cycles were off-track and results had not been systematically disseminated. The unit is currently updating governance survey and committee self-assessment instruments and integrating these evaluations into the District Effectiveness Cycle (see LACCD Integrated Planning Manual) ([IV.D.7-15](#), [IV.D.5-2](#)).

The IE unit reported these findings and activities to DPAC, which, through its own self-examination and goal-setting process, undertook development of a comprehensive, and consistent, evaluation framework as part of its 2015-16 work plan. Adherence to the work plan will be ensured through the Committee's expanded oversight role, as reflected in its revised charter, and by assigning a specific ESC staff member to maintain District governance committee websites ([IV.D.7-8](#), [IV.D.7-16](#)).

IV.D.7. Evidence

[IV.D.7-1 2009 District Governance Survey Tool](#)

[IV.D.7-2 2010 District Governance Assessment Report, 2/26/10](#)

[IV.D.7-3 2012 District Governance Survey Tool and Results](#)

[IV.D.7-4 2015 District Governance Survey Tool](#)

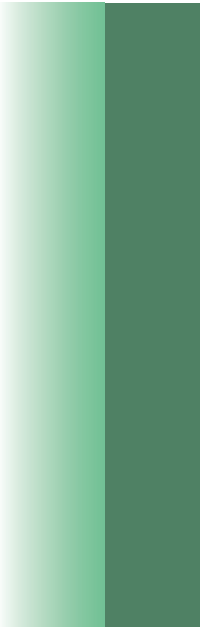
[IV.D.7-5 District-level Governance and Decision-making Assessment Comparison Report for 2010, 2012, 2014, 8/28/15](#)

[IV.D.7-6 2014-15 District-level Governance and Decision-making Assessment Analysis, 8/19/15](#)
[IV.D.7-7 2014-15 District-level Governance and Decision-making Assessment Report by College and Analysis by Role, 8/28/15](#)
[IV.D.7-8 DPAC 2015-2016 Work Plan, 8/28/15](#)
[IV.D.7-9 Districtwide Committee Self-Evaluation form](#)
[IV.D.7-10 DBC self-evaluation 2012-2014](#)
[IV.D.7-11 DPAC self-evaluation 2012-2014](#)
[IV.D.7-12 JLMBC self-evaluation 2011-2012](#)
[IV.D.7-13 TPCC self-evaluation 2011-2012, 7/19/12](#)
[IV.D.7-14 Updated District Council and Committee list, 9/2/15](#)
[IV.D.7-15 Governance Evaluation Timeline, 8/27/15](#)
[IV.D.7-16 Updated DPAC Charter, 6/22/15](#)





Quality Focus Essay



QUALITY FOCUS ESSAY

How to Read this Quality Focus Essay

The Quality Focus Essay (QFE) is premised on principles of continuous quality improvement. Its various processes and requirements are designed to assist the College in improving student learning and achievement. In preparing the QFE, the College reviewed the Manual for Institutional Self Evaluation and the Guide to Evaluating and Improving Institutions to ensure that it addresses all required components.

This QFE begins with a discussion of the selection process, the identification of the two Action Projects, and a summary of the desired goals and outcomes of the Projects. The discussion that follows each Project contains:

- An overview of the Project
- Background of the Project
- Reflection from the self-evaluation
- Desired goals and planning activities for each Project, which includes the action steps, outcomes, timeline, and responsible parties for each Action Project goal
- Progress on activities related to the Project

The QFE conclusion encompasses:

- The impact of the QFE on academic quality and improvement of student learning and achievement
- Integration of the QFE into ongoing college processes
- Resources needed to implement and sustain the Projects
- The College's plan for evaluating and assessing the outcomes and effectiveness of the Projects

Selection Process to Develop the Action Projects for the Quality Focus Essay

As part of the Accreditation institutional self-evaluation and ongoing efforts to increase student success, Los Angeles Trade-Technical College (LATTC) engaged in thoughtful discussion and reflection centered on identifying activities that would further enrich and enhance our mission. As a result of dialogue and participatory decision-making, the College identified two major areas for development and improvement that form the basis for the two Action Projects included in this Quality Focus Essay (QFE).

Identification of the Action Projects

In Fall 2015, while the Standard teams finalized the drafts of the Institutional Self Evaluation Report, College committees began ongoing discussions on the action plans and possible activities to include in the QFE. Several topics and themes emerged, which the Accreditation Liaison Officer presented to College committees as proposals for the focus of the QFE. After numerous discussions and input, including an external review conducted by the Center for Urban Education (CUE) at University of Southern California's Rossier School of Education. In culmination, it was determined that the areas of

improvement fell into two broad categories—full implementation of Pathways to Academic, Career, and Transfer Success (PACTS) and strengthening assessment practices. During meetings held in fall of 2015, College stakeholders provided feedback and suggestions for the QFE and reached consensus in support of the two identified Action Projects.

Summary of Desired Goals and Outcomes of Action Projects

Action Project 1 – Full implementation of Pathways to Academic, Career, and Transfer Success (PACTS)

This Action Project addresses further changes, developments, and improvements in the areas related to: 1) including PACTS in the mission statement; 2) providing the organizational structure and resources to ensure pathway sustainability; and 3) expanding the scope and scale of professional development for all College employees, in relation to PACTS practices and strategies. This Action Project centers on further supporting the transformative changes occurring at the College to improve student learning and achievement.

Action Project 2 – Assessment

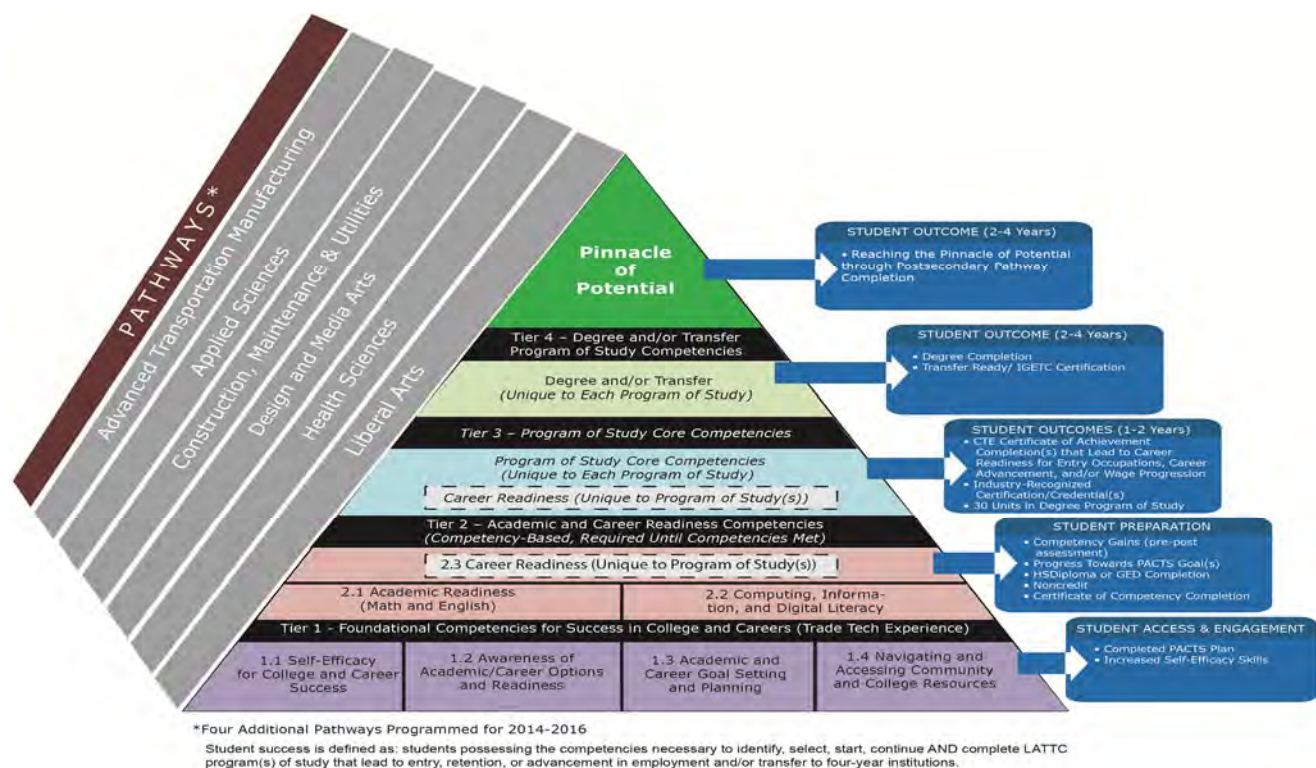
The Institutional Self Evaluation Report highlighted the need to strengthen the quality of the College's current assessment practices in order to increase institutional effectiveness in using learning outcome assessment results, and to better inform decision-making in support of student learning and achievement. The three main focus areas to further improve assessment practices were identified as: 1) purposefully assure learning outcomes are clearly aligned with internal and/or external competencies; 2) fully implement a system to intensify and streamline collection, reporting, and disaggregation of data; and 3) strengthen dialogue and evidence-based action planning to focus on improving student learning and achievement.

Action Project 1 – Pathways to Academic, Career, and Transfer Success (PACTS) Full Implementation Project

Overview

Pathways to Academic, Career, and Transfer Success (PACTS) is the College's model of institutional reform—it is at the center of the College's core work and represents the framework for maximizing student success. The Self Evaluation revealed areas in which PACTS needs to be further supported through changes in organizational structure and culture to achieve full-scale implementation. The PACTS Full Implementation Action Project will strengthen the College's capacity to increase student achievement.

Figure 1. PACTS Framework



Background - Pathways to Academic, Career, and Transfer Success (PACTS)

In response to the 2010 publication of the *California Accountability Report of Community Colleges* (ARCC), the Student Success Committee recommended a new approach to the College's existing instructional and student support practices. Although the College was well recognized for its historic strength in career technical education, the overall course completion rates, persistence, and basic skill success rates ranked among the *lowest* of all California community colleges. Through presentations and discussions following the *ARCC Report*, the Student Success Committee was charged to develop strategies to provide students with a new learning experience to help increase student course completion, awards, transfers, employment, and basic skill progression rates. Pathways to Academic, Career, and

Transfer Success (PACTS) was conceptualized and developed as the comprehensive institutional reform strategy for the College.

In September 2012, in an effort to obtain college-wide input on the PACTS framework and the specific competencies students need for success, the Student Success Committee facilitated one of the college's first ever Day of Dialogue (i.e., a campus-wide forum for discussing topics related to the college's mission and the ongoing activities to realize the mission). Since that first session, faculty and staff have had a variety of additional opportunities to participate in discussions about the skills and knowledge students must demonstrate in order for them to succeed at the College. These conversations have helped shape the PACTS framework, pictured in Figure 1. As illustrated in the framework, PACTS is comprised of four tiers, each with a set of competencies the College agreed upon. In 2012, PACTS was formalized through its inclusion as Strategic Priority #1 in the Strategic Educational Master Plan. In 2013, the initial pathways were launched: Design and Media Arts, Advanced Transportation and Manufacturing, and Applied Sciences. These were followed by Construction, Maintenance and Utilities (2014), Health Sciences (2014), and Liberal Arts (2015). Each pathway is comprised of multiple programs of study that share core competencies and industry sector(s). The pathways core PACTS principles include: guided choices, student cohorts, curricular contextualization, and integrated instructional and student support services. Culinary/Professional Baking and Cosmetology are expected to launch into a pathway in the near future, and Labor Studies and Business will integrate across pathways.

PACTS is the College's solution to low student success rates. It provides the framework for innovative strategies aimed at decreasing a student's time to completion of the basic skills sequence, and increasing the overall number of certificates, degrees, industry-recognized credentials, and transfers awarded to students. Through its focus on competencies and seamless support, PACTS has been designed in consideration of the College's student population, the service area communities, feeder high schools (which are among the lowest performing in the state), and regional employer workforce needs.

Within each respective pathway, PACTS seeks to provide students with a clear roadmap to potential outcomes. This occurs through an integration of instructional programs with coordinated supportive services, and through highly collaborative teams of faculty, staff, and administrators whose primary goal is student success. Much progress has been made ranging from the adoption of new scheduling practices to the refining of various student support practices. More progress is needed to ensure that the College fully executes PACTS practices and strategies, and fulfills its commitment to increased student success.

Reflections from the Self Evaluation – Areas to Strengthen

I. Mission Statement

Although PACTS is at the core of the College's Strategic Educational Master Plan, it is not explicit in the College's current mission statement. The mission statement reflects LATTC's mission and role in the community, but it does not reference and align with PACTS. The mission statement needs to be updated to directly reflect the College's broad educational mission, its intended population, types of degrees/credentials offered, and its commitment to Pathways to Academic, Career, and Transfer Success (PACTS) for student learning and achievement.

II. Organizational Structure & Resources

The PACTS framework is truly transformative and in order to actualize its intricate components, the College must assess and realign its organizational structure, use of facilities, and its staffing. Structuring the College around pathway programs of study that share core competencies, rather than around “departments” involves a number of organizational structures that include facilities planning, staffing, and funding.

Creating and strengthening pathways requires shifts in organizational charts and staffing patterns, ultimately breaking down traditional silos between academic affairs, student services, and administrative services. Pathways are most successful when the offices of pathway administrators, pathway counselors, pathway navigators, pathway staff, and pathway faculty are located in the same building—creating a hub for the pathway. This requires shifts and adjustments to facilities use plans and staff assignments.

Determining resources, including staffing and facility needs for the pathways requires that the College examine the impact these changes will have on its current funding structure and budget planning processes. Institutional adoption of PACTS thus requires a new funding model to ensure sustainability.

III. Professional Development

PACTS implementation requires the creation, revision, and application of new tools and practices, such as pathway overview (information sessions for new LATTC students), PACTS-plan (comprehensive education plan for a student), and follow-up session (one-on-one meeting between the student and the pathway counselor) all of which were developed in service of Tier 1 – Foundational Competencies. The Center for Urban Education’s (CUE) feedback indicates that the College’s incubator-model of implementation (i.e., develop and pilot the tool/practice in Advanced Transportation and Manufacturing pathway and then transplant it to additional pathways) serves as an effective strategy for testing and revising new tools/practices before taking them to scale.

Professional development opportunities, including “Change Labs” facilitated by CUE, have become key venues for supporting PACTS implementation. The Change Labs provide a setting for examining PACTS “first principles” and engaging implementers in reflective inquiry that promotes individual and collective learning—which subsequently drives collaborative planning. The Change Labs also create a space for fostering the collective efficacy of implementers and bolstering their overall support for PACTS. This has been evidenced in the active engagement observed during Change Labs and the noted increases across three collective-efficacy surveys.

PACTS draws on the expertise of College leaders, including administrators, faculty, and staff from across six pathways. These individuals have applied their respective expertise in various ways, such as designing and facilitating pathway overviews and PACTS-plan presentations and facilitating pathway team meetings. As noted by CUE, this has resulted in some of these individuals having stretched their own capacity to new limits.

While the commitment and effort noted above, indicate the College’s progress in implementation, additional work is needed to realize PACTS’ overall goal of transforming the College. Based on college-wide conversations and feedback, there needs to be a transformation in the *professional* practices of faculty, staff, and administrators at LATTC. The following three areas have been identified as critical to the full implementation:

1. Integration of Student Services and Instructional Areas: Administrators, faculty, and staff are not in complete understanding of the impact of PACTS on the day-to-day operation of departments throughout the College. PACTS requires that students be met in their pathway to be served. This shift from separate departmentalized services to integrated services in each pathway is a slow process due to structural and organizational adjustments that are essential for these changes to occur.
2. Classroom Instruction: PACTS implementation has not yet focused on instructional practices of faculty. This is critical given that: (a) the PACTS primary objective is to improve student outcomes, and (b) the greatest portion of a student's college experience unfolds within the classroom. Additional professional development opportunities are planned throughout the next three years to further develop new and tenured faculty.
3. Leadership: College leaders have demonstrated commitment to further developing their leadership capacity. For example, they have implemented a number of the group-facilitation strategies (modeled by CUE) to provide for more effective meetings. In addition to continued development of effective facilitation skills, there is need for opportunities to increase other aspects of leadership among faculty, staff, and administrative ranks.

Desired Goals and Planning Activities

Action Project Goals Aligned to Institutional Self Evaluation Action Plans

1. The current mission statement does not reference or completely align with PACTS. The College needs to update the mission statement to reflect its broad educational mission, its intended population, types of degrees/credentials it offers, and its commitment to PACTS for student learning and achievement. This is planned as the first step in the 2017-25 Strategic Educational Master Plan (Standard 1A, Action Plan #1).
2. The College needs to examine and address barriers to full PACTS implementation as they relate to the organizational structure around facilities, staffing, and financial "silos." (Standards III.A, III.B, III.D, IV.A)
3. The College needs to expand PACTS ownership to all administrators, faculty, and staff, and support the ongoing development of innovative strategies to enable a more complete integration of instructional programs with student-support services, that is ultimately required to fully implement PACTS. (Standards II.A, II.B, III.A.14)

Planning Activities for Each Goal

Goal #1 - Update the Mission Statement

- Draft new mission statement for review and approval through the participatory governance process
- Approve mission statement through all relevant committees and stakeholders
- Integrate new mission statement into the website, webpages, social media, and printed materials

Goal #1: Update Mission Statement

Update the mission statement to reflect the broad educational mission of the College, its intended population, types of degrees/credentials offered, and its commitment to PACTS for student learning and achievement

Action Steps	Observable and Measurable Outcomes	Timeline	Responsible Parties
Continue dialogue about drafting the new mission statement at College Council meetings and other participatory governance meetings (December 2015 – March 2016)	Mission statement drafted	December 2015-March 2016	College President College Council Co-Chairs Academic Senate
Present draft mission statement at April 2016 ‘Day of Dialogue’	Mission statement vetted college-wide	March-April 2016	College Council Co-Chairs College Council Committee Members
Obtain approval of mission statement through all relevant committees and stakeholders (May – June 2016)	Approved College Council mission statement signed by College President Approved mission statement by Board of Trustees	May-June 2016	College Council Co-Chairs
Integrate new mission statement into the website, webpages, social media, and printed materials	College materials developed	June-September 2016	Public Relations
Use mission statement to guide the development of new Strategic Educational Master Plan (SEMP)	Mission statement guides new SEMP	June 2016-January 2017	Planning and Budget Committee Educational Policies Committee

Goal #2 - Provide an organizational structure with resources (human, physical, financial) to fully implement PACTS

- Examine and address human resource needs to fully implement PACTS
- Examine existing facilities and their use patterns to make changes as needed to maximize the PACTS framework
- Examine budget to develop and implement a funding model for PACTS full implementation

Goal #2: Realign Resources and Organizational Structure for PACTS implementation

All pathways will be implemented with relevant administrators and staff assigned; the offices of the pathway administrators (deans or associate deans) and pathway staff (deans, counselors, navigators, faculty, and other staff) will be located in the building/area designated for that pathway to facilitate and stimulate interaction

Action Steps	Observable and Measurable Outcomes	Timeline	Responsible Parties
Expand pathway funding model to the new 'Pathway Resource Model' that includes human and physical resources in addition to the existing financial resources (Standards III.A, III.B, III.D)	Pathway Resource Model developed for Design and Media Arts, Advanced Transportation and Manufacturing and Liberal Arts pathways	January 2016 – June 2017	Planning and Budgeting Committee Co-Chairs VP Admin Services
Fully implement Pathway Resource Model, in accordance with appropriate budgets for all pathways, and based on pathway enrollment and needs (Standards III.A, III.B, III.D)	Apply Pathway Resource Model to all remaining pathways	July 2017 – June 2018	Planning and Budgeting Committee Co-Chairs VP Administrative Services
Align facilities to pathways (Standard III.B)	Update Facilities Master Plan to reflect Pathway Resource Model for all pathways Identify mechanism to brand pathway facilities	July 2016 – June 2017	Work Environment Committee Director of College Facilities VP Admin Services
Embed all student-support staff to pathways (Standard III.A)	Update LATTC Staffing Plan to reflect Pathway Resource Model for all pathways Assign Financial Aid and other student-support personnel to pathways	July 2016 – June 2017	Planning and Budgeting Committee Co-Chairs Vice Presidents

Goal #3 - Expand professional development to support the ongoing generation of innovative strategies that enable college-wide ownership and integration of PACTS.

- Develop a comprehensive plan for continued professional development in conjunction with the Center for Urban Education (CUE) at USC's Rossier School of Education
- Align professional development activities with Los Angeles Community College District Academic Senate's Professional College program
- Support continuing education for faculty and staff through the LATTC – Antioch continued education partnership
- Co-conduct with CUE a process evaluation to inform the College of progress towards PACTS full implementation and institutionalization
- Implement CUE recommendations

Goal #3: Expand professional development to facilitate organizational culture change

Provide professional development and coaching to administrators, faculty, and staff to assist them in understanding, integrating, and implementing PACTS and its numerous strategies and innovations

Action Steps	Observable and Measurable Outcomes	Timeline	Responsible Parties
Collaborate with CUE to develop a comprehensive plan for continued and expanded professional development related to: the integration of instruction and student-support services, classroom instruction, and leadership capacity (Standard III.A)	An approved college-wide professional development plan is published	January 2016-June 2016	Faculty and Staff Prof. Development Committee Dean of Institutional Effectiveness (IE) CUE Vice Presidents
Faculty and staff participate in various professional development opportunities that incorporate data analysis, inquiry, and joint productive work, as well as training on key topics such as assessment and effective instructional strategies (Standard III.A)	85% of all full-time faculty and all staff participate in at least one professional development offering per year; 55% of adjuncts participate in at least one professional development offering per year	January 2016-June 2019	LATTC Executive Team Academic Senate
Co-conduct with CUE a process evaluation to inform the College of progress towards the PACTS full implementation and institutionalization	Each June CUE publishes a report to the College on the progress toward full implementation of PACTS	June 2016-June 2019	CUE Dean of IE

Implement CUE's recommendations (Standard III.D)	Implementation matrix is developed for each CUE recommendation	July 2016-July 2019	College Council Academic Senate LATTC Executive Team

Progress on Activities Related to the “Full implementation of PACTS Action Project”

LATTC has been implementing PACTS strategies since 2012 and has incrementally made the necessary changes to College operations and structure. To date, six pathways have been launched including Advanced Transportation and Manufacturing; Design and Media Arts; Health Sciences; Construction, Maintenance & Utilities; Applied Sciences; and Liberal Arts. Significant movement of faculty and programs has been conducted to consolidate pathway operations, including the integration of math and English in select pathways. Pathway counselors are embedded in each of these pathways. In three of the pathways, the office of each pathway dean is located in, or adjacent to, the building in which most of the pathway classes are held. One other dean will be moving into a pathway in January 2016. In addition, two Pathway Navigators have been recently hired.

In terms of professional development, the Leadership Team and Pathway Teams have participated in a variety of professional development opportunities facilitated by CUE, from September 2014 to December 2015. CUE's primary investigator and several research assistants have hosted five retreats during these 18 months, all of which focused on the vision and implementation of PACTS, and the College's transformation to the pathway model. CUE has also assisted in the development of processes and metrics to measure success, and helped to facilitate the development of increased buy-in from those who have participated. Evaluations of the events have been universally positive.

Action Project 2- The Quality Assessment Project (QAP)

Overview

Through its Institutional Self Evaluation Report, the College verified its compliance with the Standards pertaining to outcomes; however, it also identified the need to expand existing efforts to ensure programs spend more time to further enhance assessment practices. This multi-year project will allow programs enough time to reflect on required programmatic changes to help increase student success. During the self-evaluation process, faculty and staff recognized the importance of improving and expanding the quality of the institution's assessment practices.

The overall project objective is to increase the effectiveness of LATTC's assessment process in using outcome assessment results to inform decision-making that supports student learning and achievement.

Background - Assessment Process

Defining and Assessing Learning Outcomes

The College has defined learning outcomes at the course (SLOs), program (PLOs), general education (GELOs), service area (SAOs), and institutional (ILOs) levels.

- Student Learning Outcomes (SLOs) identify what the student will know and be able to do by the end of a course—the essential and enduring knowledge, abilities (skills) and attitudes (values, dispositions) that constitute the integrated learning demonstrated by students upon completion of the course.
- Program Learning Outcomes (PLOs) describe the measurable characteristics including knowledge, skills, abilities, and determining behaviors that students will be able to demonstrate by the time they complete a program. It allows students the opportunity to demonstrate what they know, what they can do and what they value, upon completion of a program of study.
- General Education Learning Outcomes (GELOs) evaluate student learning within the curricular areas meeting the College's general education requirements for an associate's degree.
- Service Area Outcomes (SAOs) describe the benefit that a service program aims to achieve and is the result of the work the service program performs. This work can be structured events that occur outside of the classroom, complement the academic programs, and enhance the overall educational experience of students. SAOs may describe what students are expected to achieve and are able to demonstrate in terms of knowledge, skills, and values upon completion of receiving a service, attending a workshop, or participating in a service program.
- Institutional Learning Outcomes (ILOs) are those skills and competencies embedded within every aspect of the college to inspire and enhance each student's transferable learning skills. The ILOs represent the broad categories of competence that enable students to be successful in further education, in careers, as citizens, and in their personal lives. Student achievement of ILOs is assessed within their courses and co-curricular experiences. Assessment results are used to improve students' learning experiences at the College.

The College has a process in place to ensure that course SLOs are included in the course outline of record, course syllabi, and in the catalog. The catalog also contains PLOs for every program, GELOs, and ILOs. In addition, non-instructional areas have defined SAOs for service activities that occur outside of the classroom. The institution is on a three-year assessment cycle. The initial assessment cycle ended

in Spring 2013, and the College is currently finishing its second assessment cycle: Fall 2013 – Spring 2016. All programs use learning/service outcomes findings during the annual Program Review process.

Reflections from the Self Evaluation – Areas to Strengthen

The past two assessment cycles called attention to three key issues associated with the current assessment process. They are:

1. The need to review and update learning and service outcomes to ensure alignment with internal and/or external competencies.
2. The lack of automation coupled with the volume of documents received led to challenges in evaluating the quality of outcome statements, managing data collection, and disaggregation.
3. Difficulty connecting outcome assessment results and programmatic improvements through dialogue.

Issue 1: The need to review and update learning and service outcomes to ensure alignment with internal and/or external competencies.

Process used to establish instructional learning outcomes

In 2009, during the initial assessment stages, College programs took one of two approaches to developing learning outcomes. For the first approach, some College programs developed course SLO statements before creating PLO statements. These programs used their course level outcomes as a roadmap to identify their program level outcomes. For the second approach, some College programs identified PLO statements before developing course SLO statements. These programs drew from their program level outcomes to identify course level outcomes.

In 2015, the College recognized the need to revisit outcome statements. The Quality Assessment Project (QAP) will require programs to review and update PLO statements to improve their alignment with industry standards and/or any other internal or external competencies. Programs will then examine courses and course SLO statements through curricular maps to determine their alignment with PLOs, and to inform any programmatic or course curricular changes.

The need to align the Service Area Outcomes (SAOs) with Strategic Priority 1 PACTS competencies

During the institutional self-evaluation, the College also reviewed service area outcome (SAO) statements. Based on the review, the College identified the need to align service-related outcomes with PACTS competencies. These service-related outcomes include services and activities that:

- Enhance students' self-efficacy for college and career success
- Provide awareness of academic/career options
- Help set up academic and career goal setting and planning, and
- Assist with navigating and accessing community and college resources

Issue 2: The lack of automation coupled with the volume of documents received led to challenges in evaluating the quality of outcome statements, managing data collection, and disaggregation.

At the beginning of the 2013-2016 assessment cycle, departments and programs continued to conduct assessments and develop curricular maps and assessment plans. As a result, the Office of Institutional Effectiveness (OIE) had to collect assessment information for up to 890 active courses, each of which

had an average of three (3) SLO statements. As a result, the OIE collected approximately 2,670 assessment forms along with documents for 148 courses in the General Education areas. The OIE also collected PLO assessment documents for 93 instructional programs and 32 SAOs.

The College used approximately 15 different types of multipage forms (MSWord and pdf forms) to capture all of the required data from the different types of outcomes and documented dialogue about outcomes at program meetings. The OIE then compiled this data into high quality timely reports for different accountability reporting to the College, the public, and external constituencies. However, due to the large volume of documents it received and the lack of automation and a single database, the OIE found it extremely challenging to provide reports to College and external constituencies regarding outcomes data and its alignment with internal and external standards. These reports are needed to improve the quality of learning outcome statements.

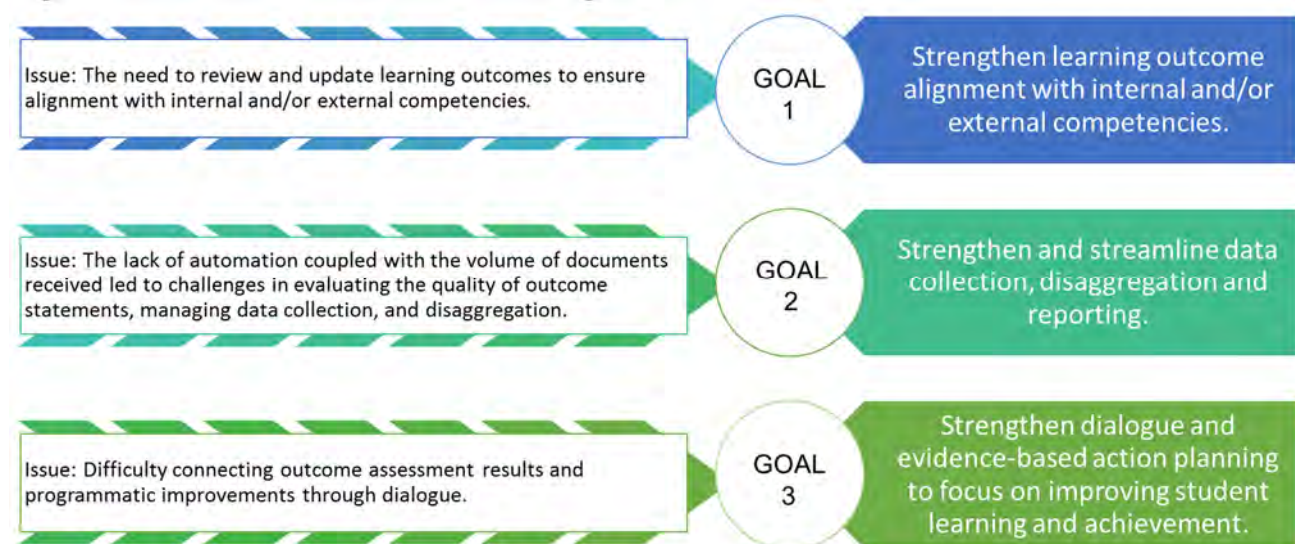
Issue 3: Difficulty connecting outcome assessment results and programmatic improvements through dialogue.

The College has an integrated planning process for using assessment and achievement data to determine the need for program improvements. The components of the integrated planning framework are structured to ensure a mission-driven cyclical process in which programs and services are reviewed through the use of student assessment and achievement data. This data provides the foundation for planning program improvements and resource requests. However, the College recognizes the need to develop a seamless system with corresponding processes capable of documenting, reporting, and easily validating, in a timely and useful manner, the connections between assessment results, planned program improvements, and resource requests.

Action Project Goals Aligned to Institutional Self Evaluation Action Plans

1. Strengthen learning outcome alignment with internal and/or external competencies. (Standards IB2, IIA3, IIA11, IIA12, IIA13)
2. Strengthen and streamline data collection, disaggregation and reporting. (Standards IB5, IB6)
3. Strengthen dialogue and evidence-based action planning to focus on improving student learning and achievement. (Standards IB1, IB4, IB9)

Figure 2. QAP Desired Goals and Planning Activities



Planning Activities for Each Goal

The College identified the following three (3) goals and corresponding major activities to address the issues described above:

Goal #1 - Improve learning outcome alignment with internal and/or external competencies.

- Review and update outcome statements
- Review and update course alignment to program
- Create a quality review process
- Develop an Assessment Toolkit

Goal #1: Improve learning outcome alignment with internal and/or external competencies.

Action Steps	Observable and Measurable Outcomes	Timeline	Responsible Parties
Review and update ILO statements to align with College mission and vision. Define rubric for each ILO.	100% ILOs updated and aligned with the College mission and vision; Rubric available.	September 2016 – June 2017	Executive Team; College Council; Academic Senate
Review and update PLO statements to align with external standards (industry, 4-yr institutions, state curricular, ILO). Define assessment rubric for each PLO.	100% PLOs reviewed and updated, as needed and aligned with standards; Rubric available for each PLO.	October 2015 – September 2017	VPAAWD; Deans; Department Chairs

Review and update GELO statements to align with Title 5 and accreditation requirements. Define rubric for each GELO.	100% GELOs updated and aligned with requirements; Rubric available for each GELO.	September 2016 – June 2017	VPAAWD; Deans; Department Chairs
Review curricular maps to inform programmatic changes needed. Update curricular maps based on findings.	100% of SLOs for course connected to a program are mapped to PLO; Close curriculum gaps and improve student learning in program outcomes; 100% of PLOs are mapped to ILOs.	October 2015 – September 2017	VPAAWD Deans Department Chairs
Review and update SLO statements to ensure appropriateness and value added to the PLO and/or GELO. Depending on the course it may need to align with industry, 4-yr institutions, CB21, ILO. Define rubric for each SLO.	100% SLOs updated and aligned with PLOs and/or GELOs; Rubric available for each SLO; Increase the number of faculty involved in assessment and dialogue; Produce detailed reports to monitor student learning and progression.	October 2015 – September 2017	VPAAWD Deans Department Chairs Faculty
Review and update SAO statements to align with College strategic priorities, ILOs, external standards/mandates (if applicable). Define rubric for each SAO.	Updated service area outcome statements aligned with college mission and vision; Rubric available for each SAO.	October 2015 – September 2017	SS/AS VPs SS/AS Deans /Managers
Create a quality review process for SLOs/PLOs and corresponding assessments. Department/program leadership	Development of a document to assist departments in reviewing SLOs/PLOs	September 2015 – August 2016	VPAAWD Deans

review SLOs, PLOs assessments in their department.	and corresponding assessments for quality; Department leadership review/feedback of program SLOs/PLOs and corresponding assessments.		
Develop an Assessment Toolkit.	Handbook to serve as a guide for current and future assessment activities.	September 2015 – August 2016	Dean IE Learning Outcome Faculty Leads

Goal #2 - Strengthen and streamline data collection, disaggregation and reporting.

- Develop a new assessment calendar
- Complete eLumen set up and reporting tools
- Develop and provide professional development materials and support

Goal #2: Strengthen and streamline data collection, disaggregation, and reporting.

Action Steps	Observable and Measurable Outcomes	Timeline	Responsible Parties
Develop an outcomes assessment planning calendar for the new cycle.	Program review and outcomes assessment planning calendar developed for the cycle	February 2016 – August 2016	Program Review - Assessment Committee
Input updated learning outcome statements into eLumen.	100% updated learning outcome statements in eLumen	October 2015 – September 2017	Dean IE
Create new assessment tools in eLumen.	100% assessment tools developed in eLumen	October 2015 – November 2017	Department Chairs Faculty
Input scores and action plans into eLumen.	100% assessments inputted into eLumen	October 2015 – June 2019	Department Chairs Faculty
Generate aggregated and disaggregated student level reports.	Different level reporting information available Enhance student knowledge about the course and program outcomes	February 2017 – Ongoing	Dean IE

Provide professional and administrative support.	Administer a survey and receive at least 95% customer satisfaction rates	Ongoing	Dean IE
Keep website current with pertinent information and tools for assessments.	A website with current information	Ongoing	Dean IE
Schedule Day of Dialogue to inform College community about assessment changes and updates.	Enhance participant knowledge about assessment activities and gather feedback as indicated in survey responses	September 2016 – May 2019	Dean IE

Goal #3 - Strengthen dialogue and evidence-based action planning to focus on improving student learning and achievement.

- Use the meta-evaluation recommendations to revisit the integrated planning process
- Utilize technology for ease of connecting outcome assessment results, program review, and resource requests
- Create an evaluation mechanism to measure the use and effectiveness of evidence-based action planning and its impact on student learning and achievement
- Compile and disseminate a report to establish how assessment data are utilized to plan program improvements and the outcomes of those activities each year
- Strengthen processes to promote, ensure, and document dialogue leading to program improvement

Goal #3: Strengthen dialogue and evidence-based action planning to focus on improving student learning and achievement.

Action Steps	Observable and Measurable Outcomes	Timeline	Responsible Parties
Implement a new program review cycle that includes time for structured reflection on PLOs and assessment findings.	Program Review and outcomes assessment planning calendar developed.	April 2016 - September 2016	Program Review -Assessment Committee
Research and utilize eLumen's Program Review module to implement the process.	Streamline and further merge the program review and assessment processes.	September 2016 – August 2017	Dean IE
Strengthen the program review process to require practitioners to use achievement data and PLO assessment data to inform program goal setting and action planning.	Stronger alignment between program outcomes and assessment data with action plans and resource allocations geared towards increasing student	September 2016 – August 2017	Dean IE

	learning and achievement.		
Develop an evaluation mechanism to measure the use and effectiveness of evidence-based action planning and its impact on student learning and achievement.	Annual data reports showing increases in trends related to student mastery of learning outcomes based on changes resulting from program review action plans.	September 2016 – August 2018	Dean IE
Compile and disseminate a report to establish how assessment data are utilized to plan program improvements and the outcomes of those activities each year.	Number of changes made to existing programs and practices as a result of program review.	August 2017 - Ongoing	Dean IE



Progress on Activities Related to the Quality Assessment Project (QAP)

eLumen

The College acquired eLumen in 2015 in order to address some of the issues with the current assessment process previously discussed. eLumen is a web-based application used for tracking assessment tools and assessment results and generating corresponding reports. eLumen stores all learning outcomes, rubrics, assessment scores, and action plans in one single database. Through this system, the College is able to generate continuous updated programmatic reports.

The College began piloting the use of eLumen in the Liberal Arts pathway in order to develop best practices for training faculty on how to use the application. The Office of Institutional Effectiveness (OIE) has been providing individual and small group eLumen trainings and support via email, phone, and ad hoc meetings. It developed illustrated step-by-step user guides and will make videos and webinars available in the near future to assist faculty and staff in learning how to use eLumen. The OIE is currently working closely with programs to document assessment information for the current cycle in the eLumen system.

The College anticipates that by end of the summer of 2016, eLumen will contain comprehensive and accessible assessment data and allow for further disaggregation to yield valuable information to support dialogue and planning. Furthermore, the College will be able to use eLumen's capacity to align program learning outcomes to external standards and evaluate student learning at the program and institution level through course level assessments.

Learning Outcome Faculty Leads

The College is nearing the completion of the second assessment cycle. As a result, it determined that the current need is to facilitate deep program-specific conversations leading to the next level of assessment quality improvements, rather than focus on a general understanding of assessment work. To do this, the College began searching for a team of faculty to serve as Learning Outcomes (LO) Faculty Leads in their respective areas. Several LO Faculty Leads were identified, and they have been working with the remaining LATTC faculty and staff in their respective areas.

Merging of Program Review and Assessment Committees

Based on lessons learned from the previous assessment cycles, the College realized the critical interdependence of Program Review and assessment processes. It became evident that in order to strengthen the use of assessment results and dialogue, it is critical that these processes be joined as one. This idea was vetted by necessary stakeholders and as a result, the Program Review Committee and Student Learning Outcomes Committee were merged to become the Program Review-Assessment Committee. This merged committee is responsible for overseeing program review and assessment processes.

Conclusion

Impact of the QFE on Academic Quality & Improvement of Student Learning and Achievement

Action Project 1: Pathways to Academic, Career, and Transfer Success (PACTS) Full Implementation Project

Through its focus on competencies and seamless support services, it is anticipated that establishment of this comprehensive institutional reform will ultimately directly impact student learning and achievement. Guided choices, student cohorts, curricular contextualization and targeted services, will shorten the time frame taken by students to complete their educational goals.

Furthermore, tier progression will provide students with competencies that will collectively prepare them to transition and progress through the next tier and/or demonstrate mastery of a program of study. Through tier progression students will be able to:

- Navigate and succeed in any college environment
- Demonstrate they have acquired necessary Math, English and computer literacy competencies and are “ready” to enter and progress in their program of study
- Complete the required sequence of courses that lead to: an Industry-recognized Credential, a Certificate of Achievement, and/or 30 units of progress in an Associate Degree and/or transfer program of study
- Complete an Associate Degree, IGETC and/or CSU General Education Certification, or transfer program of study

It is anticipated that the pathway roadmaps with their highly collaborative teams of faculty, staff, and administrators will positively impact academic quality and in turn lead to an increase in completions.

Action Project 2 – The Quality Assessment Project (QAP)

At the course level, the QAP will allow the College to improve its ability to collect evidence and enhance faculty dialogue about the contribution of student learning outcomes to program learning outcomes. This in turn should lead to curricular adjustments and changes in teaching practices that will increase student learning and achievement. This will also provide the benefit of knowing when, where, and how learning outcomes are taught and assessed within programs. As a result, the College will be able to achieve the goal of strengthening learning outcomes to meet internal and external requirements. Additionally, the capacity to report disaggregated data will improve faculty ability to address gaps. It will provide them with information they can use to determine appropriate techniques to apply to meet student needs.

At the program level, the QAP will improve faculty work and succeeding actions that will enhance students’ content knowledge and mastery of skills related to their chosen industry. This will increase the number of graduates who enter the workforce with the skills employers require. Furthermore, non-instructional programs will be able to align service area outcomes with College priorities and provide a clear direction of where those services are provided and improvements can be executed. The alignment with PACTS enables the College to focus all instructional and student support programs and services in

a concentrated and strategic manner. This will allow for identification and selection of targeted interventions to address critical areas or gaps, and ultimately increase student completion.

At the institutional level, the QAP will help enhance dialogue surrounding student learning and assessments, which will lead to informed changes in teaching practices and improve overall institutional quality. The QAP is also expected to increase the College's reporting capability and transparency, as well as its ability to respond to calls for accountability.

Integration of the QFE into Ongoing College Processes

Action Project 1: Pathways to Academic, Career, and Transfer Success (PACTS) Full Implementation Project

PACTS was formalized through its inclusion as Strategic Priority #1 and became the core of the Strategic Educational Master Plan. Its inclusion in the mission statement will further emphasize its leading role at the College. The purpose of Goal 2 of Action Project 1 entails organizational restructuring and resource (physical, human, financial) realignment necessary for full PACTS implementation. Thus, implementation of Strategic Priority 1 and Action Project 1, will fully integrate PACTS into the College processes and culture.

Action Project 2 – The Quality Assessment Project (QAP)

The College's Program Review-Assessment Committee provides oversight to the implementation of these processes at LATTC. The Office of Institutional Effectiveness will provide administrative support. These activities will be incorporated into the student learning outcome/program learning outcome quality review process that is currently under development. Appropriate department/program leadership will be charged with ensuring the quality of learning outcomes and assessments, and that these results are being used to plan programmatic improvements. Additionally, Learning Outcome Faculty Leads will work directly with faculty, staff, and administrators to provide direct support for these efforts.

Resources

- The College will expand the Pathway Funding Model to the Pathway Resource Model to include human and physical resources in addition to existing financial resources. (Standards III.A, III.B., III.D)
- The College will align facilities to pathways. (Standard III.B)
- The College will embed all student support staff into pathways. (Standard III.A)
- The College has a process to ensure continuous funding to maintain the eLumen platform and the recurring appointment of Learning Outcome Faculty Leads. (Standards III.C and III.D)
- The College will ensure continuous funding for professional development activities through the alignment with corresponding state and federal funding sources that include general funds, Student Equity funds, and Student Success and Support Program funds. (Standards III.A and III.D)
- The Office of Institutional Effectiveness will plan and provide targeted training to include strategies to facilitate effective dialogue throughout every step of this project. (Standard III.A)

Assessment and Evaluation

Los Angeles Trade-Technical College will establish a quality review process to ensure improvements across the institution. This will involve providing progress summaries from the responsible individuals and conducting an annual assessment of advancement towards the goals and effectiveness of the QFE. The College will evaluate the progress of each action step outlined in the Action Projects. Additionally, the assessment and evaluation process will take a broad look at college-wide efforts over the entire academic year to provide a holistic evaluation of the plan.

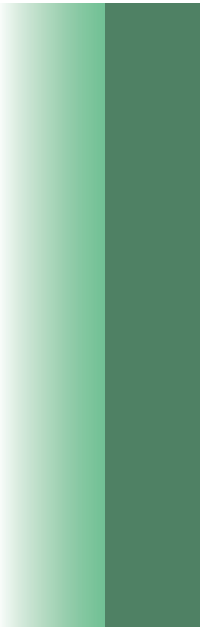
To accomplish this, the College will produce an annual assessment and evaluation report. Based on the report, appropriate adjustments and improvements in support of student learning and achievement will take place and changes implemented as needed. The assessment and evaluation process report will be initiated at the end of each academic year.





..... Changes and Plans Arising Out of the Self Evaluation Process

Changes and Plans Arising Out of
the Self Evaluation Process



CHANGES AND PLANS ARISING OUT OF THE SELF EVALUATION PROCESS

Changes Arising out of the Self Evaluation Process

Los Angeles Trade-Technical College began preparations for the 2016 Accreditation cycle in May of 2013. As the College experienced a transition in leadership, a renewed focus on effectiveness and reflection was launched in summer of 2014 coinciding with the revised Standards. As a means to communicate the revised Standards, the College hosted weekly college-wide conversations with the campus community. By the fall of 2014 the following changes, improvements and innovations were identified and subsequently initiated to ensure continuous improvement and alignment with the Standards:

Standard	Change, Improvement and Innovation	College Lead(s) & Venues	Timeline	Outcome and Status
1.A.1	Initiated dialogue related to College mission and Strategic Educational Master Plan	College Council; Faculty and Staff Convocations; Days of Dialogue	Summer 2015 - Ongoing	College mission statement revision discussions culminating with revised Strategic Educational Master Plan
II.A.2	Reviewed Comparison of Online Student Success Rates with Hybrid and Face to Face Courses	Student Success Committee; Educational Policies Committee; Vice President of Academic Affairs and Workforce Development	Spring 2014 – Ongoing	Development of a DE course improvement process
II.A.3 II.A.16	Established LATTC Assessment Guidelines and strengthened assessment processes	Program Review Committee; Academic Senate; Dean of Institutional Effectiveness	Fall 2014 - Ongoing	LATTC Assessment Guidelines developed; eLumen piloted for college-wide implementation Summer of 2016

II.A.6	Established Pathway Guided Choices to improve scheduling and student programming	Pathway Team (Chair, Counselor, Navigator, Dean)	Spring 2015 - Ongoing	Development and implementation of Pathway guided choices: two-year course schedule for ATM, DMA, Liberal Arts
II.A.7	Expanded faculty academic technology resources including professional development	Dean Academic Technologies,	Spring 2015 - Ongoing	Updated and posted online student support and faculty support resources
II.A.14	Attained external accreditation for Automotive and regional certification for Health Sciences programs of study	Program faculty, Vice President and Deans of Academic Affairs & Workforce Development;	Spring 2014 -Fall 2015	NATEF accreditation for the Automotive program attained LAH3C Credential Established for the Allied Health pathway

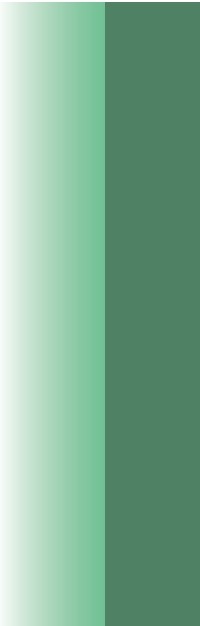
Plans Arising out of the Self Evaluation Process

Standard	Change, Improvement and Innovation	College Lead(s)	Timeline	Outcome Anticipated
I.A	Update the mission statement to reflect the broad educational mission of the College, its intended population, types of degrees/credentials offered and its commitment to Pathways to Academic and Career Transfer Success (PACTS) for student learning and achievement.	College Council; Academic Senate	Fall 2015 - Spring 2017	Mission statement revised to meet the standard as Strategic Educational Master Plan developed
I.B II.A II.C	Improve the quality of assessments at all levels to expand the opportunities for data driven dialogue that further promotes student learning, achievement and decision making.	Program Review and Assessment Committee	Spring 2016	Better and easily accessible data to promote and sustain dialogue at all levels
II.A II.B II.C	Expand existing online support services to enhance student engagement and success.	Student Success Committee, Dean of Academic Technologies, and Vice President of Student Services	Fall 2015 – Ongoing	Increased student support services available to all students, regardless of location
II.C	Improve oversight of the Athletics Program to ensure that standards of integrity are met and the Program follows all regulatory guidelines.	Vice President of Student Services	Spring 2016	Processes strengthened to effectively monitor programs
II.A- II.C III.A.14	Expand professional development to ensure college-wide ownership and integration of PACTS and its innovative strategies.	Dean of Institutional Effectiveness, Faculty and Staff Development Committee	Summer 2015 – Ongoing	Establish year-round professional development college-wide plan
III.B.4	Develop and integrate total cost of ownership into the Facilities Master Plan that considers the acquisition, maintenance, and replacement of equipment and facilities.	Work Environment Committee; Planning and Budget Committee	Spring 2016	College plans and budgets revised to include the total cost of ownership





Appendix: Evidence



APPENDIX: EVIDENCE

Certification of Continued Institutional Compliance with Eligibility Requirements 1-5

ER.1. Evidence

- [ER.1-1 California Education Code 70900](#)
- [ER.1-2 California Education Code 70901](#)
- [ER.1-3 Screenshot About LACCD Colleges 2015-09-23](#)
- [ER.1-4 June 2011 ACCJC Letter Reaffirming Accreditation](#)

ER.2. Evidence

- [ER.2-1 Enrollment history of LATTC for past 3 years](#)
- [ER.2-2 Enrollment in institutional degree programs by year or cohort, including degrees awarded.](#)
- [ER.2-3 Fall 2015 schedule of classes](#)

ER.3. Evidence

- [ER.3-1 LATTC-Catalog-2014-2016, p. 51-145](#)
- [ER.3-2 Board-Rule-6201.13-and-6201.14](#)
- [ER.3-3 Enrollment in institutional degree programs by year or cohort, including degrees awarded](#)

ER.4. Evidence

- [ER.4-1 Screenshot-LATTC-President-News-2015-09-23](#)
- [ER.4-2 President-Laurence-B-Frank-Biography](#)
- [ER.4-3 President-Employment-Contract](#)
- [ER.4-4 LACCD-Board-Rule-9802](#)

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- [ER.5-1 2012-Certified-Annual-LACCD-Audit-Report](#)
- [ER.5-2 2013-Certified-Annual-LACCD-Audit-Report](#)
- [ER.5-3 2013-2014 Certified-Annual-LACCD-Audit-Report](#)
- [ER.5-4 Finance-and-Audit-Committee-Minutes-Dec-18-2012](#)
- [ER.5-5 Budget-Finance-Committee-Minutes-Dec-4-2013](#)
- [ER.5-6 Budget-Finance-Committee-Minutes-Dec-3-2014](#)
- [ER.5-7 LATTC Default Loan Rate](#)
- [ER.5-8 LATTC Contract with Consultant to Improve Student Repayment of Loans](#)
- [ER.5-9 LACCD OMB A-133 Compliance Audit](#)

Certification of Continued Institutional Compliance with Commission Policies

Public Notification of an Evaluation Team Visit and Third Party Comment Evidence

- [CP3d-1 Emails Announcing Posting of Final Drafts](#)
- [CP3d-2 Screenshot-Self-Study-Feedback-form-2015-10-07](#)
- [CP3d-3 Screenshot of Self Study final drafts webpage](#)
- [CP3d-4 Announcement-3rd-Party-Comments](#)
- [CP3d-5 2011-LATTC-Accreditation-Certificate](#)
- [CP3d-6 Screenshot-Accreditation-Steering-Cmt-Homepage-2015-09-22](#)
- [CP3d-7 Screenshot-LATTC-OIE-Homepage-2015-09-22](#)
- [CP3d-8 ISE Participants](#)
- [CP3d-9 2014 Accreditation Summer Campaign Summary](#)
- [CP3d-10 Screenshot-Accreditation-drafts-surveys-webpage-2015-09-22](#)
- [CP3d-11 Email-Accreditation-STD-III-Rough-Draft-Survey](#)
- [CP3d-12 Email-Accreditation-STD-I-Rough-Draft-Survey](#)
- [CP3d-13 Email-Accreditation-STD-IV-Rough-Draft-Survey](#)
- [CP3d-14 Screenshot-LATTC-homepage-2015-09-22](#)
- [CP3d-15 Screenshot-Accreditation-Webpage-2015-09-22](#)
- [CP3d-16 Sample Communications ACCJC to President](#)
- [CP3d-17 Standing-Committee-Meetings-08-2015](#)
- [CP3d-18 May2015-Accreditation-Newsletter-Example](#)
- [CP3d-19 Screenshot-DOD-OIE-Homepage-2015-09-22](#)

Credits, Program Length, and Tuition Evidence

- [CPCT-1 Catalog, Graduation Requirements, pp. 53-54](#)

- [CPCT-2 Evidence students completing in 2 years](#)
- [CPCT-3 Board Rule 6201.10](#)
- [CPCT-4 Catalog, Fees, pp. 17-18](#)
- [CPCT-5 Catalog, Full Time Student Definition, p. 16](#)

Transfer Policies Evidence

- [CPTP-1 Board Rule 6703.1](#)
- [CPTP-2 Admin Regs E-93, E-101, E-118, E-119](#)
- [CPTP-3 Catalog, Transfer Information](#)
- [CPTP-4 UTC information](#)

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- [CPDE-1 Distance Education Accessibility Checklist and Course Approval Form](#)
- [CPDE-2 Standards for Providing Quality Distance Education, pp. 4-10](#)
- [CPDE-3 DE Instructor-Student Absentee Policy](#)
- [CPDE-4 Admin. Reg. E-89](#)
- [CPDE-5 Admin. Reg. E-65](#)
- [CPDE-6 DE instructor approval form](#)
- [CPDE-7 LATTC College Catalog p. 19](#)
- [CPDE-8 LATTC System Backup Schedule](#)
- [CPDE-9 Checklist Activities to include in DE Courses](#)
- [CPDE-10 SLO Data Collected](#)
- [CPDE-11 Curriculum Distance Education Course Approval Process](#)
- [CPDE-12 Art. 19 AFT Agreement](#)
- [CPDE-13 Art. 42 AFT Agreement](#)
- [CPDE-14 SIS Page](#)
- [CPDE-15 Library Databases](#)
- [CPDE-16 Online Student Guide](#)
- [CPDE-17 Moodle site](#)
- [CPDE-18 Academic Technology Unit services](#)

Student Complaints Evidence

- [CPSC-1 Board Rule 15003](#)
- [CPSC-2 Admin Reg E-55](#)
- [CPSC-3 Screenshot-Conflict-Resolution-2015-10-08](#)
- [CPSC-4 Screenshot-Student-Complaint-Form-2015-10-08](#)
- [CPSC-5 LATTC-Catalog-2014-2016, p. 25 et seq.](#)
- [CPSC-6 Screenshot About LATTC and Accreditation webpage](#)

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- [CPAM-1 College name, street, website addresses in the Catalog](#)
- [CPAM-2 Mission, goals and values on the website](#)
- [CPAM-3 Mission, goals and values in the catalog](#)
- [CPAM-4 Information presented in College Catalog](#)
- [CPAM-5 list of faculty and their degrees in catalog](#)
- [CPAM-6 Academic Freedom statement in Catalog](#)
- [CPAM-7 Nondiscrimination statement in the catalog](#)
- [CPAM-8 Governing Board members in Catalog](#)
- [CPAM-9 References to other Policies in Catalog](#)
- [CPAM-10 Statement of accredited status in catalog](#)
- [CPAM-11 statement of accredited status on webpage](#)
- [CPAM-12 Historic catalogs archived in library](#)

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- [CPIV-1 LATTC Audit Findings](#)
- [CPIV-2 2011 LATTC Corrective Action Plan in Response to External Audit](#)

- [CPIV-3 Link to Audit Reports on LATTC Website](#)
- [CPIV-4 LACCD OMB A-133 Compliance Audit](#)
- [CPIV-5 Official LATTC Default Loan Rate](#)
- [CPIV-6 LATTC Contract with Consultant to Improve Student Repayment of Loans](#)
- [CPIV-7 Sample Consortium Agreement](#)
- [CPIV-8 Contract Request Forms Signed by VPAS](#)
- [CPIV-9 LATTC One Page from Procurement Training June 2015](#)
- [CPIV-10 LACCD Board of Trustees Policy on Ratifying Contracts within 60 Days](#)
- [CPIV-11 LACCD-Admin-Reg-B-19](#)
- [CPIV-12 LATTC-Procurement-Process](#)
- [CPIV-13 LACCD-Admin-Reg-E-109](#)
- [CPIV-14 LACCD-Admin-Reg-E-109](#)
- [CPIV-15 SAP-PROCUREMENT-TRAINING-Presentation](#)

Standard I.A. Mission

I.A.1. Evidence

- [I.A.1-1 BOT Minutes 07 11 2012](#)
- [I.A.1-2 Notes from Mission Statement Development Meetings 2011 through 2012](#)
- [I.A.1-3 Notes from 2013, 2014 and 2015 College Council Retreat Mission Statement Discussion](#)

I.A.2. Evidence

- [I.A.2-1 Sample PR Alignment Program Mission to College Mission 2010 through 2015](#)
- [I.A.2-2 Student Survey Report](#)
- [I.A.2-3 Sample Validations](#)
- [I.A.2-4 Sample Advisory Recommendations – Barbering, p3](#)
- [I.A.2-5 PR1415 Data Packs, PR1415 Industry data](#)
- [I.A.2-6 Sample Assessment SLO-PLO-SAO](#)
- [I.A.2-7 LATTC Institution-Set Standards 06 03 2013](#)
- [I.A.2-8 Student Success Agendas](#)
- [I.A.2-9 LATTC Scorecard](#)
- [I.A.2-10 Rubric for Scoring Resource Requests](#)
- [I.A.2-11 SMP-Mission Development-Process-Timeline 04 25 2012](#)
- [I.A.2-12 2014-2017 Strategic Educational Master Plan, p. 12-14](#)

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- [I.A.3-1 Sample Department Program Reviews](#)
- [I.A.3-2 Sample PR1415 Resource Requests](#)
- [I.A.3-3 Rubric for Scoring Resource Requests](#)
- [I.A.3-4 List of Prioritized Resource Requests](#)
- [I.A.3-5 Notes from Mission-SEMP Development](#)

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- [I.A.4-1 College Catalog, p. 1](#)
- [I.A.4-2 2014-2017 Strategic Educational Master Plan](#)
- [I.A.4-3 board Minutes 07 11 2012](#)
- [I.A.4-4 2015 College Council Retreat PPT](#)

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- [I.B.1-1 Curricular Map Dialogue](#)
- [I.B.1-2 Discipline Dialogue-FD](#)
- [I.B.1-3 PR1314 rubric](#)
- [I.B.1-4 PR1415 rubric](#)
- [I.B.1-5 Baking Curricular Map-AssessmentPl](#)
- [I.B.1-6 StudSucComte-050114-Minutes](#)
- [I.B.1-7 StuSucCom-Minutes-050715](#)
- [I.B.1-8 emails inviting attendance](#)
- [I.B.1-9 Governance Structure page](#)
- [I.B.1-10 DoD evidence 091814](#)
- [I.B.1-11 Notes from Student Equity Plan Meetings](#)
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- [I.B.1-13 Data Presented at Convocations and DoD](#)
- [I.B.1-14 Notes form Student Success Workgroup sessions](#)
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- [I.B.1-16 PR Equity data](#)
- [I.B.1-17-ASC 03 11 2013-Minutes](#)
- [I.B.1-18 AS Minutes 03 12 2013](#)
- [I.B.1-19 AS-Minutes- 04 09 2013](#)
- [I.B.1-20 AS-Minutes- 05 14 2013](#)
- [I.B.1-21 AS-Minutes-05 28 2014](#)
- [I.B.1-22 Acad-Council Minutes-03 14 2013](#)
- [I.B.1-23 College-Council-Minutes_ 03 18 2013](#)
- [I.B.1-24 College-Council-04 15 2013](#)
- [I.B.1-25 Ed-Policies-Minutes-03 19 2013](#)
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- [I.B.1-27 Student Success Minutes 03 21 2013](#)
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- [I.B.1-33 Ed Policies Minutes 05 20 2014, 09 16 2014, 10 21 2014, 11 18 2014](#)
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- [I.B.1-37 LATTC IE Reports to the BOT](#)
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- [I.B.1-39 Scorecard Reports - Convocation](#)
- [I.B.1-40 PACTS](#)
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- [I.B.2-1 SLO Website Screenshot](#)
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- [I.B.2-3 SAOs for Student-Admin](#)
- [I.B.2-4 ILO Website Screenshot](#)
- [I.B.2-5 SLO Board rule 6705.20](#)
- [I.B.2-6 LATTC class-policy, p. 6](#)
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- [I.B.2-9 AFT Contract, p. 63](#)
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- [I.B.2-11 course outline, ECD](#)
- [I.B.2-12 ECD Screenshot](#)
- [I.B.2-13 Curriculum bylaws](#)
- [I.B.2-14 Curriculum SLO Minimum Standards](#)
- [I.B.2-15 LATTC Assessment Guidelines](#)
- [I.B.2-16 Minutes from PAR Committee and Academic Senate](#)
- [I.B.2-17 Sample Curricular maps](#)
- [I.B.2-18 Fall 2014 Student Survey Form](#)
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- [I.B.3-1 LATTC Institution-Set Standards 06 03 2013](#)
- [I.B.3-2 Notes from Meetings Held to Establish ISS](#)
- [I.B.3-3 Trend Data Report to Establish ISS](#)
- [I.B.3-4 Sample SSC Agendas](#)
- [I.B.3-5 SSC Scorecard](#)
- [I.B.3-6 SSC Minutes 03 05 2015](#)
- [I.B.3-7 PACTS Model](#)
- [I.B.3-8 PPT of 2014 Retreat](#)
- [I.B.3-9 ISS-DoD](#)
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- [I.B.3-12 PR1415 data packs,](#)
- [I.B.3-13 Program Reviews-Cosmetology and Nursing](#)
- [I.B.3-14 Minutes of Methodologies to Set ISS for Job Placement-CoC/SSC/EPC](#)
- [I.B.3-15 Accreditation Annual Reports](#)
- [I.B.3-16 ISS Research and Planning website](#)

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- [I.B.4-1 Sample Program Reviews 2010 through 2015](#)
- [I.B.4-2 PR Framework](#)
- [I.B.4-3 Guide to 1415 PR Planning](#)
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- [I.B.6-4 EMT Reports](#)
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- [I.B.6-7 SLO assessment website](#)
- [I.B.6-8 Student Equity Plan–Session 1](#)
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- [I.B.8-1 Participatory Governance Handbook](#)
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- [I.B.8-3 DoD Website Screenshot](#)
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- [I.B.8-12 Academic Council Meeting Minutes-03 27 2014](#)
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- [I.C.1-2 Schedule of Classes](#)
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- [IV.D.2-14 Budget Allocation Mechanism amendment, 6/3/12](#)
- [IV.D.2-15 Financial Accountability Measures, 10/9/13](#)
- [IV.D.2-16 ECDBC recommendation on LAHC deferral request, 6/10/15](#)
- [IV.D.2-17 LAHC Debt Referral Request PPT to BFC, 9/16/15](#)

IV.D.3. Evidence

- [IV.D.3-1 DBC webpage screenshot, August 2015](#)
- [IV.D.3-2 BOT agenda, BF2, 2/7/07 SB 361 Budget Allocation Model](#)
- [IV.D.3-3 DBC minutes 5/18/11](#)
- [IV.D.3-4 ECDBC Budget Allocation Model Recommendation, Jan 2012](#)
- [IV.D.3-5 BOT agenda, BF4, Budget Allocation model amendment, 6/13/12](#)
- [IV.D.3-6 District Budget Allocation Evaluation](#)

- [IV.D.3-7 BOT agenda, BF4, Financial Accountability Measures, 10/9/13](#)
- [IV.D.3-8 BFC agenda, minutes and handouts on Costs per FTES, 10/8/14](#)
- [IV.D.3-9 FAC minutes 6/13/12](#)
- [IV.D.3-10 2014-15 Quarterly Projections](#)

IV.D.4 Evidence

- [IV.D.4-1 HR Guide R-110 Academic Administrator Selection, 7/31/15](#)
- [IV.D.4-2 College president Self Evaluation packet](#)
- [IV.D.4-3 BOT agendas w/President evaluations, 2011-2014](#)
- [IV.D.4-4 BOT agenda BF2, 10/9/13](#)
- [IV.D.4-5 Chancellor Functional Area map, 2015](#)

IV.D.5 Evidence

- [IV.D.5-1 District Strategic Plan: Vision 2017, 2/6/13](#)
- [IV.D.5-2 LACCD Integrated Planning Manual, 2015](#)
- [IV.D.5-3 College Effectiveness Report template](#)
- [IV.D.5-4 IESS Committee agendas on IE report approval, 2012-2015](#)
- [IV.D.5-5 BOT agenda, Annual Board Leadership & Planning Session, 8/19/15](#)
- [IV.D.5-6 DPAC agenda, 6/26/15](#)
- [IV.D.5-7 DPAC agenda, 8/28/15](#)
- [IV.D.5-8 District Technology Strategic Plan, 3/9/11](#)
- [IV.D.5-9 District Technology Implementation Plan, March, 3/21/13](#)
- [IV.D.5-10 SSSP new DEC service categories PowerPoint, 2014](#)
- [IV.D.5-11 SSSP Counselor Training PowerPoint, 2014](#)
- [IV.D.5-12 SSI Steering Committee Minutes, 8/22/14](#)
- [IV.D.5-13 SIS Fit-Gap agendas, 2013](#)
- [IV.D.5-14 Quarterly College FTES meetings, 2014-2015](#)

- [IV.D.5-15 Quarterly enrollment report to DBC, 5/20/15](#)
- [IV.D.5-16 Quarterly enrollment report to BFC, 9/16/15](#)
- [IV.D.5-17 Budget Allocation Model, 2012 amendment](#)
- [IV.D.5-18 DPAC minutes, June-Aug 2015](#)
- [IV.D.5-19 BOT Agenda 9/2/15](#)
- [IV.D.5-20 IEPI 2015-16 Goals Framework, 5/27/15](#)

IV.D.6. Evidence

- [IV.D.6-1 Screenshot of District Intranet of Councils and Committees](#)
- [IV.D.6-2 Districtwide Executive Administrative Councils 2015 draft update](#)
- [IV.D.6-3 Chancellor's Directive 70, 8/30/94](#)
- [IV.D.6-4 District-level Governance committee 2015 update](#)
- [IV.D.6-5 District-level Governance committee webpage screenshot](#)
- [IV.D.6-6 District Coordinating Committees 2015 update](#)
- [IV.D.6-7 Email report to list serve, 2015](#)
- [IV.D.6-8 District Academic Initiative Committees, 2015 update](#)
- [IV.D.6-9 District List serve list](#)
- [IV.D.6-10 Sample BOT agenda email](#)
- [IV.D.6-11 OGC Board Rule and Admin Regs Revision Notices, July-August 2015](#)
- [IV.D.6-12 LACCD newsletters](#)
- [IV.D.6-13 Chancellor Bulletins](#)
- [IV.D.6-14 Accreditation newsletters](#)
- [IV.D.6-15 Diversity newsletters](#)
- [IV.D.6-16 SIS newsletters](#)
- [IV.D.6-17 Benefits and wellness newslettersa](#)
- [IV.D.6-18 Bond Program newsletters](#)
- [IV.D.6-19 SIS forum PowerPoints](#)
- [IV.D.6-20 Chancellor weekly email updates](#)
- [IV.D.6-21 DAS Communication, 2014-15](#)
- [IV.D.6-22 Web redesign meeting, 10/13/11](#)
- [IV.D.6-23 Districtwide Communication PPT, 9/25/15](#)

IV.D.7. Evidence

- [IV.D.7-1 2009 District Governance Survey Tool](#)
- [IV.D.7-2 2010 District Governance Assessment Report, 2/26/10](#)
- [IV.D.7-3 2012 District Governance Survey Tool and Results](#)
- [IV.D.7-4 2015 District Governance Survey Tool](#)
- [IV.D.7-5 District-level Governance and Decision-making Assessment Comparison Report for 2010, 2012, 2014, 8/28/15](#)
- [IV.D.7-6 2014-15 District-level Governance and Decision-making Assessment Analysis, 8/19/15](#)
- [IV.D.7-7 2014-15 District-level Governance and Decision-making Assessment Report by College and Analysis by Role, 8/28/15](#)
- [IV.D.7-8 DPAC 2015-2016 Work Plan, 8/28/15](#)
- [IV.D.7-9 Districtwide Committee Self-Evaluation form](#)
- [IV.D.7-10 DBC self-evaluation 2012-2014](#)
- [IV.D.7-11 DPAC self-evaluation 2012-2014](#)
- [IV.D.7-12 JLMBC self-evaluation 2011-2012](#)
- [IV.D.7-13 TPCC self-evaluation 2011-2012, 7/19/12](#)
- [IV.D.7-14 Updated District Council and Committee list, 9/2/15](#)
- [IV.D.7-15 Governance Evaluation Timeline, 8/27/15](#)
- [IV.D.7-16 – Updated DPAC Charter, 6/22/15](#)

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MA – MARIPOSA HALL
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Academic Technology
Assessment
Bridges to Success
Center
Copy/Mail Center
Disabled Student
Programs &
Services (DSPS)
Distance Education
Info Tech (IT)
Labor Center
Learning Skills and
Noncredit Library
Library
Office of Student Life
Open Computer Labs
Staff Lounge
Student Health Center
Tutoring Center
Veteran Student Center

MH – MAGNOLIA HALL
(Formerly A Building)
Cosmetology
Nursing Program

OH – OAK HALL
(Formerly F Building)
Language Arts/Humanities
Machine Shop (CNC)
Advanced Transportation
& Manufacturing
Welding

RH – REDWOOD HALL
(Formerly C Building)
Architectural Technology
Associated Student
Organization (ASO)
Worksource Center

SA – SAGE HALL
(Formerly H Building)
Cafeteria
Culinary Arts
Early College Academy
Garden Room

SQ – SEQUOIA HALL
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Construction Maintenance
& Utilities

WH – WILLOW HALL
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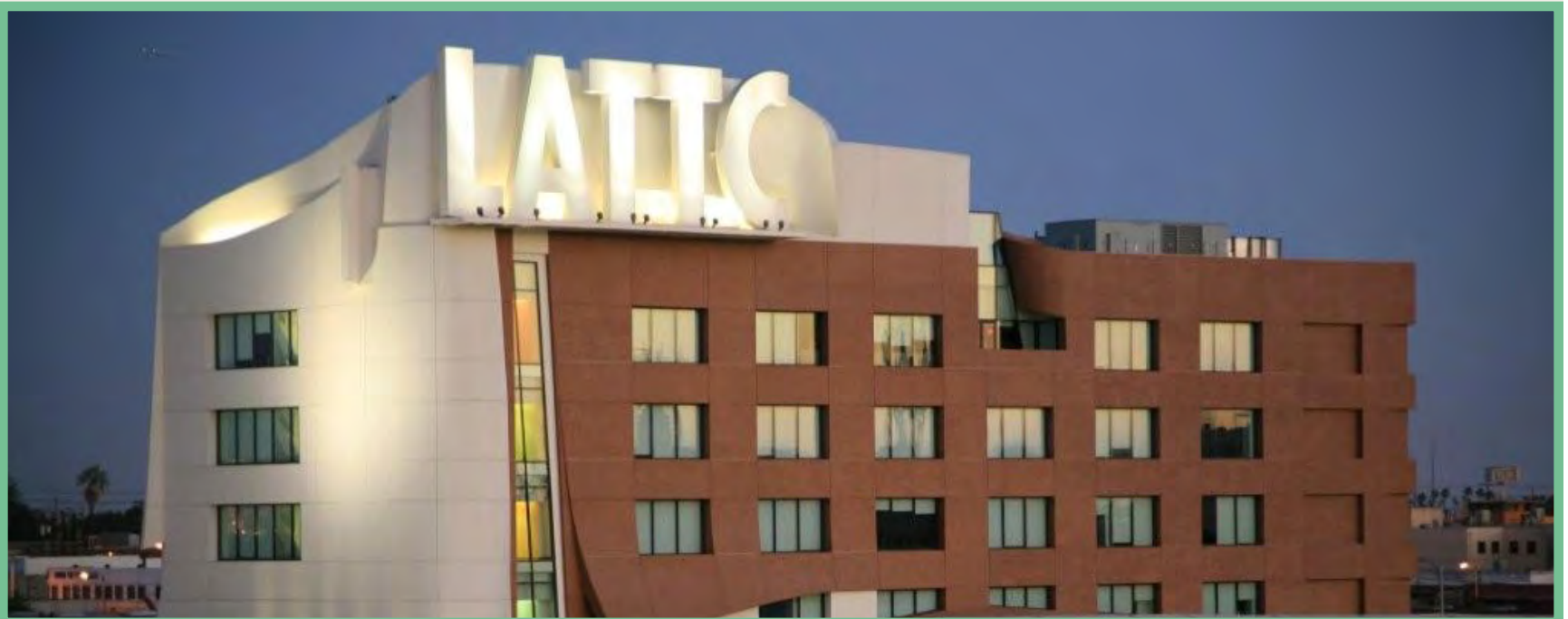
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