

## **PEER REVIEW TEAM REPORT**

Los Angeles Trade-Technical College  
400 W Washington Boulevard  
Los Angeles, California 90015

This report represents the findings of the Peer Review Team that conducted a focused site visit to Los Angeles Trade-Technical College from March 6 - 8, 2023. The Commission acted on the accredited status of the institution during its June 2023 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Monica L. Green, Ed.D.  
Team Chair

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**Los Angeles Trade-Technical College  
Peer Review Team Roster  
TEAM ISER REVIEW**

Dr. Monica Green, Team Chair  
Norco College  
President

Dr. Vince Rodriguez, Vice Chair  
Coastline Community College  
President

**ACADEMIC MEMBERS**

Dr. Adam Karp  
American River College  
Professor of Spanish

Dr. Christopher McDonald  
South Orange County Community College District  
Vice Chancellor of Educational and Technology Services

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Vice President of Student Services

**ACCJC STAFF LIAISON**

Dr. Gohar Momjian  
Vice President

\*Persons who served as participants on the district review team should be noted with an asterisk.

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FOCUSED SITE VISIT**

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## Summary of Focused Site Visit

INSTITUTION: Los Angeles Trade-Technical College

DATES OF VISIT: March 6 – 8, 2023

TEAM CHAIR: Dr. Monica Green

This Peer Review Team Report is based on the formative and summative components of the comprehensive peer review process. In October 2022, the team conducted Team ISER Review (formative component) to identify where the college meets Standards and to identify areas of attention for the Focused Site Visit (summative component) by providing Core Inquiries that the team sought to validate compliance, improvement, or areas of excellence. The Core Inquiries are appended to this report.

A five-member peer review team conducted a Focused Site Visit to Los Angeles Trade-Technical College March 6-8, 2023 for the purpose of completing its Peer Review Team Report and determination of whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and U.S. Department of Education regulations.

The team chair and vice chair held a pre-Focused Site Visit meeting with the College CEO on January 23, 2023 to discuss updates since the Team ISER Review and to plan for the Focused Site Visit. During the Focused Site Visit, team members met with approximately 60 faculty, administrators, classified staff and students in formal meetings, group interviews and individual interviews. The team held one open forum, with 16 college team members in attendance, and provided the College community the opportunity to share their thoughts with members of the Focused Site Visit team. The team evaluated how well the College is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement. The team thanks the College staff for coordinating and hosting the Focused Site Visit meetings and interviews and ensuring a smooth and collegial process.

## Major Findings and Recommendations of the Peer Review Team Report

### Commendations

None

### Recommendations

#### Recommendations to Meet Standards:

None

#### Recommendations to Improve Quality:

None

#### District Commendations:

District Commendation 1: The team commends the Board and the District on the development and implementation of a Districtwide Framework for Racial Equity and Social Justice: Taking Action to Root Out Racism and Internalize Anti-Racist Policies and Practices at LACCD. The District has successfully built upon the strong legacy of social justice and equity work amongst the campuses, by embedding this framework into existing planning process, developing systems of accountability, and investing in local, regional, and statewide legislative advocacy to support statewide systemic reform to improve racial and social justice initiatives. (IV.D.5)

#### District Recommendations to Meet Standards:

None

#### District Recommendations to Improve Quality:

None

## Introduction

Los Angeles Trade-Technical College (LATTC), the first of nine two-year community colleges in the Los Angeles Community College District (LACCD), was granted authority to offer associate degrees in 1948. LATTC assumed its official name and became part of the LACCD in 1969 after the district was newly formed. Located on 33 acres near the historical El Pueblo district on Olvera Street in southern downtown Los Angeles, LATTC's specialty is in career technical education and academic, transfer-track programs. The College's history dates to post-World War I when the Los Angeles Board of Education began offering vocational education courses in the downtown area. The College has a unique history in career education that prevails to the present. With its rich history, the College appears to have strong ties to the communities served and a respect for the homeland of the indigenous peoples in which the College resides.

Over the near century of its existence, the enrollment at the College has fluctuated from over 10,000 in 1950 to about 18,000 in the late 1970's with a significant decline in the 1980's. While the College has an overall decline in fall headcount from 2015 (14,854) to 2020 (11,589) of 22.0%, the College has grown its concurrent high school students by 151.9% (1,660) in the same six-year period. Higher education institutions across the nation have been impacted by the pandemic and LATTC is no different. From fall 2019 to fall 2020, LATTC experienced enrollment reductions in nearly all student demographics groups with some of the more notable areas being students enrolled in 12 or more units (-28%), males (-25%), age 55 and over (-44%) and under 20 (-19%), Pell students (-38%), students with occupational education goals (-23%) and undecided students (-28%), native citizens (-15%), and all special program populations with the largest population being first generation college students (-16%). With Hispanic students being the largest student population at the College, this group experienced a 15% decline (-1,402) in enrollment from fall 2019 to fall 2020. Other notable areas of decline in students of color include Pacific Islander (-62%), American Indian (-44%), and Black students (-28%). The team learned that while there was an overall decline in enrollment during the pandemic, as the District recovers, for the fall 2022 semester, Los Angeles Trade-Technical College's enrollment increase is one of the highest in the district.

Recent major developments since the last comprehensive evaluation include the opening of its new Culinary Arts building along with a new Construction, Maintenance, and Utilities building expected to be completed in 2024. Also noted are the changes in instruction and service modalities due to the pandemic that are expected to remain. In addition to ACCJC accreditation, LATTC's single campus has four other notable specialized or programmatic accreditation to enhance its offerings that include the American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC), Interstate Renewable Energy Council (IREC), Automotive Service Excellence Education Foundation (ASEEF), and California Board of Registered Nursing (BRN).

During the ISER review and forums, the team learned that the nature and mission of the College has stayed true to its occupational education origin making this College unique within the

California Community College system where over 70% of their programs are career and technical education related. The team was particularly interested in learning more about the College's strategies in maintaining the continuity of its career and technical education during the pandemic. The team also expressed interest in understanding how the College has grown its dual enrollment by 151.9% in the last six years while experiencing overall decline in enrollment, mostly attributed to the pandemic. The team appreciates the College's efforts at increasing college access to high school students and encourages the College to refine its efforts around offering defined pathways for these students. During both the fall 2022 and spring 2023 Open Forums, the team heard from college constituents their pride and stories in transforming the lives of their students and the camaraderie they experience for each other.

# Eligibility Requirements

## 1. Authority

The team confirmed that Los Angeles Trade-Technical College derives its authority to operate as a two-year community college, which has been operating continuously since 1948 with authority to operate under the state of California, the Board of Governors of the California Community Colleges and has been accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), an institutional accreditation body recognized by the Department of Education.

The College meets the Eligibility Requirement.

## 2. Operational Status

The team confirmed that Los Angeles Trade-Technical College is providing educational services leading to associate degrees and certificates for 11,589 students as of fall 2020. A substantial percentage of students are pursuing the goal of degree completion or transfer to a four-year college or university. All information regarding degrees and certificates as well as a schedule of classes is published each semester both in print and online for constituent use.

The College meets the Eligibility Requirement.

## 3. Degrees

The College offers 81 associate and 96 certificate programs in academic and career education fields. The team confirmed that all associate degrees require 60 units, including an appropriate general education component and concentration within a major area of emphasis.

The College meets the Eligibility Requirement.

## 4. Chief Executive Officer

The team confirmed that the LACCD Board of Trustees employs a Chancellor as the chief executive officer and has direct oversight of the Los Angeles Trade-Technical College President. The last College President of Los Angeles Trade-Technical College served as the chief executive officer of the College and was appointed by the Board of Trustees on February 24, 2020. On August 31, 2022, Dr. Kathleen Burke assumed an interim role of President while the College searched for a permanent replacement. At the time of the Focused Site Visit, the District appeared to be in the final stages of selecting a permanent chief executive officer expected to start on or before the new fiscal year. The CEO neither serves as a member of the Board of Trustees nor as the board president. The team found that the Board of Trustees delegates

authority to the Chancellor and College President to administer board policies and implement administrative procedures.

The College meets the Eligibility Requirement.

## **5. Financial Accountability**

The team reviewed evidence that supports the institution uses a qualified external auditor to conduct audits of all financial records. The audit includes an assessment of compliance with Title IV federal requirements. All audits are certified and the explanation of findings are documented and rectified appropriately. The Los Angeles Community College District Board of Trustees receives and reviews the reports.

The College meets the Eligibility requirement.

## Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC standards may address the same or similar subject matter. The peer review team evaluated the institution's compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

### **Public Notification of a Peer Review Team Visit and Third Party Comment**

**Evaluation Items:**

X	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive review visit.
X	The institution cooperates with the review team in any necessary follow-up related to the third party comment.
X	The institution demonstrates compliance with the <i>Commission Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions</i> as to third party comment.

[Regulation citation: 602.23(b).]

**Conclusion Check-Off (mark one):**

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

**Narrative:** The Commission did not receive any relevant third party comments.

### **Standards and Performance with Respect to Student Achievement**

**Evaluation Items:**

X	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. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
X	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. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
X	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. (Standard I.B.3, Standard I.B.9)
X	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. (Standard I.B.4)

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

**Conclusion Check-Off (mark one):**

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	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

**Credits, Program Length, and Tuition**

**Evaluation Items:**

X	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)
X	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). (Standard II.A.9)
X	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)
X	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)
X	The institution demonstrates compliance with the Commission <i>Policy on Credit Hour, Clock Hour, and Academic Year</i> .

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

**Conclusion Check-Off (mark one):**

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

## **Transfer Policies**

### **Evaluation Items:**

X	Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)
X	Policies contain information about the criteria the institution uses to accept credits for transfer, and any types of institutions or sources from which the institution will not accept credits. (Standard II.A.10)
X	Transfer of credit policies identify a list of institutions with which it has established an articulation agreement.
X	Transfer of credit policies include written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning.
X	The institution complies with the Commission <i>Policy on Transfer of Credit</i> .

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(11).]

### **Conclusion Check-Off (mark one):**

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	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

## Distance Education and Correspondence Education

### Evaluation Items:

<b>For Distance Education:</b>	
X	The institution demonstrates regular and substantive interaction between students and the instructor in at least two of the methods outlined in the <i>Commission Policy on Distance Education and Correspondence Education</i> .
X	The institution ensures, through the methods outlined in the <i>Commission Policy on Distance Education and Correspondence Education</i> , regular interaction between a student and an instructor or instructors prior to the student's completion of a course or competency.
X	The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)
X	The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.
<b>For Correspondence Education:</b>	
	The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)
	The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.
<b>Overall:</b>	
X	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)
X	The institution demonstrates compliance with the <i>Commission Policy on Distance Education and Correspondence Education</i> .

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

### Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the

	Institution does not meet the Commission's requirements.
	The college does not offer Distance Education or Correspondence Education.

**Narrative:** The college does not offer correspondence education.

### **Student Complaints**

**Evaluation Items:**

X	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.
X	The student complaint files for the previous seven years (since the last comprehensive review) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
X	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
X	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1)
X	The institution demonstrates compliance with the <i>Commission Policy on Representation of Accredited Status</i> and the <i>Policy on Student and Public Complaints Against Institutions</i> .

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

**Conclusion Check-Off (mark one):**

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

**Institutional Disclosure and Advertising and Recruitment Materials**

**Evaluation Items:**

X	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2)
X	The institution complies with the <i>Commission Policy on Institutional Advertising, Student Recruitment, and Policy on Representation of Accredited Status</i> .
X	The institution provides required information concerning its accredited status.(Standard I.C.12)

[Regulation citations: 602.16(a)(1)(vii); 668.6.]

**Conclusion Check-Off (mark one):**

X	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

**Title IV Compliance**

**Evaluation Items:**

X	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 U.S. Department of Education (ED). (Standard III.D.15)
X	If applicable, the institution has addressed any issues raised by ED 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. (Standard III.D.15)
X	If applicable, the institution’s student loan default rates are within the acceptable range defined by ED. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15)

X	If applicable, 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. (Standard III.D.16)
X	The institution demonstrates compliance with the Commission <i>Policy on Contractual Relationships with Non-Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i> .

[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.]

**Conclusion Check-Off:**

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

## Standard I

### Mission, Academic Quality and Institutional Effectiveness

#### I.A. Mission

##### General Observations

Los Angeles Trade-Tech College has a clearly defined and institutionally applicable mission statement, approved by the Board of Trustees in February 2019. The mission statement is widely published, posted, and publicized all over campus and in an array of college resources.

The College emphasizes the role of the mission, vision, and values in planning and decision-making. In addition, the College's practices and resources support and align with the mission. The mission is board approved and regularly reviewed and revised.

##### Findings and Evidence

The Los Angeles Trade-Tech College (LATTC) Mission Statement provides a clear and concise description of its educational purposes, intended student population supports its diverse student population's pursuit of educational goal attainment by offering career technical certificates, associate degrees, transfer, and preparation for employment. In addition to the mission, LATTC's vision and values expand on its commitment to student learning and achievement.

The College provides further evidence of its commitment to student learning and achievement through its implementation of guided pathways and the use of the Strategic Educational Master Plan (SEMP) which is aligned with the Los Angeles Community College District's Strategic Plan. These planning processes focus on advancing student learning and achievement. (I.A.1)

The College uses the program review process to determine how effectively it is accomplishing its mission, and the program review process informs programs on student progress and achievement.

The College also uses its Strategic Educational Master Plan (which has four initiatives that include evaluation at each level), Institutional Set Standards, and Participatory Governance and Planning Handbook to identify the data to evaluate mission efficacy and to direct institutional priorities to meet the educational needs of students. In particular, the team confirmed per the College's Planning and Governance Handbook that the college makes sound data-based decisions that address multiple perspectives and account for short- and long-term implications. (I.A.2)

The Participatory Governance and Planning Handbook along with the SEMP clearly outline the processes it uses to align programs and services with its mission. Specifically, the mission guides institutional decision-making, planning and resource allocation. The SEMP evidences the institutional goals for student learning and achievement. The Participatory Governance and Planning Handbook demonstrates how decision-making, planning, and resource allocation is aligned with the mission. (I.A.3)

Los Angeles Trade-Tech College widely publishes its mission through the college website and college catalog. Additionally, the mission appears on multiple reports and plans such as the SEMP, the Participatory Governance and Planning Handbook, and meeting agendas. The current mission statement was reviewed and updated through participatory governance at the College Council meetings and approved by the Los Angeles Community College District Board of Trustees in February 2019. (I.A.4)

### **Conclusion**

The College meets the standard.

## **I.B. Assuring Academic Quality and Institutional Effectiveness**

### **General Observations**

Los Angeles Trade-Tech College demonstrates a concerted effort to assuring academic quality and institutional effectiveness beginning with its Strategic Educational Master Plan which drives the College's planning, evaluation, and improvement structures.

### **Findings and Evidence**

LATTC demonstrates a sustained, substantive, collegial dialogue about student outcomes, equity, academic quality, effectiveness, and continuous improvement of student learning and achievement. There is evidence of discussion across programs and disciplines and data and equity analysis is shared college wide. The College has implemented an annual Assessment Day with dedicated time and resources for faculty to discuss and consider improvements. Town Halls and participatory governance meetings are another venue with which the College shares and discusses academic quality. (I.B.1)

The College defines and assesses student learning outcomes for all instructional programs and learning support services. The College uses eLumen as an assessment and curriculum management system. Student and program/unit learning outcomes are reviewed as part of the curriculum process. (I.B.2)

Institutional Set Standards have been established and are appropriate to the college mission.

They are assessed annually (through program review) in the pursuit of continuous improvement and shared widely through the website as well as departmentally. Within this assessment cycle, if an instructional program falls below the standard, a process is in place in which the program provides the analysis and an action plan for improvement. (I.B.3)

The program review handbook demonstrates a robust process regarding the use of assessment data and how the program review process organizes and supports the data needed for student learning and achievement. Instructional program examples show the 4-year cycle and the processes for improvement. (I.B.4)

The program review process is well articulated and provides evidence of data disaggregation by program type and mode of delivery. The annual data includes such areas as course success, retention, and fill rates. Institutional Effectiveness Research and Planning make disaggregated data readily available on a web-based platform. (I.B.5)

The College disaggregates and analyzes learning outcomes and achievement for sub populations of student groups. Processes outlined in the program review handbook dictate action plans if a program fails to reach its goals to mitigate gaps in achievement. (I.B.6)

Los Angeles Trade-Tech College updated its governance handbook in December 2022 which outlines the three processes used across the institution to evaluate all areas of the College. Instructional programs and student services are evaluated via the program review process and governance activities are assessed through self-evaluation and external evaluation. Evaluations are reviewed in April and a full reporting of evaluations is presented to College Council during its June retreat where recommendations for improvement are discussed and a plan for implementation created for the fall. (I.B.7)

LATTC communicates the results of assessment and evaluation through campus-wide meetings, their website and SharePoint sites. They demonstrate evidence of discussions regarding strengths and weaknesses and setting priorities in governance meetings, Institutional Effectiveness reports, and college-wide gatherings. (I.B.8)

The College demonstrates its continuous, broad based, systematic evaluation and planning beginning with the Strategic Educational Master Plan (SEMP). That overarching plan includes both short and long term needs to accomplish its mission and improvement of academic quality as needed. The institution also integrates program review, planning, and resource allocation into a cyclical 4-year process with annual review. (I.B.9)

## **Conclusion**

The College meets the standard.

## **I.C. Institutional Integrity**

### General Observations:

The integrity of LATTC is founded on its ethical practices in forthright, effective communication with all stakeholders; responsible review of its published information; consistent and intentional representation of its mission, academic programs, student achievement, and accreditation processes; and prioritization of student needs.

### Findings and Evidence:

Through its website and college catalog, LATTC communicates to all stakeholders clear, accurate information concerning the College's mission, support services, academic programs and pathways. Current accreditation status information, updated by Accreditation Liaison Officer, is also shared through the website, including annual reports and FAQ's with detailed information. A website review process, conducted by a public relations manager, focuses on content updates. (I.C.1)

The College's catalog, available in both online and print versions, is published every two years with addendums every six months, ensuring its currency with the Dean of Instruction overseeing the accuracy of academic program and pathway information and the Curriculum Committee approving program changes. (I.C.2)

Developed by the Institutional Effectiveness Team, LATTC's Fact Book provides stakeholders with detailed information about course retention and success rates, Pathways awards, and transfer/admit rates to public and private institutions, presenting disaggregated data through visual reports from a 6-year span. Another institutional effectiveness initiative, an interactive data dashboard, gives users the opportunity to view course success by department, discipline, and course. (I.C.3)

Organized by pathways on LATTC's website, every program's standardized overview sheet outlines in detail the Program Learning Outcome's, course requirements by semester, as well as descriptions of degrees' and certificates' purpose. (I.C.4)

The representation of the College's mission, programs, and services is regularly evaluated by both:

1. Program Review Assessment Committee whose charge is to "establish, review and update program review and assessment policies and processes at LATTC;" and
2. Public Information Manager who is responsible for the integrity of the College's website and information dissemination. (I.C.5)

LATTC communicates specific educational costs to students publicly through its website. Estimated cost of attendance is shown for nine versus 12 months with a breakdown of fees, books/supplies, room/board, and transportation. The website also informs students about resident and non-resident tuition rates, plus special program fees. Through active communication with faculty about their course text requirements, the College's bookstore seeks to maintain accurate, current costs listed on their shop course material page. (I.C.6)

The LACCD's Board Rules, which are regularly reviewed and revised, support academic freedom and responsibility of faculty to participate in "free inquiry," as well as faculty's protection of students' academic freedom. The College's website and catalog publish descriptions and policies regarding student rights and responsibilities referencing BR 9803 Standards of Conduct. LACCD and LA College Faculty Guide agreement specifies that faculty's academic freedom under Article 4 is "to seek the truth and guarantee freedom of learning to the students." (I.C.7)

Through its website, catalog, and other documents, LATTC overtly conveys clear policies and procedures to promote ethical behavior and practices by all its constituents. Course syllabi emphasize expectations for academy honesty. Distance education courses utilize LACCD procedures for verification of student identification. Individual programs and courses describe academic integrity for students in specific fields of study. Human Resources oversees compliance with Title IX and issues related to discriminatory communication or sexual harassment. The College's website effectively communicates the procedures and processes for Student Discipline. (I.C.8)

Through evaluation processes, faculty members are assessed on the appropriateness and currency of course content, adherence to discipline standards, and choice of course relevant course materials. The AAUP Statement on Professional Ethics commits faculty to use professional discernment when practicing their "freedom of inquiry" or personal speech. (I.C.9)

LATTC provides statements in its catalog and handbooks on standards of ethical/professional conduct for students, faculty, and all employees. (I.C.10)

(I.C.11) N/A

The LATTC Accreditation Steering Committee uses a website to communicate with all college employees on accreditation status updates and progress. The College's main website houses Accreditation 2016-2023 mid-term reports, follow-ups, and ISER to inform the public of its accreditation. Required actions by the Commission are carried out by the College in accordance with set timeframes. (I.C.12)

LATTC practices transparency and accountability in its partnerships with external agencies. Additionally, the College regularly communicates information on its accredited status with

stakeholders through newsletters and website announcements, describing the 2023-30 accreditation cycle or the most recent updates. (I.C.13)

To maintain ethical fiscal decision-making that prioritizes supporting students, the College adheres to policies and procedures directed by the LACCD Board and administration. (I.C.14)

Conclusions:

The College meets the standard.

## Standard II

### Student Learning Programs and Support Services

#### II.A. Instructional Programs

##### General Observations:

Los Angeles Trade-Technical College's (LATTC) instructional programs are aligned with the College's mission and accepted standards for higher education. The College and District have sufficient policies and formal and informal procedures in place to assess the quality of programs and use results to improve services and educational outcomes.

There are three noteworthy themes that resonate throughout the ISER that relate to LATTC's commitment to its instructional mission and values, specifically, a commitment to build and maintain quality career education program; a commitment to providing opportunities for a diverse community of learners through varied instructional delivery modes; and a commitment to providing quality instructional programs and services through regular and systematic evaluations using disaggregated data and an equity and inclusion framework.

##### Findings and Evidence:

LATTC last reviewed and updated its mission and values in 2019. The evidence outlined in the ISER, college Catalog, Program Review Handbook, Participatory Governance & Planning Handbook, Strategic Educational Master Plan, and documents including *Ensuring Regular, Effective, and Substantive Interaction of Distance Education Courses at LATTC*, *LATTC's Distance Education Compliance Checklist*, and *LATTC's Standards for Providing Quality Distance Education*, suggests that regardless of the delivery mode, the College ensures comparable services and that program offerings are consistent with its mission and are appropriate for higher education. Based on a review of sample courses in Canvas, with very few exceptions, the team found evidence of regular and substantive interaction among students and between students and the instructor. However, student learning outcomes (SLOs) were not always easily accessible to students in part because the SLOs were placed in varying sections of the distance education courses. (II.A.1)

General education requirements are outlined in the catalog for associate degrees, and IGETC and CSU-GE certification. LATTC offers eight-one associates of arts, science, or transfer degrees, and ninety-six certificates of achievement and proficiency, organized in nine academic pathways. All courses and programs offered by the College culminate in the attainment of

identified student learning outcomes and program learning outcomes, which are documented in program reviews and in the College's official outcomes assessment repository, eLumen. The College has established AP 4105 (*Distance Education*) which specifies that each course requires separate approval to be offered using the distance education modality. Additionally, the aforementioned evidence suggests that the College has established faculty-driven processes to ensure that course content and methods of instruction meet the academic and professional standards and expectations of higher education. (II.A.1)

The faculty exercise shared ownership of the curriculum development and review process through the Curriculum Committee as outlined in the *LATTC Program Review Handbook*. Comprehensive program reviews are scheduled on a four-year cycle (two-year cycle for career training program) with annual program review updates. Outcomes assessment is an integral part of the established program review process, and all instructional units are required to have program reviews that are archived by the Program Review Assessment Committee, in SharePoint. The evidence suggests that programmatic and institutional data/competencies are discussed in multiple venues (department and division meetings, College Council, Flex activities, and Board reports) and that the ensuing dialog informs decision-making and improves instructional effectiveness. Part-time faculty are encouraged to attend meetings such as Flex workshops, town halls, and other activities involving programmatic review and dialogue around improving student success. (II.A.2)

The team reviewed evidence that shows that there is some college-wide discussion about learning outcomes. Course level outcomes are available on the course outline of record and on course syllabi, while program and institution level outcomes are published in the catalog and available in program reviews. All courses are mapped to program and applicable institution-level outcomes. A review of a sample of course outlines of record, syllabi, and program review reports indicate that the College has appropriate processes that support outcomes assessment and the use of results to improve instructional practices. The team also reviewed a sample of distance education courses and observed that not all sections provided students with a syllabus. Despite the lack of a syllabus, these courses provided the student learning outcomes to students in various locations in the course learning management system shell. The team encourages the College to ensure a practice whereby all students receive a course syllabus. (II.A.3)

Evidence found in the catalog and course outline of record indicates that LATTC has established policies and processes for distinguishing pre-collegiate courses from college-level courses – through the use of course numbering. To comply with recent California legislation (AB 705), the College has developed new processes, support courses (e.g., Math 125S and English 072), and

support services for students who are no longer placed into pre-collegiate courses. A review of the catalog and pre-collegiate curriculum indicates clear pathways from pre-collegiate coursework to college-level coursework. The College also offers adequate support services (e.g., tutoring at Academic Connections) to ensure that students in pre-collegiate courses acquire the necessary skills to succeed in more advanced courses. (II.A.4)

LATTC maintains articulation agreements and transfer agreements which serve as one source of evidence that the College's practices and its programs meet the expected rigor and standard for higher education. The evidence in the catalog and AP 4023 (*Program Approval: Procedures for Development and Approval of Educational Programs and Options*) indicates that the College offers certificates and associate degrees in accordance with State regulations. Each associate degree has a minimum of sixty semester credits, a minimum of eighteen credits in a major/area of emphasis, and the general education course selection are in accordance with established CSU-GE and IGETC protocols. Course sequencing and time to completion is easily accessible to students and the public in the catalog and on the college website under *Pathways: Program Overviews*. The curriculum committee maintains adequate protocols to ensure appropriate depth, rigor, breadth, and adherence with regulatory guidelines. (II.A.5)

LATTC schedules courses using multiple instructional modalities and with enough frequency to offer students the opportunity to complete their course of study in a timely manner. The schedule development process includes considerations for student demand. Evidence of the analysis to determine if course offerings meet the needs of the student population is available in some of the program review documents. Students and the public may use the college catalog or the Pathways program overviews on the college website to determine which courses they need to complete in the sequence for degree or certificate attainment. (II.A.6)

LATTC uses varied instructional delivery modalities and teaching methodologies to offer instructional services to a diverse student population. To promote student success, faculty members are offered distance education and Canvas training; course outlines address each delivery modality; courses are approved separately for each delivery mode; and many of the recent program reviews include outcome analysis for each instructional delivery modality. Students have access to peer tutoring through Academic Connections where learning support services are offered via in-person meetings, video meetings, live chat conversations, and virtual counseling using Cranium Cafe. (II.A.7)

In accordance with the requirements for external accrediting bodies (e.g., NCLEX for nursing), LATTC relies on the external examination providers for validating programs or department-wide exams. (II.A.8)

LATTC uses credit-based hours as demonstrated on course outlines. The College has appropriate policies (BP 4020: *Program, Curriculum, and Course Development*) and procedures for ensuring that the College awards credit consistent with accepted norms for higher education and that credits are awarded based on student attainment of the stated learning outcomes at the course, program, and degree level. The catalog provides appropriate information regarding the awarding of academic credit. (II.A.9)

LATTC has established policies and procedures for awarding and accepting degree, certificate, and transfer credits. The policies are published in the catalog and are available to students via the college website. The College offers university transfer counseling and students may also review course articulation using assist.org. The College has an Articulation Officer and a University Transfer Center Director who regularly submit new and revised course outlines of record for CSU-GE and IGETC certification approval. Articulation agreements and the transfer of credits are the same for face-to-face and distance education courses. (II.A.10)

The College has procedures outlined in the *Program Review Handbook* and curriculum process to ensure that each course has student learning outcomes that are correlated to program and institutional learning outcomes which are published in the catalog and available through the college website. A review of the catalog revealed that all degrees and certificates have competencies tied to one or more of the following institutional competencies: critical thinking and problem solving, creativity and innovation, occupational competencies, communication, and diversity and citizenship. (II.A.11)

LATTC includes the LACCD's Educational Philosophy statement in the catalog and the College assures that general education courses are selected from a variety of disciplines to ensure that students achieve comprehensive learning outcomes. Students may meet the requisite general education requirements by following the CSU-GE, IGETC, or a local general education pattern. The College's local general education outcomes are outlined in the catalog and emphasize the requisite breadth of experience and depth of knowledge across disciplines, and focus on six areas:

- Ethical and Effective Citizenship
- Humanities
- Language and Rationality
- Behavioral and Social Sciences
- Natural Sciences
- Health and Physical Education

Additional general education outcomes, namely, *Critical Thinking, English Language Communication, Quantitative Reasoning, Arts, Lifelong Learning, and Self-development* are also in the catalog for non-native credentials. The general education curriculum spans the breath of expected knowledge for a higher education degree. Discussions surrounding course assignments for general education are faculty driven and occur during the curriculum development and review process. (II.A.12)

A review of the catalog indicates that all degree programs include a focused area of study within relevant disciplines. In addition, all degrees are packaged using recognized competencies and practices from higher education. Each degree program has two or more program specific learning outcomes. (II.A.13)

LATTC has three programs that require external licensure, namely, Nursing, Cosmetology, and Barbering. Additionally, the College has two programs – Culinary and Transportation – that are governed by separate accrediting bodies. All career training programs are required to have advisory committees as outlined in AP 4102 (*Career and Technical Education Programs*) and as indicated in Board Rules 6802 (*Vocational Program Biennial Review*) are scheduled for biennial reviews. Discussions surrounding curricular trends occur as part of the program review process, at advisory committee meetings, and Los Angeles Regional Consortium meetings. (II.A.14)

LATTC has established procedures AP 4021: Program Viability for program discontinuance/termination including considerations for:

- The effects on students and student success if the program is discontinued
- Students to make progress to complete their training
- How the program's discontinuance would impact the educational and budget-planning process used at the institution
- How the program's discontinuance affects the region
- The effects of the program's discontinuance on local business and industries
- The effects of the program's discontinuance on faculty and staff

The College has not recently initiated the program viability process or discontinued any programs. (II.A.15).

LATTC has a detailed program review process that is faculty driven and well documented. Instructional programs are scheduled for review on a four-year cycle with two-year reviews for career education programs. Beginning in 2021, all programs are required to conduct an annual update. The *Program Review Handbook* offers a template to ensure that standards are met, and that the faculty address the program's strengths, relevance, and accomplishments; and

gaps in outcomes assessment, resource requests, and strategies for improvement. The evidence indicates that program review results are used in conversations by faculty and staff, which leads to the development of plans for improving the instructional programs or courses. Distance education courses are evaluated in the same manner as face-to-face courses. (II.A.16)

## **Conclusion**

The College meets Standard II.A and related eligibility requirements.

## **II.B. Library and Learning Support Services**

### **General Observations:**

By ensuring all students, online or in-person, have access to an array of relevant, effective learning support and library services, LATTC upholds its mission to “empower students to achieve” their academic and career goals and its vision to be “recognized regionally and nationally for transforming students’ lives and their communities.” The College consistently prioritizes students’ needs, from its library collections procedures and research courses to its diverse services and approaches for student learning support to its outreach with K-12 students.

### **Findings and Evidence:**

LATTC offers an extensive range of learning support services to students, including academic tutoring, open computer lab with printing, placement assistance, academic accommodations for students with disabilities, distance education instruction, and transfer preparation. The College’s library provides curriculum-centered materials within its collections which are “sufficient in quantity, currency, depth and variety,” while also supplying internet access, study areas, research assistance as well as courses to develop research skills and strategies. (II.B.1)

In accordance with its well-defined development policy, LATTC’s library prioritizes collection decisions according to the curricular and research needs of students. It also proactively solicits recommendations from faculty concerning relevant instructional materials while suggesting available print/digital resources. (II.B.2)

To ensure adequacy in meeting student needs, the LATTC Library and Academic Connections utilize an annual review process based primarily on data from student surveys and usage rates. Service area outcomes are designed to measure the quality of library workshops/ orientations, customer service, information resources, in addition to the level of students’ awareness about the enrollment process and campus support services. (II.B.3)

The College collaborates with other institutions to support student success in the broader community. Through a partnership with the Los Angeles Unified School District, LATTC provides students opportunities to experience college level coursework, dually and concurrently enrolled, in a supportive high school setting. The formal agreement outlines expectations for course descriptions, assessment criteria, facilities, costs, and recordkeeping. The College requests formative, narrative feedback from LAUSD faculty on student performance to assess the efficacy of the program. To increase access to library services, LATTC relies on LACCD through a contracted subscription service with Cal State LA to provide academic resources to students via limited borrowing privileges. (II.B.4)

Conclusions:

The College meets the Standard.

## **II.C. Student Support Services**

General Observations:

LATTC provides student support services that are aligned with its mission and supports student development and success. Services are regularly evaluated to determine they meet student needs, are appropriate, and contribute to cultural and social development. Services are provided in person and online. The College has admissions and placement policies and procedures in place that increase student access to the college, identify appropriate qualifications for programs, protect students' privacy, and ensure records are stored and destroyed in an appropriate manner.

Findings and Evidence:

The College offers comprehensive student support services to support its mission. The quality of these services is regularly evaluated through internal and external student surveys and program review. The College utilizes student learning outcomes assessments to demonstrate the services support student learning. The College provides both online and in person services. Of note is the College's Bridges to Success Center that provides a single-point of first contact to ensure students are directed to appropriate student support services to address their specific need. (II.C.1)

LATTC identifies and provides appropriate student support services and programs and monitors student participation in the programs through data submitted to the Management Information Systems Data Mart at the Chancellor's Office. The College assesses learning support outcomes for students through program review, student learning outcomes, categorical program reports, and institutional effectiveness data. These data are used to improve the College's support services and programs. (II.C.2)

The College provides access to appropriate and comprehensive services to students regardless of service or delivery method. Most services can be accessed online, and some programs only offer online services. Over the past three years, the College adjusted the instructional and support services to address the changing needs of the students and community. As a result, student services provide both onsite and online services to address student preference. In addition, teachers continue to leverage technology and online resources for students who may benefit from more online instructional resources. In addition to the website, students can access information about services in the college catalog. The College ensures that students have equitable access and receive reliable service through student surveys and program review. (II.C.3)

The College offers co-curricular and athletics programs to contribute to the cultural and social dimensions of the educational experience of students and support the mission. Students can participate in the Associated Student Organization, clubs, and Men's and Women's Basketball. There are several ways the College ensures that the co-curricular and athletics programs are conducted with sound educational policies and standards of integrity including program constitutions, by-laws, charters, board policies, administrative regulations, and administrative procedures. Controls are in place to ensure proper management of program finances. (II.C.4)

Counseling and academic advising programs are provided to students to support their development and success. Professional development is provided to faculty and others responsible for the advising functions through videos and training in department meetings. The catalog and website provide timely, useful, and accurate information about academic requirements to students. Students are oriented to ensure they understand requirements related to their educational programs of study and how counseling and academic advising programs are evaluated. (II.C.5)

The College has board approved admissions policies that are consistent with its mission. The policies specify student qualifications appropriate to the programs. Students receive clear information on pathways to achieve their educational goals in the catalog and on the website. The information is accurate, specific to programs, and appropriate for the student populations. (II.C.6)

LATTC utilizes multiple measures of assessment to place students into Math, English, and English as a Second Language classes. The Office of Institutional Effectiveness has put together an infographic with data demonstrating the efficacy of the multiple measures approach to placement at the College. The information provided illustrates that successful completion of Transfer-Level English and Math classes has increased due to multiple measures of assessment for placement. The Admissions and Records Office uses program review to regularly evaluate their admissions practices. (II.C.7)

The College has a board approved process to maintain student records permanently, securely, and confidentially. The process identifies which student records are permanent and the storage expectations for those records. For all other types of records, the policy indicates

length of time for storage, how to securely store the records, and the process for disposal of records. The College publishes policies for the release of student records in the catalog and on the website. (II.C.8)

Conclusions:

The College meets the Standard.

## Standard III

### Resources

#### III.A. Human Resources

##### General Observations:

The College and District have policies and procedures in place to recruit, hire and evaluate faculty, staff, administrators, and managers and to adhere to stringent fair practices and equal opportunities for all employees. The College aligns its hiring processes with the institution's mission and promotes diversity in all human resources endeavors. Timelines are established to evaluate the President, faculty, classified professionals, managers, and administrators. However, the suspension of evaluations from spring 2020 through spring 2021 resulted in a deferral of all evaluations. The College completed most evaluations for all employee groups in fall 2022. As of February of 2023, 70% of the employees have been evaluated in the past year and all other employees will be complete by June 30, 2023. The only employee evaluations which will not be completed by June 30, 2023, are for the employees who have not worked for the current direct supervisor for at least six months. The District has mechanisms in place to ensure that personnel files are confidential and secure. Professional codes of conduct for all employees are accessible via the catalog and district and college websites. Professional development opportunities are available to faculty, staff, and administrators with the intent that they provide the vehicle for them to be the best at their jobs.

##### Findings and Evidence:

Through BP/AR 7230, 7120, and 7211 (*Classified Employees; Recruitment and Hiring; and Faculty Services Area, Minimum Qualifications, and Equivalencies*), the College and District formalize the process to ensure consistency, integrity, and the quality of its employees to ensure that the highest standards of academic and institutional excellence are upheld. The *Human Resources Guide* for hiring faculty and academic administrators and the *Personnel Commission Laws and Rules* for recruiting classified professionals are the overarching operational documents that govern recruitment, minimum qualifications, and the selection of employees. (III.A.1)

To ensure the College recruits and hires high-quality faculty and academic employees, the College utilizes the *Human Resources Guide* (R-100: *Academic Minimum Qualifications*) and AP 7120, while AP 7211 describes the procedures for minimum qualifications and the process for verifying equivalencies. (III.A.2)

To support faculty and students during the educational processes and to promote student success, the District and College increase the likelihood of hiring quality administrators and other academic employees by assuring that recruitment and hiring procedures adhere to the requirements stipulated in the *Human Resources Guide R-110 (Academic Administrator Selection)* and AP 7120. (III.A.3)

The established hiring process requires degrees from accredited institutions (AP 7120) and degrees from foreign countries must be validated by an evaluation service. (III.A.4).

All employees are evaluated through a variety of means and the District and College have ample documentation for its evaluation procedures including evaluation timelines and the use of the Evaluation Alert System (EASy) as a central repository for evaluations. Evaluation procedures for faculty (full-time and adjunct), classified professionals, and academic deans are outlined in their respective collective bargaining agreements, while confidential employees and non-bargaining unit management employees are evaluated according to BP 7150 (*Evaluation*), *Personnel Commission Laws and Rules 702 (Performance Evaluation for Probationary and Permanent Classified Employees)*, and *Human Resources Guides E-210 and E-215 (Performance Evaluation, College President/Academic Vice Chancellor and Performance Evaluation, College Academic Vice President)*. (III.A.5)

Based on the evidence presented in the ISER, the team observed that of 734 employees in the report, approximately twenty percent of the evaluations were completed according to the established schedule. Approximately ten percent (10%) of the evaluations were not completed according to the schedule and seventy-one percent (71%) were deferred until the fall semester 2022 due to the COVID-19 pandemic. The team also reviewed MOUs between the District and the collective bargaining units that suspended evaluations from spring 2020 to spring 2021, so the evaluation process resumed fall 2021. The College made significant progress and had 70% of all evaluations completed by February 2023 with a process in place to complete the remaining evaluations. (III.A.5)

Currently, the College has a sufficient number of full-time and adjunct faculty to meet instructional needs. When additional faculty are needed, requests are reported in the program review documents. On an annual basis, the Faculty Hiring Prioritization Committee including Academic Senate representatives review staffing requests and makes recommendations for full-time hires for approval by the President. (III.A.7) To ensure a smooth induction process for adjunct faculty, the College and District offers orientations, peer support, invitations to professional development activities, opportunities to participate on governance committees, and a faculty resources repository, *Especially for Adjuncts*. (III.A.8)

At the moment, the College has sufficient classified professionals to meet the needs of the institution. The College also has appropriate planning practices involving program reviews to evaluate staffing levels on an annual basis. (III.A.9) The District's *Unrestricted General Fund* –

*Allocation Model* has guidelines for the minimum number of administrative personnel. The College currently has a sufficient number of qualified administrators. (III.A.10)

Board and administrative policies, Board Rules, the *Human Resource Guide*, collective bargaining agreements, and other policy documents are available on the District and College's websites. The established practices are applied universally and fairly to all employees. (III.A.11) Aligned with the District's and College's mission and core values in support of diversity, the District has board policies and administrative procedures which describe the equal opportunities for employees (BP 3420: *Equal Employment Opportunity*), non-discrimination actions (BP 3410: *Nondiscrimination*), and (BP 7100: *Commitment to Diversity in Employment*). Additionally, the District has a robust *Equal Employment Opportunity Plan* (EEO) and a district-wide EEO Advisory Committee (chaired by the Director of the Office of Diversity, Equity, and Inclusion) that reviews EEO and diversity efforts, programs, policies, and assesses progress towards the stated outcomes. (III.A.12)

Professional and institutional codes of ethics are documented in BP 2715 (*Code of Ethics - Standards of Practice*), the *Code of Ethical Conduct* in the college catalog, and in Board Rules, Chapter IX, Article VII (*Conduct on Campus*) which describe the appropriate actions for employees as individuals and as members of the institution. (III.A.13)

Professional development opportunities are available to faculty, classified professionals, managers, and administrators. Professional development opportunities may take the form of conference attendance, convocation week Flex activities, meetings, and workshops both on-campus and off-campus. To increase the likelihood of participation, classified professionals are compensated for attending professional development activities when attendance is beyond their required work hours. (III.A.14)

The District has established BP 3310 (*Records Retention and Destruction*) and AP 7145 (*Personnel Files*) describing the District's obligation to keep personnel records secure and confidential. (III.A.15)

#### Conclusions:

The College meets Standard III.A and the related eligibility requirements.

### **III.B. Physical Resources**

#### General Observations:

Los Angeles Trade-Tech College (LATTC) and the Los Angeles Community College District (LACCD) work collaboratively to assure the College is a safe and secure healthful learning and working environment. The College conducts a five-year construction plan that helps determine

project prioritization as unrestricted general fund, deferred maintenance, bond funding, and state funds are approved for capital outlay projects. Facilities Master Plans are prepared and updated based on College Educational Master Plans. The District and College have completed a total cost of ownership plan for its physical resources and utilize it when evaluating the total cost of maintaining and building new facilities.

Findings and Evidence:

LATTC assures safe and sufficient physical resources in collaboration with LACCD. The College conducts regular inspections on facilities and equipment to ensure there is a healthful learning and working environment. The monthly Work Environment Committee allows for the college community to provide feedback about facilities and safety concerns and the College has a work order system for individuals to report facilities emergencies. (III.B.1).

The College plans, acquires, builds, maintains physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services. The College conducted a viability study and business plan that included a discussion regarding the acquisition of land. The District completed a five-year construction plan through 2027 to assure effective utilization and continuing quality necessary to support its programs and services. The College has an updated Facilities Master Plan that is consulted frequently when determining need of physical resources. (III.B.2)

The College assures feasibility and effectiveness of physical resources in supporting institutional programs and services by reviewing various data points such as a scheduled maintenance plan and space inventory report. The College evaluates its facilities through regular building inspections. (III.B.3)

The College's Educational Master Plan informs the College's Facilities Master Plan. The Facilities Master Plan informs the District's capital improvement program with long-range capital plans that support institutional improvement goals. The District and College have a total cost of ownership document that allows for the College to estimate the total cost of building and maintaining a new physical resource that includes hard costs, soft costs, and operational costs. (III.B.4)

Conclusions:

The College meets Standard III.B.

**III.C. Technology Resources**

General Observations:

LACCD protocols outline the several steps, procedures, and duties that centralize a districtwide approach to technology resources and support. Several plans are mentioned about updating and refreshing instructional equipment in alignment with the District Strategic Plan. Safety and security appear to be priorities for the District, and attention to faculty training is apparent. District standards shape the processes for technology resources oversight across the colleges. Communication between LACCD and LATTC, as for all the colleges in the district, suggests that the institution complies with standards, plans, and board policies. Updates throughout 2021-22 indicate that the District is actively integrating its plans that LATTC would benefit from.

#### Findings and Evidence:

LATTC utilizes a districtwide participatory council to support technology needs and communicates with LATTC and the LATTC representatives. A third party, Huron Consulting, conducted an analysis of existing technology in 2018. The analysis focused on several district challenges (staff, funding, security, disaster relief, reluctant district level assistance, unsustainable support/maintenance, redundancy) and noted that institutional strategies “are not enabled.” The District responded in 2019 to this report and developed improvement plans. Each campus has a dedicated support team to ensure that faculty have access to technology to support students (Zoom, LMS, PeopleSoft, etc.), and that the Team supports the network, applications, and security for the campuses. Website redesign is conducted by the District. (III.C.1)

The LACCD developed a multi-year Technology Plan that aligns with their Strategic Plan. Student-centered efforts, modernization, technology infrastructure (e.g. shared hardware), support, training, governance, and security comprise the eight identified areas for the LACCD that intersect with the five goals of the Strategic Plan. A district process for addressing technology issues has been created as well as a district form. Technology plans were revised and adjusted due to Covid-19 to include support for remote teaching and learning. The LACCD roadmap shows the status of several district plans as of year 1 (2020-21) which reflects end of 2020 conditions as completed, good, moderate, minimal, and no progress, and the dashboard shows the activities primarily from 2021-22. A bi-annual process exists for evaluation, review, and gap identification. The District maintains an inventory list and a timeline for replacement. (III.C.2)

The District supports the colleges with instructional and academic applications that are used districtwide. The District collaborates with the Academic Senate’s Online Education and Academic Technology Committee and collaborates with the Office of Educational Programs and Institutional Effectiveness. A district procurement form exists as well as district inventories for assigned equipment and a maintenance and refresh process. District Disaster Recovery (SIS and SAP) and Business Continuity plans are in place. Safety protocols and information are in place and communicated by security experts with timetables for implementation of initiatives,

particularly covered in a Written Information Security Program (WISP). These documents project what is to be done to assure access, safety, and security, and a spreadsheet reflects the different security activities scheduled throughout 2021-22. A reviewer of third-party IT contracts is designated and has authority to evaluate the potential transactions involving FERPA, HIPAA, and intellectual property. Parameters/privileges for scope of roles of personnel with access to information is clarified as well as those overseeing certificates (browsers and domains), systems access, incident reporting, security operations/audits, SharePoint administration, file transfer systems (KiteWorks), cardholder scanning systems and audits, vulnerability scans, and data that moves through Spirion on specific devices. (III.C.3)

The District requires faculty to complete online teaching certification and offers online training for equity, cultural responsiveness, accessibility, Canvas, and Zoom. The College provides a website with links to the platforms that faculty may use when working on Canvas (for instance, Labster, Turnitin, Adobe). A unit developed by LATTTC to support faculty, staff, students, and administrators is updated and kept current. The LATTTC website offers student guidelines for online learning and resources on two webpages. A California Community College Chancellor's Office-sponsored set of trainings for faculty is available on the district Vision Resource Center site. (III.C.4)

The District oversees all access to technology infrastructure and requires all colleges to adhere to standards from identification stages to operationalize stages. Facility design (e.g., rooms, storage, user, classroom audiovisual, hardware, cabling) is also standardized and used in the funding of projects. Board Policy requires reviews (i.e., updates and administration) of how technology resources are used. (III.C.5)

#### Conclusions:

The College meets the Standard.

### **III.D. Financial Resources**

#### General Observations:

The College's financial resources are sufficient to support and sustain student learning programs and services and to improve institutional effectiveness. All constituent groups can participate in the resource development and allocation process at the district and college level through various budget and planning committees. The distribution of resources supports the development and enhancement of programs and services. The College and District plan and manage their financial resources with integrity and in a manner that ensures financial stability through their use of policies and procedures related to reserves. Internal controls are evaluated through the District's Internal Audit Unit evaluation process as well as by an

independent certified public accounting firm. Sufficient resources have been established and continuously funded to fund liabilities and future obligations. The District and College ensure compliance with federal regulations including Title IV of the Higher Education Act.

#### Findings and Evidence:

Financial resources are distributed through a District resource allocation model. This model is based off the state funding model and appears to provide sufficient resources to the College to support the development, maintenance, and enhancement of programs. The College has recently implemented a process to allocate resources for requests that come through the program review process. This process runs through the Planning and Budget Committee which is a governance committee; therefore, voices from each constituent group are involved in the process. Based on the Board Reserve policy, the institution plans and manages its financial affairs with integrity and in a manner that ensures fiscal stability. The College also maintains a reserve of approximately 10%. (III.D.1)

The College's mission drives program review which drives budget planning and resource allocation. The District has appropriate policies in place to ensure sound financial practices and financial stability. The Planning and Budget Committee reports to College Council monthly which in turn is disseminated to the entire college. (III.D.2)

The College has clearly defined guidelines and process for budget development. The College Council and Planning and Budget Committees are shared governance committees which include representation from all constituencies. This allows all constituencies the opportunity to participate in the development of institutional planning and budget. (III.D.3)

The District prepares multi-year revenue and expenditure projections to reflect the realistic assessment of financial resource availability. The District and College meet quarterly to review budgets and expenditures. These meetings allow for ongoing assessment of available resources and financial needs. The College conservatively estimates auxiliary revenues during budget development to reflect realistic financial resource availability. (III.D.4)

The District and College widely disseminate dependable and timely information for sound financial decision making through various committees, such as District Budget Committee, Board Budget and Finance Committee, and the Planning and Budget Committee. Training about internal controls as well as the use of the Budget Operational Plan Instructions Manual reinforce internal control procedures during the budget development process. The District has a Board Policy which established the Internal Audit Unit to ensure internal control structure has the appropriate level of oversight. The District regularly evaluates its financial management practices through the evaluation and updates of its policies, financial management practices, and internal controls. (III.D.5)

Financial documents have a high degree of credibility and accuracy as identified through unmodified audit opinions. As correspondence are sent out regarding financial resources to

support student learning programs and services, appropriate documentation and support are provided to ensure accuracy and credibility. There are multiple reviews and approvals required for budget setups for grants that support student learning programs and services which also contributes to ensuring the credibility and accuracy of financial documents. (III.D.6)

The District's Internal Audit Unit works with the College to address external audit findings. Responses to external audit findings are comprehensive and timely as identified by its corrective action plan matrix. Currently, the results of the audit findings are communicated with the Board of Trustees' Budget and Finance Committee. (III.D.7)

The District's Internal Audit Unit is responsible for evaluating and assessing the validity and effectiveness of the institution's financial and internal control system, as evidenced by their annual evaluations and external audit finding corrective action plan matrix. The Internal Audit Unit's evaluations include recommendations for improvements and corrective action plans, which includes trainings. The Internal Audit Unit's evaluations allow for continued review and quality improvement of the internal control systems. (III.D.8)

The District's Administrative Procedure outlines the reserve requirements for the institution which allows for the institution to maintain fiscal stability. The District maintains a weekly cash flow statement to support fiscal stability. If a college spends beyond its allocated budget, the District conducts a detailed review to ensure appropriate measures are taken to support continued fiscal stability. The District is self-insured for insurance and maintains reserves in excess of \$40 million for general liability and worker's compensation coverage. The reserves are evaluated annually to ensure it is able to meet financial emergencies and unforeseen occurrences. (III.D.9)

The District has centralized efforts, such as Purchasing and Financial Aid, to practice effective oversight of finances. The District has specialized employees that manage restricted funding to ensure there is effective oversight over the use of these funds. Although the College's Foundation and Associated Student Organization are decentralized, the District's Internal Audit Unit reviews these units and provides necessary corrective action plans. (III.D.10)

To address short-term and long-term financial resource needs, the District conducts multi-year projections. Long-term financial obligations, like load-banking, are recorded on the District's financial statements at the end of the fiscal year. Other calculated long-term liabilities are compensated absences, workers' compensation, and other post-employment benefits. (III.D.11)

The District maintains an irrevocable trust for its other-post employment benefits and regularly allocates resources to this obligation. An actuarial report is completed every two years to ensure the other post-employment benefits trust is current and prepared as required by appropriate accounting standards. (III.D.12)

The College and District do not have locally incurred debt. (III.D.13)

Board Policy provides the framework for debt issuance and management. It provides the framework for Board approved general obligation bond issuances. The District Board's Facilities Committee approves bond projects to ensure the bond funds are spent with the intended purpose of the bond proceeds. Grants and other special funding are monitored by employees in the Specially Funded Program classification and audited by the external auditors to ensure funds are spent in accordance with the funding source. (III.D.14)

The District and College financial aid departments monitor and manage student loan default rates for existing loans as campus-based loans are no longer offered. To ensure compliance with federal requirements, the external auditors audit student financial aid to ensure compliance. Any identified deficiencies are evaluated by the Internal Audit Unit and corrected with collaboration between the District and College financial aid departments. (III.D.15)

Administrative procedures are in place to ensure contractual agreements with external institutions contain appropriate provisions to maintain the integrity of the institution. There are multiple levels of review and approvals for contracts with external entities to make sure that contracts are consistent with the mission and goals of the institution. All contracts are ratified by the Board within 60 days of the start of the contract. (III.D.16)

Conclusions:

The College meets the Standard and the related eligibility requirements.

## Standard IV

### Leadership and Governance

#### IV.A. Decision-Making Roles & Processes

##### General Observations:

Los Angeles Trade-Technical College demonstrates a commitment to participatory governance through collegial collaboration by different constituent groups. College leadership encourages innovation leading to institutional excellence. Board policies, administrative procedures, and institutional documentation address participatory governance. The college participatory governance system includes all constituencies and ensures consideration of the interests of all stakeholders. Campus stakeholders have an opportunity to engage in decision-making processes as part of formal structures.

##### Findings and Evidence:

The team found that LATTC provides opportunities for the campus community to engage in sharing ideas for improvement and innovation, including with the College President. The College utilizes systematic participative processes to assure effective planning in implementation of decisions. The team found evidence of the College's decision to partner with Institutional Effectiveness Partnership Initiative to exemplify this ethos and praxis. (IV.A.1)

The team found that the College establishes policy and procedure for decision-making processes, including stipulations for administrator, faculty, staff, and student participation. The team examined evidence of collegial consultation with the president which exemplifies the way students bring forward ideas. (IV.A.2)

The team also verified that faculty and administrators have a substantive role in institutional governance related to their areas of responsibility and expertise. For example, faculty and administrators co-chair participatory governance committees, and committee composition reflects representative numbers from both constituencies. The team has confirmed that the College aligns governance roles according to responsibility and expertise. (IV.A.3)

The team reviewed the College's policy and procedures on curriculum approval, including its curriculum committee bylaws, and verified that the College has processes in place for faculty and academic administrators to have responsibility for curriculum recommendations. Additionally, the team verified that the College assesses the efficacy of its curriculum procedures through the annual committee evaluation process. (IV.A.4)

The team reviewed the key documents that define decision-making roles among college constituencies, including the 2022 draft LATTC Governance Handbook, Board Policy 2510, and Article 32 of Agreement between the LACCD and LA College Faculty Guild. The team found that the College defines decision-making roles in its documents regarding the appropriate consideration of relevant perspectives, expertise and responsibility, and timely action. (IV.A.5)

The team examined various campus publications including agendas and minutes on a web-based platform that all employees can access, the College's publication Made@Trade, and sample email to verify the College is meeting the expectations of this standard. The team reviewed the College's newly revised participatory governance handbook, which was developed in collaboration with the Institutional Effectiveness and Partnership Initiative. The team congratulates the College for moving the document through its constituency review process and for formally adopting its revised governance framework in December 2022. The team found that the governance handbook addresses how and when decisions are communicated to the institution. Additionally, the team reviewed the weekly Made@Trade electronic publication as evidence of how the College communicates important announcements as well as notices of interest to the whole college community. The team confirmed through interviews with governance leaders that the College makes effective use of the weekly Made@Trade newsletter to convey governance decisions to the College community, as well as constituency-based dissemination methods, such as department meetings. Additionally, the team verified that the College utilizes Convocation and its local intranet to communicate governance decisions across the institution. The team also heard testimony that the College has engaged in a robust training program to ensure that governance leaders and governance group participants are adequately prepared to serve in their respective governance roles. Recognizing that LATTC is undergoing a period of leadership transition relative to its CEO and its executive cabinet, the team encourages the College and its constituency leadership to continue to make progress with the implementation of its decision-making roles and processes as reflected in its updated governance handbook to ensure continuity and enduring application of its agreed upon governance model. As part of this work, the team further encourages the College to strengthen how it communicates the processes and products of its decision-making activities across the institution. (IV.A.6)

The team reviewed evidence of the College's committee evaluations. Additionally, the team reviewed a campus wide email communicating governance survey results and verified that the College disseminated the results of its committee evaluations via the College Council SharePoint website. The team also examined evidence that the College uses committee recommendations for improving its participatory governance handbook. The team encourages the College to make progress with the implementation of its revised governance handbook, including the evaluation of its model and the use of governance evaluation results for continuous improvement. (IV.A.7)

#### Conclusions:

The College meets the Standard.

## **IV.B. Chief Executive Officer**

### General Observations:

The President serves as the Chief Executive Office of the College. As such, the President has the responsibility for the direction, vision, and mission of the College. The President delegates authority to the appropriate administrators to accomplish the operations necessary to achieve the mission. They ensure policies and procedures are established to guide institutional improvement. The President has primary responsibility for accreditation and compliance with statutes, regulations, and policies. The President communicates effectively with the communities served.

### Findings and Evidence:

The College President is the chief executive officer and is responsible for leadership of the College as stated in Board Policy 9802. In addition, the President provides leadership related to planning, organizing, budgeting and institutional effectiveness through participation and leadership of college committees and Councils. The College has gone through executive leadership transition. During the focused site visit, the team observed that the interim College President worked collaboratively with constituency groups to establish a governance model. The team encourages the new chief executive officer to honor the collective work of the College and ensure the integrity of the established planning and governance processes. (IV.B.1)

LATTC maintains a structure organized and staffed to support the purpose and mission of the College. Organizational charts demonstrate the structure of the institution and support to ensure the structure reflects the purpose, size, and complexity of the institution. The College President delegates daily operational authority to administrators and others consistent with their responsibilities, as appropriate. (IV.B.2)

Through the Planning and Budget Committee, the College uses a variety of data and external scans to establish values, goals, and priorities which align with the mission of the institution. Educational planning reports and resource requests from the program review committee are forwarded to the Planning and Budget Committee for consideration. The Student Success Committee and College Council evaluate the College's progress on college goals and make recommendations to the President. The College developed a transparent approval process for decision making. The team encourages the incoming president to continue to foster this transparent decision-making process. The College President is involved in the review and analysis of institutional set standards for student achievement. (IV.B.3)

The President directs and manages the processes necessary to ensure and support the continuation of the College's accreditation as outlined in the accreditation matrix. The Vice President of Academic Affairs has responsibility as the Accreditation Liaison Officer. Additional

constituency members are included in the accreditation process through participation in the Accreditation Steering Team. (IV.B.4)

The CEO is responsible for assuring 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 as outlined in the accreditation matrix. They communicate with the College through email and reports to ensure the College remains compliant and shares appropriate information. (IV.B.5)

The President communicates with communities via emails, newsletters, press releases, and events. (IV.B.6)

#### Conclusions:

The College meets the Standard.

### **IV.C. Governing Board**

#### General Observations:

The Los Angeles Community College District (LACCD) has a seven-member Board of Trustees elected at-large by the citizens of the District, and one non-voting student trustee determined through an election by all enrolled students. The Board has established five Standing Committees: Institutional Effectiveness, Student Success, Budget and Finance, Legislative and Public Affairs, and Facilities Master Planning and Oversight; and one over-arching committee entitled Committee of the Whole. The Board meets monthly and the Standing Committees meet regularly with report out to the Board at their monthly meeting. This structure allows members to be engaged in developing a foundational knowledge to facilitate building consensus for taking action at the Board meeting each month. Through established policies and procedures aligned with the District's mission, the Board has the ultimate authority for educational quality, legal matters, and financial integrity. The Chancellor reports directly to the Board and the Board has delegated authority to implement and administer board policies to the chancellor.

#### Findings and Evidence:

LACCD's Board policies outline the scope of the Board's duties and responsibilities. Board Policies and Board Rules outline Board membership, the duties and responsibilities of the Board, which include the Board's role in monitoring fiscal health, institutional performance, integrity, and educational quality, as well as the Board's committee structure. (IV.C.1)

The governing board speaks with one voice, and once they reach a decision all members support that decision. *Board Policy 2715- Code of Ethics*, affirms the notion that the Board acts

as a whole and that authority rests only with the Board and not with individual Board members. (IV.C.2)

*Board Policy 2531* and related administrative procedures provide guidance in the selection of the chancellor. *Board Rule 10105.13* states that the Board will conduct an evaluation of the Chancellor annually. The evaluation of the Chancellor culminates with a recommendation for contract renewal. (IV.C.3)

*Board Policy 2200* defines the Board's role and responsibility in protecting the public interest and affirms that the Board is an independent policy-making entity. Furthermore, *Board Policies 2710 and 2715* define the Board's responsibilities and obligations concerning conflict of interest and establishes ethical rules in protecting the District from undue influence. (IV.C.4)

*Board Policy 2200* defines the Board's role and responsibilities for establishing policies that are consistent with the District's mission, ensuring educational quality, integrity, and continuous improvement. The Board has established five subcommittees to assure quality and improvement in core areas including: institutional effectiveness, student success, Budget and Finance, Legislative and Public Affairs, and Facilities Master Planning and Oversight. The Board has also established a Committee as a Whole to review general and special topics of interest. (IV.C.5)

Board policies and administrative procedures are published on the District's website under "Board Rules" and can also be found on the District's Board Docs website. The District has policies and procedures in place specifying the Board's size (*Board Policy 2010 – Board Membership* and *Board Policy 2015 – Student Trustee*), duties and responsibilities (*Board Policy 2200 – Duties and Responsibilities*), structure (*Board Policy 2210 – Officers*) and *Board Policy 2220 – Committees of the Board*). Where appropriate, the District, through the chancellor, has established related administrative procedures to operationalize Board Policies. (IV.C.6)

The Board acts in a manner consistent with its policies as indicated by a review of Board minutes. The District has started the process of converting their Board Rules over to a standard used most California Community Colleges for Board policies and administrative procedures. The Board has delegated responsibility and authority to the Chancellor for a periodic review of policies and procedures. The Chancellor has created a triennial review schedule beginning in 2023 for all policies and procedures as outlined in *Administrative Procedure 2410 – Board Policies and Administrative Procedures*. (IV.C.7)

The District keeps the Board of Trustees informed of student academic performance through a review of the data with the Board's Institutional Effectiveness and Student Success (IESS) Committee. After review and discussion of the data, the IESS periodically refers the information to the Board's Committee of the Whole. During its annual retreat the Board uses the data to establish annual goals and to update the District's strategic plan, as well as in other related plans. (IV.C.8)

As outlined in BP 2740 – *Board Education* the Board is committed to ongoing development as a Board and to a trustee education program, including a new trustee orientation. Board Members attend conferences, such as the Community College League of California (CCLC) and the Association of Community College Trustees (ACCT) for professional development. The Committee of the Whole often holds in-depth sessions to allow for better understanding of major focus areas, for example budget and AB 705. Board member terms of office are outlined in BP 2100 – *Board Elections*, which provides for staggered terms to ensure continuity of leadership. (IV.C.9)

*Board Policy 2745* defines the Board’s annual self-evaluation process. The Board has complied with their policies as evidenced by the Board’s meeting minutes (January, 2022) and the report of their findings. The Board has implemented and participated in a variety of training programs in order to improve Board performance. (IV.C.10)

The Board has adopted both a conflict-of-interest policy (*Board Policy 2710 – Conflict of Interest*) and code of ethics (*Board Policy – Code of Ethics-Standards of Practice*) policy, which assures that individual board members maintain independence from the District and also defines a process for sanctioning an individual Board member who violates Board Policy. Also, Board members file a Statement of Economic Interest form annually. (IV.C.11)

*Board Policy 2430* and *District Governance Handbook* detail how the Board delegates responsibility and authority to the chancellor to administer board policies. The Board has a policy for evaluating the chancellor, which assures that the Board is holding the chancellor accountable for the operation of the District and the administration of Board Policies. (IV.C.12)

The Board of Trustees Special Meeting was held on June 25, 2022 where the Board discussed Board roles and responsibilities. The Board’s Institutional Effectiveness and Student Success (IESS) Committee had an Accreditation 101 training on May 18, 2022. The Board of Trustees approved the ISERs on July 6, 2022. The Board has been appropriately informed and involved with the accreditation process throughout the reaffirmation process and continuing to meet accreditation standards are an on-going focus of the LACCD Board. (IV.C.13)

#### Conclusions:

The College meets the Standard.

### **IV.D. Multi-College Districts or Systems**

#### General Observations:

The Los Angeles Community College District (LACCD) is a nine-college district. The Board of the LACCD delegates authority for administering board policies and overall operations to the

chancellor. The chancellor, in turn, delegates appropriate authority to the college presidents to administer and operate each college. As part of the evidence, the District provided an accreditation matrix, which delineates responsibility for meeting accreditation standards between the colleges and the district. LACCD regularly assesses the effectiveness of its central services, its budget allocation model, and the efficacy of its district-level planning and participatory governance processes, and makes changes to these systems to effectuate continuous improvement. Through its data assessment and planning processes, LACCD has maintained its leadership role in social justice and equity by adopting a districtwide framework for social justice and equity.

#### Findings and Evidence:

*Board Policy 2430* delegates executive authority to the chancellor to administer Board policies. The chancellor delegates authority to the college presidents to administer relevant board policies and related operational activities. *Board Policy 6100* delegates authority to the chancellor or his designee to oversee the general administration of District business functions. Finally, *Board Policy 7110* provides authority to the chancellor to execute personnel actions. (IV.D.1)

*Board Policies 2430, 6110, and 7110* provides a clear delineation of roles and responsibilities between district and the colleges. The district and colleges administer regular surveys at the college and central services level to ensure that the needs of the colleges are being met by the district service offerings. The District works proactively with the colleges to assure that each college has adequate resources, and that there is an equitable distribution of resources among the colleges. (IV.D.2)

The district maintains a clearly defined Budget Allocation Model (BAM), which is implemented and evaluated on a three-year cycle by the District Budget Committee, a committee which includes membership from all colleges and the district office. The BAM acknowledges and accommodates the varying needs of the colleges; ensures that each college receives sufficient resources to operate and sustain the colleges and district; and is perceived as an open, fair, equitable and transparent allocation model by members of the District Budget Committee. Expenditures are adequately controlled and stay within the available budget. On a quarterly basis, projections of expenditures compared to budget are performed and reviewed in detail with the District Budget Committee; if anomalies exist or are identified, they are reconciled and agreed upon before presentation to the Board of Trustees. (IV.D.3)

*Board Policy 2430* addresses delegation of authority to the college presidents. According to the policy, college presidents have full responsibility for the implementation of district and local policies. This includes organizational structure, hiring, and other critical functions. The college presidents are held accountable for their performance by the chancellor and the Board. (IV.D.4)

The colleges derive their strategic plans from a district-wide strategic plan that is updated every five years, through a participatory process that includes all colleges and the district CEO. The

self-assessment indicates that the district is working to produce better alignment between the college planning processes and district plan and related communications. The district office has issued recommendations to this end including measurement and data standards.

The team was impressed with the Districtwide and campus-level response to social justice and equity, which provides an example of how District system planning and evaluation is integrated with college planning and evaluation. Recent events at the national level prompted the District and the colleges to work together to develop a districtwide framework for racial equity and social justice. The framework is heavily influenced by campus-level work and input. At the same time, the Board and the District were able to provide an operational structure and the resources necessary to support the overall framework. The structure of program review, resource allocation decisions, and the development of programs and services are all influenced by this common districtwide framework. The District has funded a districtwide equity and justice fellow to ensure that the work continues and that the colleges are supported. LACCD enjoys a well-earned reputation as a leader in social justice and equity initiatives. The Board and the District are to be commended for developing a model that could be replicated at other member institutions. (IV.D.5)

The district implemented Board Docs, an enterprise level software package, in 2019 to improve districtwide communications, and to facilitate committee operations. The chancellor communicates regularly with the colleges' academic senates, unions, as well as the college presidents through Chancellor's Cabinet and Presidents Council. The district governance and planning processes include several opportunities for cross-communication between groups.

LACCD is a large entity and the District has increased its reliance on digital communications. As an example, stakeholders now receive regular updates from the chancellor summarizing activities of the District and the colleges, including a quarterly *Governance Update* that provides a summary of all major participatory governance recommendations. (IV.D.6)

The district has regular, intentional cycles to assess and improve planning, governance, and decision-making processes. A survey is administered every two years to assess the efficacy of district-level participatory governance processes. This process culminates in results that are shared and used for future action and planning. The recent action to re-align strategic planning processes between colleges and district, and to improve communications is an example of how this assessment process is used to improve planning, governance, and decision making. (IV.D.7)

#### Conclusions:

The College meets the Standard.

District Commendation 1: The team commends the Board and the District on the development and implementation of a Districtwide Framework for Racial Equity and Social Justice: Taking Action to Root Out Racism and Internalize Anti-Racist Policies and Practices at LACCD. The District has successfully built upon the strong legacy of social justice and equity work amongst

the campuses, by embedding this framework into existing planning process, developing systems of accountability, and investing in local, regional, and statewide legislative advocacy to support statewide systemic reform to improve racial and social justice initiatives. (IV.D.5)

## Quality Focus Essay

The Quality Focus Essay (QFE) outlines three action projects that the College determined will support continuous improvement in the areas of participatory governance, strategic enrollment management, and campus climate and morale. The College enlisted the support of a Partnership Resource Team (PRT) through the Institutional Effectiveness Partnership Initiative (IEPI), to advance these three areas with the hope to unify and strengthen the College's networks and teams. The team appreciates the ambitious nature of all three distinct QFE projects and how each have student-centered approach with a positive anticipated impact on student learning and achievement.

### Project 1: Participatory Governance

The outcome of the participatory governance focus group was to improve decision-making and participatory governance structures. The College expected the new governance structure to impact student learning and achievement through the elevating of the student voice and ensuring student-centric planning and decision-making. The College appears to have made significant progress in this area as they approved the LATTC Governance Handbook in December 2022 as a function of its participatory governance process. Additionally, the College has provided professional development in this area throughout the 2022-2023 academic year and plans to evaluate the new participatory governance system in fall 2023.

### Project 2: Strategic Enrollment Management

The outcome of the strategic enrollment management focus group will be to increase college FTES by 12% from 2021-2022 to 2024-2025 by developing specific objectives and targets in the areas of adult education, dual enrollment, online education, college Promise, retention and persistence, student basic needs, outreach, and marketing and social media. The College expected to launch their Strategic Enrollment Management Plan in the fall 2022 and provide professional development throughout the academic year. The impact on student learning and achievement will ensure students are supported to achieve success with a focus on institutional fiscally responsible efforts. The development of the Strategic Enrollment Management Plan has been delayed and had not begun at the time of the focused site visit.

### Project 3: Campus Climate and Morale

The primary outcome measure of the campus climate and morale focus group is to improve employee and student satisfaction through an enhanced campus environment that then results in increased student retention, persistence, success, and completion. The College expected to engage in IEBC's Caring Campus campaign beginning in May 2022. However, the College is currently reassessing this initiative.

## Appendix A: Core Inquiries



ACCREDITING COMMISSION FOR  
COMMUNITY AND JUNIOR COLLEGES  
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

### CORE INQUIRIES

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

The Core Inquiries are based upon the findings of the peer review team that conducted Team ISER Review on October 5, 2022.

Monica L. Green, Ed.D.  
Team Chair

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Los Angeles Trade-Technical College

Peer Review Team Roster

**Team ISER Review**

October 5, 2022

Dr. Monica Green, Team Chair Norco College President	Dr. Vince Rodriguez, Vice Chair Coastline Community College President
<b>ACADEMIC MEMBERS</b>	
Dr. Adam Karp American River College Professor of Spanish	Dr. Michelle Oja Taft College Psychology Professor
Dr. Christopher McDonald South Orange County Community College District Vice Chancellor of Educational and Technology Services	Ms. Virginia Yoshida Kapi'olani Community College Learning Center Coordinator
Dr. Ilona Missakian Palo Verde College English Professor	
<b>ADMINISTRATIVE MEMBERS</b>	
Ms. Michelle Johnson Clovis Community College Senior Research and Planning Analyst	Dr. Angela Tos West Hills College Coalinga Vice President of Student Services
Dr. Sarah Schrader Modesto Junior College Vice President, College & Administrative Services	
<b>ACCJC STAFF LIAISON</b>	
Dr. Gohar Momjian Vice President	

## Summary of Team ISER Review

INSTITUTION: Los Angeles Trade-Technical College

DATE OF TEAM ISER REVIEW: October 5, 2022

TEAM CHAIR: Monica Green

A ten-member accreditation peer review team conducted Team ISER Review of Los Angeles Trade-Technical College on October 5, 2022. The Team ISER Review is a one-day, off-site analysis of an institution's self-evaluation report. The peer review team received the College's institutional self-evaluation report (ISER) and related evidence several weeks prior to the Team ISER Review. Team members found the ISER to be a comprehensive, well written, document detailing the processes used by the College to address Eligibility Requirements, Commission Standards, and Commission Policies. The team confirmed that the ISER was developed through broad participation by the entire College community including faculty, staff, students, and administration. The team found that the College provided a thoughtful ISER containing several self-identified action plans for institutional improvement. The College also prepared a Quality Focus Essay.

In preparation for the Team ISER Review, the team chair attended a team chair training workshop on August 3, 2022 and held a pre-review meeting with the college CEO on August 31, 2022. The entire peer review team received team training provided by staff from ACCJC on September 1, 2022. Prior to the Team ISER Review, team members completed their team assignments, identified areas for further clarification, and provided a list of requests for additional evidence to be considered during Team ISER Review.

During the Team ISER Review, team members spent the morning discussing their initial observations and their preliminary review of the written materials and evidence provided by the College for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and US ED regulations. In the afternoon, the team further synthesized their findings to validate the excellent work of the College and identified standards the College meets, as well as developed Core Inquiries to be pursued during the Focused Site Visit, which will occur March 6-9, Spring 2023.

Core Inquiries are a means for communicating potential areas of institutional noncompliance, improvement, or exemplary practice that arise during the Team ISER Review. They describe the areas of emphasis for the Focused Site Visit that the team will explore to further their analysis to determine whether standards are met and accordingly identify potential commendations or recommendations. The College should use the Core Inquiries and time leading up to the focused site visit as an opportunity to gather more evidence, collate information, and to strengthen or develop processes in the continuous improvement cycle. In the course of the Focused Site Visit, the ACCJC staff liaison will review new or emerging issues which might arise out of the discussions on Core Inquiries.

## Core Inquiries

Based on the team's analysis during the Team ISER Review, the team identified the following core inquiries that relate to potential areas of clarification, improvement, or commendation.

<p><b>Core Inquiry 1:</b> The team seeks clarification on the institutional plan on how the College will ensure a regular cycle of employee evaluations.</p>
<p><b>Standards or Policies:</b> Standard III.A.5</p>
<p><b>Description:</b> The College has identified an improvement plan in the area of employee evaluations. The evidence reviewed suggests that approximately eighty-one percent (81%) of evaluations have not been completed. Specifically, seventy-one percent (71%) of evaluations have been deferred to Fall 2022 and ten percent (10%) of the evaluations have not been completed.</p> <p>The team seeks clarification about the College's current progress with completing evaluations. Additionally, the team seeks information about the process for maintaining compliance with the evaluation timeline in the future.</p>
<p><b>Topics of discussion during interviews:</b> The team would like to know:</p> <ul style="list-style-type: none"><li>• What percent of evaluations are expected to be completed in the Fall 2022 term?</li><li>• What are the details of the process for maintaining compliance with a regular evaluation cycle?</li></ul>
<p><b>Request for Additional Information/Evidence:</b></p> <p>What percent of evaluations have been completed in the Fall 2022? What percent of evaluations are remaining? Documentation of the evaluation cycle?</p>
<p><b>Request for Observations/Interviews:</b></p> <p>The team would like to interview the personnel responsible for ensuring compliance with the established evaluation timeline.</p>

**Core Inquiry 2:** The team seeks clarification that long-range capital plans reflect projections of the total cost of ownership of new facilities and equipment.

**Standards or Policies:** Standard III.B.4

**Description:**

The College noted in the ISER that total cost of ownership for facilities and equipment is addressed by the District several ways; however, evidence was not provided to support this statement.

The College provides TCO for their state projects through submissions of their Final Project Proposals (FPPs). However, no FPP was provided.

**Topics of discussion during interviews:**

The team would like to better understand the process and calculations for determining the total cost of ownership for physical resources.

The team would like to better understand the college process for determining TCO for non-state submitted projects.

**Request for Additional Information/Evidence:**

Evidence of total cost of ownership calculations for physical resources in a College's FPP.

Evidence of total cost of ownership calculations for physical resources for non-state submitted project.

**Request for Observations/Interviews:**

District Director of the Facilities, Maintenance, and Operations Department

Director of College Facilities

**Core Inquiry 3:** The team seeks to understand the College resource allocation model and link between planning and resource allocation.

**Standards or Policies:** III.D.1, III.D.3

**Description:**

The team reviewed the District budget allocation model and noted the distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services.

The team is unclear if there is a college model for resource allocation and how the college Planning and Budget Committee is involved. Although the Planning and Budget Committee is a shared governance committee with representatives from every constituency group of the College, it is unclear how this committee participates in the allocation of resources and if they have the opportunity to participate in the development of institutional plans and budgets. The team is unable to identify the link between program review, resource allocation, and planning.

**Topics of discussion during interviews:**

The team would like to better understand the Planning and Budget Committee's involvement with budget and development.

The team would like to understand how resource allocation is conducted at the College.

The team would like to understand how program review, resource allocation, and planning are linked.

**Request for Additional Information/Evidence:**

- a. Any documentation (if available) describing the allocation model.
- b. Any documentation describing the status of development or implementation of an allocation model.

**Request for Observations/Interviews:**

The team would like to interview the Vice President, Administrative Services and members of the Planning and Budget Committee.

**Core Inquiry 4:** The team wishes to clarify how the College is using its governance handbook to guide its decision-making processes, including how decisions are communicated to the institution.

**Standards or Policies:** IV.A.6 and IV.A.7

**Description:**

- a. The team reviewed the College’s draft (August 2022) revised governance handbook. This document is currently under review by the College’s constituencies and is expected to flow through the participatory governance approval process in November 2022.
- b. The team wishes to clarify how the implementation of its revised governance model is going in spring 2023.
- c. The team wishes to understand how the College communicates the processes and products of its decision-making activities across the institution.

**Topics of discussion during interviews:**

- a. How is the updated governance handbook being rolled out?
- b. How is the updated governance model being implemented (transition to updated model)?
- c. How is the updated governance model working for the College’s constituency leaders?
- d. What mechanism is the College using to communicate decision-making?

**Request for Additional Information/Evidence:**

- a. Evidence of how decisions are communicated to the institution.

**Request for Observations/Interviews:**

- a. Senior executive and constituency leaders.

**Core Inquiry 5:**

The team seeks to learn more about the strategies that resulted in increased access in dual enrollment. The team also seeks to learn more about the strategies that allowed the College to maintain quality career education programs during the pandemic.

**Standards or Policies:** II.A.7, II.C.3

**Description:**

The team recognizes the positive efforts LATTC has mentioned and would like to know more about how the College continues to operate its support services effectively.

- a. LATTC shows significant growth in dual-enrollment (2015-2020).
- b. The nature and mission of LATTC reflects a higher priority for Career and Technical Education (Career Education).
- c. LATTC shows an impressive range of services listed on its website and in the college catalog.

**Topics of discussion during interviews:**

- a. What percentage of the dual-enrolled students are also in Career Education? How well are the dual-enrolled students doing holistically?
- b. How well was the College able to support the Career Education students during the pandemic?
  1. What percentage of Career Education courses was the College able to continue to offer during the pandemic? What modalities? And how successful were the students?
  2. What changes and adjustments were implemented in support services for Career Education and dual-enrollment students?
- c. As a result of working in response to the pandemic, what opportunities do you see for offering future support in different modalities for all students?
- d. How did growth in dual-enrollment impact equitable access?
- e. How did the transition to online career education classes serve the diverse and changing needs of the students?

**Request for Additional Information/Evidence:**

- a. Examples of methods used for classes that are offered that were not originally thought to be translated to online instruction.
- b. Examples of support services modified for remote operation during the pandemic.

**Request for Observations/Interviews:**

- a. Individuals who could describe the growth in the Bridges to Success Program and other related offices on campus.
- b. Individuals who can share information about the transfer to online experiences for Career Education instruction and student support.



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## **DISTRICT CORE INQUIRIES**

Los Angeles Community College District  
770 Wilshire Blvd  
Los Angeles, CA 90017

The Core Inquiries are based upon the findings of the peer review team that conducted Team ISER Review on October 7, 2022

Mr. Michael Claire  
Team Chair

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Los Angeles Community College District

Peer Review Team Roster

**Team ISER Review**

October 7, 2022

Michael Claire, Team Chair San Mateo County Community College District Chancellor	Dr. David Martin, Vice Chair San Francisco Community College District Chancellor
<b>ACADEMIC MEMBERS</b>	
Dr. Fail Cammin Foothill College Program Director, Humanities Mellon Scholars Program	Dr. Bridget Herrin San Diego Mesa College Dean, Institutional Effectiveness
Dr. Michelle Miller-Galaz Porterville College Dean of Instruction	Dr. Jia Sun Imperial Valley College Associate Professor/Accreditation Coordinator
<b>ADMINISTRATIVE MEMBERS</b>	
Ms. Kelly Avila Merced College Associate Vice President of Human Resources	Ms. Ann-Marie Gabel South Orange Community College District Vice Chancellor, Business Services
Mr. William McGinnis Butte-Glenn Community College District Trustee	Dr. Ivan Peña Crafton Hills College Dean of Student Equity and Success
<b>ACCJC STAFF LIASON</b>	
Dr. Kevin Bontenbal, Vice President	

## **Summary of District Team ISER Review**

INSTITUTION: Los Angeles Community College District

DATE OF TEAM ISER REVIEW: October 7, 2022

TEAM CHAIR: Michael Claire

A ten-member accreditation peer review team conducted Team ISER Review of the Los Angeles Community College District (LACCD) on October 7, 2022. The primary focus of the team was to review standards IV.C and IV.D. The Team ISER Review is a one-day, off-site analysis of an institution's self-evaluation report. The peer review team received the institutional self-evaluation report (ISER) for each college in the LACCD and related evidence several weeks prior to the Team ISER Review. Team members found the narrative for Standards IV.C and IV.D of the ISERs to be comprehensive and well written.

In preparation for the Team ISER Review, the team chair attended a team chair training workshop on August 3, 2022 and held a pre-review meeting with the district ALO on October 3, 2022. The entire peer review team received team training provided by staff from ACCJC on August 31, 2022. Prior to the Team ISER Review, team members completed their team assignments, identified areas for further clarification, and provided a list of requests for additional evidence to be considered during Team ISER Review.

During the Team ISER Review, team members spent the meeting discussing their initial observations and their preliminary review of the written materials and evidence provided by the colleges for the purpose of determining whether the colleges continue to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and US ED regulations with an emphasis on Standards IV.C and IV.D. The team developed Core Inquiries to be pursued during the Focused Site Visit, which will occur in March 2023

Core Inquiries are a means for communicating potential areas of institutional noncompliance, improvement, or exemplary practice that arise during the Team ISER Review. They describe the areas of emphasis for the Focused Site Visit that the team will explore to further their analysis to determining whether standards are met and accordingly identify potential commendations or recommendations. The District should use the Core Inquiries and time leading up to the focused site visit as an opportunity to gather more evidence, collate information, and to strengthen or develop processes in the continuous improvement cycle. In the course of the Focused Site Visit, the ACCJC staff liaison will review new or emerging issues which might arise out of the discussions on Core Inquiries.

## District Core Inquiries

Based on the team's analysis during the Team ISER Review, the team identified the following core inquiries that relate to potential areas of clarification, improvement, or commendation.

<b>District Core Inquiry 1:</b> The team seeks to verify the board has an orientation for new board members as outlined under policy.
<b>Standards or Policies:</b> IV.C.9
<b>Description:</b> <ul style="list-style-type: none"><li>a. As outlined in BP 2740 – <i>Board Education</i> the Board is committed to ongoing development as a Board and to a trustee education program, including a new trustee orientation.</li><li>b. Board Members attend conferences, such as the Community College League of California (CCLC) and the Association of Community College Trustees (ACCT) for professional development.</li><li>c. The Committee of the Whole often holds in-depth sessions to allow for better understanding of major focus areas, for example budget and AB 705.</li><li>d. The team did not find evidence of a formal new trustee orientation.</li></ul>
<b>Topics of discussion during interviews:</b> <ul style="list-style-type: none"><li>a. How are new board members informed of board orientations?</li><li>b. What orientation opportunities are provided for new board members?</li><li>c. When was the last new board member orientation?</li><li>d. Who participates in board orientation?</li></ul>
<b>Request for Additional Information/Evidence:</b> <ul style="list-style-type: none"><li>a. New board member orientation agenda.</li><li>b. Documentation of Professional Development Opportunities.</li></ul>
<b>Request for Observations/Interviews:</b> <ul style="list-style-type: none"><li>a. Board members</li><li>b. Chancellor</li></ul>

<b>District Core Inquiry 2:</b> The team seeks to better understand how the district determines resource allocation and reallocation is adequate to support effective operation across the district.
<b>Standards or Policies:</b> IV.D.3

**Description:**

- a. The team reviewed the district’s allocation model and evidence that the district is following its model.
- b. The team was unclear on how the district assess its resource allocation model to determine its adequacy and effectiveness in supporting all colleges across the district.

**Topics of discussion during interviews:**

- a. What are the effective controls of expenditures?
- b. What is the process for evaluating the resource allocation model?
- a. What is the process for colleges in the district to request more resources in order to meet operational needs?

**Request for Additional Information/Evidence:**

- c. Resource model evaluations.
- d. Evidence of district-wide discussions regarding the evaluations of the resource allocation model.

**Request for Observations/Interviews:**

- a. Chancellor
- b. District Chief Business Officer (or CFO)
- c. District budget committee

**District Core Inquiry 3:** The team would like to learn about the process of development and what follow-up has occurred from the release of the district’s framework for racial equity and social justice.

**Standards or Policies:** IV.D.1

**Description:**

- a. The team was impressed with the district's Framework of Equity and Social Justice and its alignment with district mission, board goals, and district goals.

**Topics of discussion during interviews:**

- a. Where did this framework originate?
- b. How did the district determine a Race, Equity, and Inclusion workgroup?
- c. How does this district use these principles to guide decision-making?

**Request for Additional Information/Evidence:**

- a. Committee roster of Race, Equity, and Inclusion workgroup.
- b. Agendas and minutes from the district’s Race, Equity, and Inclusion workgroup.
- c. Evidence of district-wide communication regarding actions and/or recommendations of the Race, Equity, and Inclusion workgroup.

**Request for Observations/Interviews:**

- a. Chief Human Resources Officer
- b. Race, Equity, and Inclusion workgroup
- c. Individuals involved in the development of the Framework of Equity and Social Justice