I. CALL TO ORDER (11:00 a.m.)

II. WELCOME AND INTRODUCTION OF KEY FACULTY AND STAFF .......... Laurence B. Frank (5 minutes)

III. PURPOSE OF THE MEETING ......................... Mike Fong, Andra Hoffman, Nancy Pearlman (5 minutes)

IV. PUBLIC COMMENT*

V. REVIEW OF INSTITUTIONAL SELF EVALUATION REPORT ............ Accreditation Steering Committee Co-Chairs (35 minutes)

VI. QUESTIONS AND ANSWERS ......................... Mike Fong, Andra Hoffman, Nancy Pearlman (35 minutes)

VII. COLLEGE STATEMENT ON INSTITUTIONAL SELF EVALUATION ...... Laurence B. Frank, Co-Chairs (5 minutes)

VIII. SUMMARY STATEMENT ON MEETING ......Mike Fong, Andra Hoffman, Nancy Pearlman (5 minutes)
IX. NEW BUSINESS

X. ADJOURNMENT

*Members of the public are allotted three minutes time to address the agenda issues.

If requested, the agenda shall be made available in appropriate alternate formats to persons with a disability, as required by Section 202 of the American with Disabilities Act of 1990 (42 U.S.C. Section 12132), and the rules and regulations adopted in implementation thereof. The agenda shall include information regarding how, for whom, and when a request for disability-related modification or accommodation, including auxiliary aids or services may be made by a person with a disability who requires a modification or accommodation in order to participate in the public meeting.

To make such a request, please contact the Executive Secretary to the Board of Trustees at 213/891-2044 no later than 12 p.m. (noon) on the Friday prior to the Committee meeting.
Executive Summary of Institutional Self Evaluation Report

I. Standard I: Mission, Academic Quality, and Institutional Effectiveness, Academic Integrity
Los Angeles Trade-Technical College’s (LATTC) mission drives the College’s Strategic and Educational Master Plan (SEMP), as well as planning and decision-making. The SEMP outlines five strategic priorities with the primary strategy centered on Pathways to Academic, Career and Transfer Success (PACTS). PACTS focuses on reorganizing current instructional activities and support services into pathways to increase student success. The College has begun the process to update its mission statement starting this Fall 2015. LATTC has established processes for campus-wide dialogue about academic quality and institutional effectiveness. The College established its institutional-set standards (ISS) in June 2013 and works towards continuous improvement of student learning and achievement. LATTC has an Integrated Planning Process to effectively use assessment and achievement data for program improvements. Programs align data results and action plans for improvement with their annual requests for funding. While the College has defined and assessed 100% of student learning outcomes for courses offered, the College is continuously seeking to improve the quality of assessments. This will be addressed in one of two Quality Focus Essays identified by the College.

II. Standard II: Student Learning Programs and Support Services
LATTC offers quality instructional programs and student support services to all students regardless of location or delivery method. Academic Affairs and Student Services evaluate their programs, services, and outcomes regularly through the annual program review process. The College recently approved the updated LATTC Assessment Guidelines which outlines the assessment process at LATTC.

III. Standard III: Resources
LATTC effectively uses its resources to achieve its mission, improve academic quality and institutional effectiveness, and comply with Accreditation standards. The College employs sufficient numbers of qualified faculty, administrators, and staff. The institution provides a safe and secure campus conducive to learning and working. The campus had substantial physical and technological upgrades since 2001 as a result of the District’s bond program. The mission and strategic goals are the foundation for financial planning; resources are allocated through program review. The connection between colleges’ resources and our PACTS funding strategy is further addressed in the Quality Focus Essay – Full Implementation of PACTS.

IV. Standard IV: Leadership and Governance
LATTC has a well-defined system of governance. There are systematic participatory processes in place to encourage participation from all constituency groups. The College updated its Governance and Planning Handbook and developed a governance matrix which outlines the role of constituents and individuals in decision-making processes. The College president provides leadership, is responsible for the quality and integrity of the institution, and regularly communicates with the college community.

V. Quality Focus Essay
The Quality Focus Essay (QFE) contains two action projects (AP) for quality improvement: 1) Full Implementation of our Pathways for Academic and Career Transfer Success (PACTS) and 2) Improving the Quality of Outcomes Assessments.

VI. Changes and Plans Arising out of the Self Evaluation Process
The institution identified action plans from the self evaluation process to improve institutional effectiveness.
Los Angeles Trade Technical College
Institutional Self Evaluation Report

PRESENTED TO THE INSTITUTIONAL
EFFECTIVENESS AND STUDENT SUCCESS
COMMITTEE
Our Overarching Strategy
Pathways to Academic, Career and Transfer Success
# LATTC Self Study Process

<table>
<thead>
<tr>
<th>When</th>
<th>What</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 2013</td>
<td>At Day of Dialogue, the College established Institution-Set Standards.</td>
</tr>
<tr>
<td>May 2013</td>
<td>Accreditation Kick-Off Event</td>
</tr>
<tr>
<td>September 2013</td>
<td>At Day of Dialogue, the College dialogued about LATTC cultural practices, and whether LATTC is an X or a Y College when it comes to accreditation.</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>At Days of Dialogue, the College dialogued about different aspects of LATTC cultural practices.</td>
</tr>
<tr>
<td>Summer 2014</td>
<td>Accreditation Summer Campaign</td>
</tr>
</tbody>
</table>
| Fall 2014     | • Standard teams began meeting and continued meeting throughout spring 2015 to draft responses and gather evidence for each sub-Standard  
                 • Launched Days of Dialogue focused on Accreditation topics                                                                                                                                         |
| Spring 2015   | • Initial rough drafts posted online along with feedback surveys  
                 • Days of Dialogue focus on Accreditation Standards.                                                                                                                                               |
| October 2015  | • Final drafts of the Self Study posted online with feedback forms  
                 • Presentation, review, and feedback of final drafts at College Governance Committees                                                                                                              |
LATTC – “A Mission-Driven Institution”

1. The **Mission** drives everything we do

2. **Assessments** measure how effectively we achieve our mission

3. Assessment results inform program & institutional **Improvements**

4. Improvements advance us towards our **Vision**
LATTC - Integrated Planning Process

College Mission

Strategic Educational Master Plan

Institutional and State Plans

Soft Data
- Surveys
- Validations
- Advisory Recommendations

Assessment Results
- SLO
- PLD
- SAO
- Core Competencies

Hard Data
- Institutional Effectiveness Reports and External Reports

Program Review

Goals and Action Plans (AUP)

Resource Requests

Budget Allocation

Implementation

No funding required

Created: 08/26/2010
Updated: 10/26/2015
Approved by PRC: 03/04/2014
Quality Focus Essay...Our “Aha’s”
Action projects derived from the self evaluation process

- Action Project 1: Fully Implement Pathways to Academic, Career, and Transfer Success
  - Revise Mission to Reflect PACTS & Aligned with ACCJC Standards
  - Fully Integrate and Assess Student and Instructional Support Services into Pathways
  - Transform Organizational Culture to Address and Eliminate Silos
  - Strengthen Professional Development for all personnel to expand capacity to support PACTS implementation
  - Pilot and Assess Pathway Funding Model
Quality Focus Essay…Our “Aha’s”
Action projects derived from the self evaluation process

- **Action Project 2:** Increase the effectiveness of the College in using outcome assessment results.
  - Improve the SLOs internal and external alignments
  - Implement eLumen to facilitate data collection, reporting, dialogue and disaggregation of data
  - Strengthen evidence-based action planning to focus on improving student learning and achievement
Questions?

- For more information visit the LATTC Accreditation Webpage at http://college.lattc.edu/accreditation/ to review
  - Self Study Drafts
  - Accreditation Newsletters
  - College Activities 2013 to present
  - Reports to the ACCJC and more....
Los Angeles Trade Technical College

2016 Institutional Self Evaluation

www.lattc.edu
LOS ANGELES TRADE-TECHNICAL COLLEGE

Self Evaluation Report of Educational Quality and Institutional Effectiveness

In Support of Reaffirmation of Accreditation

Submitted by:

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

Submitted to:

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

January XX, 2016
To: Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges

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

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

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

Signatures:

Laurence (Larry) Frank, President, Los Angeles Trade Technical College  
Scott Svonkin, President, District Board of Trustees
Los Angeles Community College

Francisco Rodriguez, Chancellor, Los Angeles Community College District

Wallace (Wally) Hanley, President, Academic Senate
Los Angeles Trade Technical College

Taqwe Beamon, President, Associated Students
Los Angeles Trade Technical College

Carole Anderson, Chapter Chair, AFT Faculty Guild, Local 1521
Los Angeles Trade Technical College

Lori Hunter, Chapter Chair, AFT Staff Guild, Local 1521A
Los Angeles Trade Technical College
<table>
<thead>
<tr>
<th>Name, Position, and Affiliation</th>
<th>Date</th>
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<tbody>
<tr>
<td>Nicole Albo-Lopez, Teamster Representative, Local 911</td>
<td></td>
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<tr>
<td>Los Angeles Trade Technical College</td>
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<tr>
<td>Name, SEIU Representative, Local 99</td>
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<td>Los Angeles Trade Technical College</td>
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<tr>
<td>Luis Dorado, Supervisory Employees Representative, Local 721</td>
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<td>Los Angeles Trade Technical College</td>
<td></td>
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<tr>
<td>Name, Classified Managers Representative, representing</td>
<td></td>
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<tr>
<td>Los Angeles Trade Technical College</td>
<td></td>
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<tr>
<td>Leticia L. Barajas, Vice President, Academic Affairs &amp; Workforce Development</td>
<td></td>
</tr>
<tr>
<td>Co-Chair, Accreditation Steering Committee, Accreditation Liaison Officer</td>
<td></td>
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<tr>
<td>Kenadi Le, Faculty Accreditation Coordinator</td>
<td></td>
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<tr>
<td>Los Angeles Trade Technical College</td>
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</tbody>
</table>
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II. Organization of the Self Evaluation Process

III. Organizational Information

IV. Certification of Continued Institutional Compliance with Eligibility Requirements

V. Certification of Continued Institutional Compliance with Commission Policies

VI. Institutional Analysis

1. Standard I

2. Standard II

3. Standard III

4. Standard IV

VII. Quality Focus Essay

VIII. Changes and Plans Arising Out of the Self Evaluation Process

IX. Appendix: Evidence Table of Contents
I. Introduction

History of the College

Los Angeles Trade-Technical College is embarking on a transformative journey focused on creating Pathways to Academic, Career, and Transfer Success. This campus-wide movement maximizes student success by embracing an institutional approach to student and instructional support, with an emphasis on eliminating silos and barriers. As a college that serves the areas with significant educational attainment gaps, we are committed to developing, piloting and assessing strategies to improve student success, given the historical achievement gaps related to the communities we serve. Our proud 90-year history stems from our roots in workforce preparation and a commitment to the greater Los Angeles Communities.

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

Located on a thirty-one acre site on the southern edge of downtown Los Angeles, LATTC’s central location makes the College accessible to a large portion of the Los Angeles area via the existing network of freeways and public transportation, including the Blue and Expo Lines of the Metro rail system.

In response to industry’s need for post-secondary vocational training, in 1925 the College began offering a course in power sewing located in a manufacturing plant. This led to its founding in 1925 as the Frank Wiggins Trade School—a publicly funded education institution named after an individual on the Chamber of Commerce who led in promoting the development of the Los Angeles area workforce. In 1926, the College relocated to a new site where it gained a reputation for excellence through the success of its graduates in industrial careers and the dedication of its faculty and staff.

During World War II, the College was extensively involved in labor force training through the federal War Production Program. After the end of World War II, Frank Wiggins Trade School became the Metropolitan Polytechnical High School and later the Metropolitan College (School of Business). The end of the war, the return of the economy to civilian purposes, and the infusion of federal funds for training veterans led to increased demand for education and training at the College. In response to this need, the College added academic subjects to its curriculum.

The College eventually came to be known as “Trade-Technical Junior College” as named in 1954. In 1957, LATTC moved to its current location on the corner of Washington Boulevard and Grand Avenue. In 1969, the College officially became Los Angeles Trade-Technical College and joined the then newly formed Los Angeles Community College District (LACCD).
The College’s enrollment increased from the fall of 1950 when over 10,000 students were enrolled in various programs. During the late 1970s, the number of students attending LATTC increased to about 18,000 – the highest enrollment in the College’s 90-year history. Enrollment rates decreased significantly after 1983, when state legislation passed to institute tuition at community colleges. This legislation also impacted enrollment rates across LACCD, as well as most California community college districts. In the last 30 years, enrollment rates both at LATTC, as well as in the LACCD as a whole, have gradually increased. Currently, one in ten students enrolled at LACCD are LATTC students.

<table>
<thead>
<tr>
<th>Fall</th>
<th>Trade</th>
<th>District</th>
<th>Fall</th>
<th>Trade</th>
<th>District</th>
<th>Fall</th>
<th>Trade</th>
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<td>129,296</td>
<td>1990</td>
<td>12,880</td>
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<td>2003</td>
<td>12,935</td>
<td>122,441</td>
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<td>1979</td>
<td>15,993</td>
<td>130,896</td>
<td>1992</td>
<td>13,888</td>
<td>116,251</td>
<td>2005</td>
<td>12,757</td>
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<td>1980</td>
<td>16,457</td>
<td>134,622</td>
<td>1993</td>
<td>12,617</td>
<td>102,800</td>
<td>2006</td>
<td>12,519</td>
<td>114,777</td>
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<td>139,168</td>
<td>1994</td>
<td>12,282</td>
<td>101,378</td>
<td>2007</td>
<td>12,904</td>
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<td>1983</td>
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<td>1996</td>
<td>12,295</td>
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<td>14,876</td>
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<td>12,603</td>
<td>102,313</td>
<td>1997</td>
<td>12,269</td>
<td>103,251</td>
<td>2010</td>
<td>15,037</td>
<td>141,586</td>
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<tr>
<td>1986</td>
<td>12,414</td>
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<td>1999</td>
<td>11,603</td>
<td>102,075</td>
<td>2012</td>
<td>13,119</td>
<td>132,601</td>
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<td>1988</td>
<td>12,693</td>
<td>105,678</td>
<td>2001</td>
<td>13,250</td>
<td>119,433</td>
<td>2014</td>
<td>14,939</td>
<td>139,616</td>
</tr>
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</table>

Source: LACCD Office of Institutional Effectiveness, LATTC Fact Book, p.11

LATTC Credit Headcount
Fall 1950 to Fall 2014

Source: LACCD Office of Institutional Effectiveness, LATTC Fact Book p.10
Major Developments since last Comprehensive Evaluation

Pathway for Academic, Career and Transfer Success (PACTS)

In 2010, ARCC data results revealed once more that LATTC student success rates were very low. As a result, the College embarked on a commitment to ensuring students completed their educational goals with expediency and excellence through new practices. An initial strategy developed with the Trade Bridge Academy (TBA) inspired from the Digital Bridge Academy at Cabrillo College. The Trade Bridge Academy was a concentrated effort to better prepare students during the onboarding process to the culture and expectations of higher education. A free, non-credit 9-hour course was developed and offered to provide students with a more intense orientation to post-secondary education. The overall goal of TBA was to provide a strong foundation at the beginning of the student experience to help increase student completion rates.

The College was intentional in the identification of the guiding principles in its strategies that included TBA. First, the strategies had to be sustainable or not reliant on Specially Funded Programs or external funding. The scope of the strategy had to be college-wide, multi-divisional and multidisciplinary thereby eliminating the notion of “boutique” programs.

Based on the lessons learned and the promising data from TBA, the College’s Student Success Committee began discussing the need to adopt a comprehensive and innovative student competency-based framework. The Pathways to Academic, Career, and Transfer Success (PACTS) was framework was developed and adopted in March of 2012. PACTS enables the college to focus all instructional and student support programs and services in a concentrated, strategic, and tactical manner to identify and select targeted interventions to address critical areas or gaps and ultimately to increase student completion. The LATTC PACTS framework is Strategic Priority #1 of the college’s Strategic Educational Master Plan.
PACTS is a sequence of postsecondary instructional programs and activities, with coordinated supportive services, designed to provide students with the competencies they need to successfully access a college education, attain industry-recognized and post-secondary credentials, and obtain a career that pays family-supporting wages and offers opportunities for advancement and growth.

There are two fundamental components of PACTS—competencies and programs of study(s)—that provide the structure for students to succeed.

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

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

- **Foundational competencies (Tier 1)** - are knowledge, skills/abilities and qualities students need to navigate and succeed in the structure and culture of a post-secondary institution, in general, and LATTC specifically, and to complete their individualized, PACTS plan.
- **Readiness competencies (Tier 2)** - are knowledge, skills/abilities and qualities students attain to demonstrate they are “ready” to enter and progress in a program of study. At LATTC these competencies are commonly referred to as institutional core competencies because all students who are served by the college will make gains in one or more of these competencies.
- **Program of study core competencies (Tier 3)** - are knowledge, skills/abilities and qualities students demonstrate to successfully complete the required sequence of courses that lead to one or more of the following:
  - Industry-recognized credential,
  - Certificate of Achievement, and/or
  - 30 units in an AA/AS degree and/or transfer program of study.
- **Degree and/or transfer program of study competencies (Tier 4)** - are knowledge, skills/abilities and qualities students demonstrate to successfully complete an AA/AS degree, IGETC and/or CSU General Education Certification, or transfer program of study.

Since 2010, when initial ARCC/Student Success Scorecard reports were generated for campus wide dialog and awareness about the its performance, the College has continued to utilize this practice and every year the Office of Institutional Effectiveness prepares a report and presents it
at the different committees: College Council, Student Success, etc.

On July 1, 2013, former Los Angeles Deputy Mayor Laurence (Larry) Frank began his tenure as president of LATTC, following a six year presidency held by Dr. Roland “Chip” Chapdelaine who retired in 2012. President Frank is in full support of PACTS and has leveraged the relationships he developed from working for the City of Los Angeles to develop partnerships between the LATTC and community organizations to bring resources to the College. Such partnerships led to a community work source center at LATTC, the development of the College Health Center with St. John’s Well Child and Family Center, and other projects.

External Recognitions

Oct 13, 2015 - Commendation from Stentorians
The Stentorians, a black firefighters group, honored LATTC students for refurbishing a fire truck, which was donated to the City of Carrefour in Haiti.

Oct 10, 2015 - Finalist Selected by O’Reilly Auto Parts
O’Reilly Auto Parts announced LATTC among the 20 finalists nationwide for School of the Year in the Tomorrow’s Tech program.

Sept 8, 2015 - Commendation from LA County Supervisors
Los Angeles County Supervisor Hilda Solis honored LATTC’s work with labor at a luncheon following Labor Day, where LATTC students, administrators, staff and faculty attended.

August 25, 2015 - US Transportation Secretary Anthony Foxx announced federal grants for LATTC
US Transportation Secretary Anthony Foxx visited LATTC for a second time to announce a series of federal transportation grants, including one earmarked for LATTC to start up the nation’s first transportation institute at a community college.

August 25, 2015 - State Chancellor Brice Harris held a statewide event at LATTC
State community college Chancellor Brice Harris held the second of two statewide gatherings, where business leaders met to discuss curriculum at community colleges. This meeting took place at LATTC.

August 8, 2015 - Hillary Clinton Selects LATTC for Roundtable
Hillary Clinton held a roundtable with home health care workers from around the country.

July 14, 2015 - Mayor Garcetti Selects LATTC for Vets Summit
LATTC hosted a Strong Veterans’ Summit, where 10,000 veterans were able to access resources.

May 20, 2015 - Commendation from the City of Los Angeles
LATTC was recognized at an LA City Council meeting in celebration of the College’s 90th anniversary. LATTC has been the only college to receive such recognition. A similar commendation was given to LATTC by Congresswoman Karen Bass, State Senator Holly Mitchell, and Governor Brown.
April 11, 2015 - LATTC Captures 24 medals in Skills USA State.
LATTC students won 12 gold and 12 silver medals in vocational competitions during the Skills USA State championship. The gold medalists will compete at the nationals.

Mar 17, 2015 - Brookings Study Ranks LATTC 21st in the Nation
A report by the Brookings Institute on “value-added” education ranked LATTC 21st in the country and 4th in California among community colleges.

July 24, 2014 - President Obama Holds Policy Address at LATTC
President Barack Obama chose LATTC to deliver a speech about his workforce investment act. LATTC remains the only California community college the president has visited twice. Obama visited the campus as a candidate in 2008.

June 2, 2014 - Payscale.com Ranks LATTC Ninth in Earnings
LATTC ranked 9th in Payscale.com’s list of 300 nationwide community colleges ranked on potential alumni earnings.

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

Since the last comprehensive evaluation, the College has constructed three brand new state-of-the-art buildings; completely renovated three buildings; built one 805-space parking structure, demolished two buildings and revamped, modernized and converted outside grounds and landscaped areas into sustainable gardens. Construction of new buildings included not only the physical infrastructure, but also, furniture and equipment based on program needs. At the time of this write-up, the College’sAssignable Square Footage (ASF) is 692,924. ASF space is divided as follows: Laboratory (281,134), classroom (93,491) and office spaces (92,111).
LATTC’s physical settings have and will continue to evolve to accommodate new machinery and tools. In the Facilities Master Plan/Campus Plan, a 30-year vision that began in 2001, it is foreseen that academic programs will congregate on the north campus, particularly on its western half, while vocational programs will congregate along both sides of Grand Avenue. The complete build-out on both sides of Grand Avenue will have five- and six-story buildings dedicated to vocational programs. Two major buildings along the east side of Grand will be dedicated to arts such as hospitality, fashion, and other programs; the southern building will be dedicated to manual and high tech programs such as manufacturing and public transportation technologies. Additionally, a new six-level garage is planned to be built at the corner of 23rd and Olive to serve the southeast quadrant of the campus.

**Programmatic Accreditations**
The College is accredited by the ACCJC as well as the following accrediting agencies:
- Western Association of Schools and Colleges
- American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC)
- Interstate Renewable Energy Council (IREC)
- National Automotive Technicians Education Foundation (NATEF)

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

The college’s primary district-defined service area comprises a 15 zip-code region that spans the Central, East, South, and Southeast areas of Los Angeles. However, LATTC serves a multitude of students from across the district’s 882-square mile region (as shown in the map below), primarily due to its long history of preparing students for trade and technical careers.
While most courses are offered at the college, the college also serves the community through off-campus offerings that include Labor Studies course offerings at union halls and community based organizations. In addition, LATTC offers courses through distance education.

The service area data that follows is based on the LATTC’s 15-zip code primary service area.

**Service Area - Demographics & Socioeconomic Status**
Data generated to review, dialog, and complete the College’s Student Equity Plan, reveals that population within the College’s primary service area is largely comprised of Hispanics/Latinos (65%), followed by Black/African-Americans (16%) and Asians (12%). LATTC’s primary service area encompasses some of the most disadvantaged communities in Los Angeles, 56% of the service area population is in poverty (at or below 150% of the federal poverty level). Additionally, 51% of the service area population is over 35 years old. More details on the service
area by various demographics can be found in the table below. Please note, the student population data from Fall 2014 includes all students (both credit and non-credit).

### Access Rates (All Students and Service Area Population), Fall 2014

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<th></th>
<th>&gt;=1.0 At or above Equity</th>
<th>=0.8 - &lt;1.0 Almost at Equity</th>
<th>&lt;0.8 Below Equity</th>
<th>Proportionalty Index</th>
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<td><strong>TOTAL</strong></td>
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<td>16,038</td>
<td>-</td>
<td>344,408</td>
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<td><strong>GENDER</strong></td>
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<td>5%</td>
<td>7,591</td>
<td>47.3%</td>
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<td>Male</td>
<td>5%</td>
<td>8,447</td>
<td>52.7%</td>
<td>183,403</td>
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<td><strong>RACE/ETHNICITY</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Amer. Indian/Alaska Native</td>
<td>18%</td>
<td>42</td>
<td>0.3%</td>
<td>234</td>
</tr>
<tr>
<td>Asian</td>
<td>2%</td>
<td>710</td>
<td>4.4%</td>
<td>40,138</td>
</tr>
<tr>
<td>Black/African-American</td>
<td>6%</td>
<td>3,440</td>
<td>21.4%</td>
<td>54,041</td>
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<td>Hispanic/Latino</td>
<td>4%</td>
<td>8,849</td>
<td>55.2%</td>
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<td>N. Hawaii./Other P. Islander</td>
<td>35%</td>
<td>33</td>
<td>0.2%</td>
<td>95</td>
</tr>
<tr>
<td>White</td>
<td>4%</td>
<td>918</td>
<td>5.7%</td>
<td>23,731</td>
</tr>
<tr>
<td>Some other race (Unknown)</td>
<td>NA</td>
<td>670</td>
<td>4.2%</td>
<td>NA</td>
</tr>
<tr>
<td>More than one race</td>
<td>43%</td>
<td>1,376</td>
<td>8.6%</td>
<td>3,172</td>
</tr>
<tr>
<td><strong>FOSTER YOUTH</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>14%</td>
<td>152</td>
<td>1.2%</td>
<td>1,118</td>
</tr>
<tr>
<td>No</td>
<td>8%</td>
<td>12,655</td>
<td>98.8%</td>
<td>152,043</td>
</tr>
<tr>
<td><strong>DISABILITY STATUS</strong> (DSPS)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>2%</td>
<td>552</td>
<td>3.4%</td>
<td>33,955</td>
</tr>
<tr>
<td>No</td>
<td>5%</td>
<td>15,486</td>
<td>96.6%</td>
<td>327,270</td>
</tr>
<tr>
<td><strong>LOW-INCOME</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>3%</td>
<td>8,506</td>
<td>53.0%</td>
<td>270,695</td>
</tr>
<tr>
<td>No</td>
<td>3%</td>
<td>7,532</td>
<td>47.0%</td>
<td>216,617</td>
</tr>
<tr>
<td><strong>VETERANS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>3%</td>
<td>471</td>
<td>8.3%</td>
<td>16,230</td>
</tr>
<tr>
<td>No</td>
<td>1%</td>
<td>5,233</td>
<td>91.7%</td>
<td>365,979</td>
</tr>
<tr>
<td><strong>AGE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt;= 19</td>
<td>7%</td>
<td>2,087</td>
<td>13.0%</td>
<td>30,619</td>
</tr>
<tr>
<td>20-24</td>
<td>11%</td>
<td>5,313</td>
<td>33.1%</td>
<td>48,689</td>
</tr>
<tr>
<td>25-34</td>
<td>5%</td>
<td>4,715</td>
<td>29.4%</td>
<td>88,163</td>
</tr>
<tr>
<td>&gt;= 35</td>
<td>2%</td>
<td>3,923</td>
<td>24.5%</td>
<td>176,936</td>
</tr>
</tbody>
</table>

Source: 2015 Student Equity Plan

Notes: Totals may not equal to the first “Total” row. 16,038 includes credit and non-credit students. 344,408 includes residents 15-64 years old in the service area.
**Service Area - Educational Attainment**

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

**Educational Attainment (18 years and older)**

<table>
<thead>
<tr>
<th></th>
<th>LATTC Service Area</th>
<th>LA County</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Population</td>
<td>% of Population</td>
</tr>
<tr>
<td>Less than high school graduate</td>
<td>156,796</td>
<td>41%</td>
</tr>
<tr>
<td>High school graduate/Equivalent</td>
<td>83,337</td>
<td>22%</td>
</tr>
<tr>
<td>Some college/Associate's degree</td>
<td>85,919</td>
<td>22%</td>
</tr>
<tr>
<td>Bachelor's degree or higher</td>
<td>56,207</td>
<td>15%</td>
</tr>
<tr>
<td>Total</td>
<td>382,259</td>
<td>100%</td>
</tr>
</tbody>
</table>

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

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

**Service Area - Labor Market**

According to the US Census, the unemployment rate in LATTC’s service area is 12%, while the unemployment rate in Los Angeles County is 11%. Due to the geographical composition of the Los Angeles metropolitan region, employment opportunities for LATTC students expand beyond the 15-zip code service area we serve. Therefore, the top 10 largest occupations in LA County and median hourly earnings for each occupation are shown in the graph below.

**LA County Largest Occupations and Median Hourly Earnings, 2014**

*Source: EMSI Highest Ranked Occupations, LA County Top 10 Occupations (5-Digit)*

[http://economicmodeling.com/](http://economicmodeling.com/)
All Student Data Population
LATTC’s student headcount is comprised of students taking either only credit courses, only non-credit courses and/or a combination of both. The charts below depict information pertaining to these three groups.

Headcount
From Fall 2010 to Fall 2014, the number of students who enrolled only in credit and non-credit courses decreased, while the number of students taking both credit and non-credit courses increased. In Fall 2014, about 51% of students enrolled in credit courses only, 44% enrolled in both credit and non-credit courses, while the remainder 5% enrolled in non-credit courses only.

Fall Unduplicated Headcount

<table>
<thead>
<tr>
<th></th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit</td>
<td>10,194</td>
<td>8,588</td>
<td>7,040</td>
<td>6,919</td>
<td>8,228</td>
</tr>
<tr>
<td>Both</td>
<td>6,437</td>
<td>7,570</td>
<td>7,602</td>
<td>8,491</td>
<td>7,054</td>
</tr>
<tr>
<td>Non-Credit</td>
<td>1,140</td>
<td>1,572</td>
<td>1,328</td>
<td>1,120</td>
<td>756</td>
</tr>
</tbody>
</table>


Turnover from Fall to Spring semesters is high. During the 2014-2015 academic year, about 54% of students only enrolled in credit courses, 36% enrolled in both credit and non-credit courses, while the remainder 10% only enrolled in non-credit courses. From the 2013-2014 academic year to the 2014-2015 academic year, student headcount grew 2%.

Unduplicated Headcount by Academic Year

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit</td>
<td>15,701</td>
<td>13,496</td>
<td>11,880</td>
<td>11,109</td>
<td>13,716</td>
</tr>
<tr>
<td>Both</td>
<td>9,286</td>
<td>10,343</td>
<td>10,287</td>
<td>11,047</td>
<td>9,304</td>
</tr>
<tr>
<td>Non-Credit</td>
<td>3,449</td>
<td>4,440</td>
<td>3,497</td>
<td>2,746</td>
<td>2,496</td>
</tr>
</tbody>
</table>

FTES
Full-Time Equivalent Student (FTES) is an annual measure of student workload. About 95% of FTES were credit students during the 2014-2015 academic year.

FTES by Academic Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Credit</th>
<th>Non-Credit</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>12,499</td>
<td>512</td>
<td>12,911</td>
</tr>
<tr>
<td>2011-2012</td>
<td>11,917</td>
<td>517</td>
<td>12,434</td>
</tr>
<tr>
<td>2012-2013</td>
<td>11,179</td>
<td>477</td>
<td>11,656</td>
</tr>
<tr>
<td>2013-2014</td>
<td>11,537</td>
<td>483</td>
<td>11,920</td>
</tr>
<tr>
<td>2014-2015</td>
<td>12,133</td>
<td>665</td>
<td>12,798</td>
</tr>
</tbody>
</table>

Source: District FTES 320 Report

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

<table>
<thead>
<tr>
<th>Special Population</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foster Youth</td>
<td>42</td>
<td>53</td>
<td>140</td>
<td>391</td>
<td>441</td>
</tr>
<tr>
<td>DSPS (Disability)</td>
<td>755</td>
<td>734</td>
<td>561</td>
<td>631</td>
<td>552</td>
</tr>
<tr>
<td>Veterans</td>
<td>373</td>
<td>398</td>
<td>410</td>
<td>555</td>
<td>471</td>
</tr>
</tbody>
</table>

Source: LACCD Student Information System Databases.
Retrieved on October 2, 2015 and subject to change thereafter.
Notes: Foster Youth includes all ages. Therefore, foster youth number from Fall 2014 does not match the equity plan number, since that number only includes students under 21 years old.

The next section focuses on data for credit students only.
Credit Student Population by Demographics

Gender
From Fall 2010 to Fall 2013, the proportion of female and male credit students has been relatively balanced, with males representing a slightly higher proportion of the student body. However, in Fall 2014, the proportion of female students decreased to 46% and male students increased to 54%. This 8 percentage point difference has been the greatest in the last 5 years.

Credit Students by Gender
Fall 2014

<table>
<thead>
<tr>
<th></th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>7,595</td>
<td>7,461</td>
<td>6,795</td>
<td>6,893</td>
<td>6,933</td>
</tr>
<tr>
<td>Male</td>
<td>8,388</td>
<td>7,867</td>
<td>7,116</td>
<td>7,564</td>
<td>8,006</td>
</tr>
<tr>
<td>Total</td>
<td>15,983</td>
<td>15,328</td>
<td>13,911</td>
<td>14,457</td>
<td>14,939</td>
</tr>
</tbody>
</table>

Source: LACCD Student Information System Databases. Retrieved on October 2, 2015 and subject to change thereafter.

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

Credit Students by Race/Ethnicity
Fall 2014

<table>
<thead>
<tr>
<th></th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic/Latino</td>
<td>54%</td>
</tr>
<tr>
<td>Black/African-American</td>
<td>22%</td>
</tr>
<tr>
<td>Asian/PI</td>
<td>5%</td>
</tr>
<tr>
<td>White</td>
<td>6%</td>
</tr>
<tr>
<td>Unknown</td>
<td>4%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>9%</td>
</tr>
<tr>
<td>Native Hawaiian/PI</td>
<td>0%</td>
</tr>
<tr>
<td>Native Am/Alaskan</td>
<td>0%</td>
</tr>
</tbody>
</table>

## Credit Students by Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>994 6%</td>
<td>877 6%</td>
<td>752 5%</td>
<td>709 5%</td>
<td>698 5%</td>
</tr>
<tr>
<td>Black/Afri-Amer</td>
<td>4,251 27%</td>
<td>4,235 28%</td>
<td>3,749 27%</td>
<td>3,674 25%</td>
<td>3,260 22%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>7,977 50%</td>
<td>7,515 49%</td>
<td>7,093 51%</td>
<td>7,634 53%</td>
<td>8,093 54%</td>
</tr>
<tr>
<td>Native Am/Alaskan</td>
<td>54 0%</td>
<td>46 0%</td>
<td>28 0%</td>
<td>35 0%</td>
<td>42 0%</td>
</tr>
<tr>
<td>Native Hawaiian/PI</td>
<td>36 0%</td>
<td>29 0%</td>
<td>20 0%</td>
<td>21 0%</td>
<td>32 0%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>709 4%</td>
<td>787 5%</td>
<td>792 6%</td>
<td>1,059 7%</td>
<td>1,315 9%</td>
</tr>
<tr>
<td>White</td>
<td>1,043 7%</td>
<td>970 6%</td>
<td>839 6%</td>
<td>790 5%</td>
<td>902 6%</td>
</tr>
<tr>
<td>Unknown</td>
<td>919 6%</td>
<td>869 6%</td>
<td>638 5%</td>
<td>535 4%</td>
<td>597 4%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15,988 100%</td>
<td>15,328 100%</td>
<td>13,911 100%</td>
<td>14,457 100%</td>
<td>14,934 100%</td>
</tr>
</tbody>
</table>

Source: LACCD Student Information System Databases.  
Retrieved on October 2, 2015 and subject to change thereafter.
Age
In Fall 2014, students between 20 and 34 years of age represented 63% of the student population, while students under 20 and over 35 years of age comprised the remaining 37% of the student body. In Fall 2014, the average age for credit students was 29 years old and median age was 25 years old.

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

<table>
<thead>
<tr>
<th>Credit Students by Age Group</th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 20 years old</td>
<td>1,968</td>
</tr>
<tr>
<td>20-24 years old</td>
<td>5,024</td>
</tr>
<tr>
<td>25-34 years old</td>
<td>4,420</td>
</tr>
<tr>
<td>Over 35 years old</td>
<td>3,527</td>
</tr>
<tr>
<td>Total</td>
<td>14,939</td>
</tr>
</tbody>
</table>

Educational goals
LATTC has been primarily recognized for offering career technical education. However LATTC also offers Associate’s degrees and transfers to 4-years institutions. Currently, the College offers 99 CTE and Transfer programs from various disciplines, including 5 new programs in Biotechnology, Administration of Justice, Barbering, English, and Kinesiology.

In Fall 2014, students whose goal was to transfer to a 4-year institution represented 35% of the student body population, while students whose goal was obtain vocational training represented 30% of the student body population.
Since Fall 2010, the proportion of students who enroll at LATTC with the intention of obtaining an Associate’s degrees or transferring to a 4-year institution has significantly increased, while the proportion of students whose aim is to obtain vocational and occupational training has decreased by 13 percentage points.
Credit Students by Educational Goal

<table>
<thead>
<tr>
<th></th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional</td>
<td>1,436</td>
<td>1,172</td>
<td>946</td>
<td>950</td>
<td>934</td>
</tr>
<tr>
<td>Career Tech Edu</td>
<td>6,831</td>
<td>5,874</td>
<td>4,734</td>
<td>4,462</td>
<td>4,426</td>
</tr>
<tr>
<td>AA/AS Degree</td>
<td>1,638</td>
<td>2,084</td>
<td>2,305</td>
<td>2,542</td>
<td>2,477</td>
</tr>
<tr>
<td>Transfer</td>
<td>3,561</td>
<td>3,867</td>
<td>4,082</td>
<td>4,633</td>
<td>5,247</td>
</tr>
<tr>
<td>Undecided</td>
<td>2,517</td>
<td>2,331</td>
<td>1,844</td>
<td>1,870</td>
<td>1,855</td>
</tr>
<tr>
<td>Total</td>
<td>15,983</td>
<td>15,328</td>
<td>13,911</td>
<td>14,457</td>
<td>14,939</td>
</tr>
</tbody>
</table>

Transitional includes students whose goal general education or college prep.

Unit load

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

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

Credit Students by Unit Load

<table>
<thead>
<tr>
<th></th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 6 Units</td>
<td>6,509</td>
<td>6,158</td>
<td>5,200</td>
<td>5,371</td>
<td>6,057</td>
</tr>
<tr>
<td>6 - 11.5 Units</td>
<td>5,080</td>
<td>5,116</td>
<td>4,809</td>
<td>4,999</td>
<td>4,977</td>
</tr>
<tr>
<td>&gt;= 12 Units</td>
<td>4,394</td>
<td>4,054</td>
<td>3,902</td>
<td>4,087</td>
<td>3,905</td>
</tr>
<tr>
<td>Total</td>
<td>15,983</td>
<td>15,328</td>
<td>13,911</td>
<td>14,457</td>
<td>14,939</td>
</tr>
</tbody>
</table>

Source: LACCD Student Information System Databases.
Retrieved on October 2, 2015 and subject to change thereafter.
Prior Education
In Fall 2014, 77% of LATTC credit students indicated they received a high school diploma or equivalent. An additional 3% of students completed high school in a foreign country.

In Fall 2010, about 12% of all LATTC credit students (except those concurrently enrolled in high school) had indicated that they had not completed their high school education. By Fall 2014, that figure decreased to 9%. From Fall 2010 to Fall 2014, the proportion of students with a US high school diploma or equivalent increased by 9 percentage points, while the proportion of students with an Associate’s degree or higher slightly decreased.

### Credit Students by Prior Education

<table>
<thead>
<tr>
<th></th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not a HS Graduate</td>
<td>1,870</td>
<td>1,742</td>
<td>1,368</td>
<td>1,441</td>
<td>1,379</td>
</tr>
<tr>
<td>Concurrent HS</td>
<td>367</td>
<td>270</td>
<td>288</td>
<td>225</td>
<td>261</td>
</tr>
<tr>
<td>Foreign HS</td>
<td>704</td>
<td>656</td>
<td>576</td>
<td>507</td>
<td>450</td>
</tr>
<tr>
<td>US HS/Equivalent</td>
<td>10,987</td>
<td>10,909</td>
<td>10,305</td>
<td>10,989</td>
<td>11,579</td>
</tr>
<tr>
<td>AA/AS Degree</td>
<td>1,033</td>
<td>813</td>
<td>626</td>
<td>597</td>
<td>563</td>
</tr>
<tr>
<td>BA/BS or Higher</td>
<td>1,022</td>
<td>938</td>
<td>748</td>
<td>698</td>
<td>707</td>
</tr>
<tr>
<td>Total</td>
<td>15,983</td>
<td>15,328</td>
<td>13,911</td>
<td>14,457</td>
<td>14,939</td>
</tr>
</tbody>
</table>

Source: LACCD Student Information System Databases.
Retrieved on October 2, 2015 and subject to change thereafter.
**Student Status**

In Fall 2014, 61% of incoming students were continuing students, 23% were first time students, and 8% were transfer students. In terms of incoming status, transfer students are students who transferred from another educational institution to LATTC.

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

<table>
<thead>
<tr>
<th>Credit Students by Status</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 2010</strong></td>
</tr>
<tr>
<td>HS Concurrent</td>
</tr>
<tr>
<td>New: Entering</td>
</tr>
<tr>
<td>New: Transfer</td>
</tr>
<tr>
<td>Continuing</td>
</tr>
<tr>
<td>Returning</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td><strong>Fall 2011</strong></td>
</tr>
<tr>
<td>HS Concurrent</td>
</tr>
<tr>
<td>New: Entering</td>
</tr>
<tr>
<td>New: Transfer</td>
</tr>
<tr>
<td>Continuing</td>
</tr>
<tr>
<td>Returning</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td><strong>Fall 2012</strong></td>
</tr>
<tr>
<td>HS Concurrent</td>
</tr>
<tr>
<td>New: Entering</td>
</tr>
<tr>
<td>New: Transfer</td>
</tr>
<tr>
<td>Continuing</td>
</tr>
<tr>
<td>Returning</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td><strong>Fall 2013</strong></td>
</tr>
<tr>
<td>HS Concurrent</td>
</tr>
<tr>
<td>New: Entering</td>
</tr>
<tr>
<td>New: Transfer</td>
</tr>
<tr>
<td>Continuing</td>
</tr>
<tr>
<td>Returning</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td><strong>Fall 2014</strong></td>
</tr>
<tr>
<td>HS Concurrent</td>
</tr>
<tr>
<td>New: Entering</td>
</tr>
<tr>
<td>New: Transfer</td>
</tr>
<tr>
<td>Continuing</td>
</tr>
<tr>
<td>Returning</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

*Source: LACCD Student Information System Databases. Retrieved on October 2, 2015 and subject to change thereafter.*

**Financial Aid**

About 56% of credit student received California Board of Governors Grant (BOGG) Fee Wavers in Fall 2014.

Over the course of five years, more student have been getting financial aid, either BOGG, Pell grants or both.
## Credit Students by Financial Aid

<table>
<thead>
<tr>
<th></th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOGG Only</td>
<td>4,522</td>
<td>4,070</td>
<td>3,802</td>
<td>3,840</td>
<td>3,208</td>
</tr>
<tr>
<td></td>
<td>28%</td>
<td>27%</td>
<td>27%</td>
<td>27%</td>
<td>21%</td>
</tr>
<tr>
<td>PELL Only</td>
<td>361</td>
<td>344</td>
<td>352</td>
<td>506</td>
<td>730</td>
</tr>
<tr>
<td></td>
<td>2%</td>
<td>2%</td>
<td>3%</td>
<td>4%</td>
<td>5%</td>
</tr>
<tr>
<td>BOGG &amp; PELL</td>
<td>4,295</td>
<td>5,024</td>
<td>4,831</td>
<td>4,964</td>
<td>5,234</td>
</tr>
<tr>
<td></td>
<td>27%</td>
<td>33%</td>
<td>35%</td>
<td>34%</td>
<td>35%</td>
</tr>
<tr>
<td>No Aid</td>
<td>6,805</td>
<td>5,890</td>
<td>4,926</td>
<td>5,147</td>
<td>5,767</td>
</tr>
<tr>
<td></td>
<td>43%</td>
<td>38%</td>
<td>35%</td>
<td>36%</td>
<td>39%</td>
</tr>
<tr>
<td>Total</td>
<td>15,983</td>
<td>15,328</td>
<td>13,911</td>
<td>14,457</td>
<td>14,939</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Source: LACCD Student Information System Databases.*  
*Retrieved on October 2, 2015 and subject to change thereafter.*
Residence Status
The proportion of students who were residents of the Los Angeles Community College District service area increased to 89% in 2014. The number of out of state students greatly increased in the last 5 years.

With the passage of the AB540 legislation, the number of undocumented students who qualified for exemption from paying out of state tuition also increased. In Fall 2014, AB540 students comprised 5% of the student population.

Citizenship status
In Fall 2014, nearly 95% of all the students at LATTC were either US citizens or Permanent Residents. The remaining 5% included refugees, international students (F-1 visa) and other types of visitors. Overall, little has changed in terms of citizenship status over the course of five years.

Primary language
The proportion of students who consider English as their primary language was 81% in 2014. The proportion of students who consider Spanish as their primary language was 14% in 2014. Together English and Spanish are the main languages for 95% of the student population.
## Employee Information

### Fall 2014 Employees

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Adjunct Faculty</th>
<th>Administrators</th>
<th>Classified Staff</th>
<th>Full Time Faculty</th>
<th>Unclassified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>21 2.0%</td>
<td>0 0.0%</td>
<td>24 2.3%</td>
<td>21 2.0%</td>
<td>10 1.0%</td>
</tr>
<tr>
<td>Black/Afr.-American</td>
<td>54 5.2%</td>
<td>3 0.3%</td>
<td>70 6.8%</td>
<td>34 3.3%</td>
<td>105 10.2%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>9 0.9%</td>
<td>1 0.1%</td>
<td>9 0.9%</td>
<td>6 0.6%</td>
<td>141 13.7%</td>
</tr>
<tr>
<td>Native Am/Alaskan</td>
<td>1 0.1%</td>
<td>0 0.0%</td>
<td>1 0.1%</td>
<td>2 0.2%</td>
<td>0 0.0%</td>
</tr>
<tr>
<td>Native Hawaiian/PI</td>
<td>1 0.1%</td>
<td>0 0.0%</td>
<td>0 0.0%</td>
<td>1 0.1%</td>
<td>0 0.0%</td>
</tr>
<tr>
<td>White</td>
<td>103 10.0%</td>
<td>1 0.1%</td>
<td>28 2.7%</td>
<td>62 6.0%</td>
<td>13 1.3%</td>
</tr>
<tr>
<td>Unknown</td>
<td>110 10.7%</td>
<td>7 0.7%</td>
<td>93 9.0%</td>
<td>64 6.2%</td>
<td>37 3.6%</td>
</tr>
<tr>
<td>Total</td>
<td>299 29.0%</td>
<td>12 1.2%</td>
<td>225 21.8%</td>
<td>190 18.4%</td>
<td>306 29.7%</td>
</tr>
</tbody>
</table>

### Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Adjunct Faculty</th>
<th>Administrators</th>
<th>Classified Staff</th>
<th>Full Time Faculty</th>
<th>Unclassified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>117 11.3%</td>
<td>7 0.7%</td>
<td>105 10.2%</td>
<td>93 9.0%</td>
<td>168 16.3%</td>
</tr>
<tr>
<td>Male</td>
<td>182 17.6%</td>
<td>5 0.5%</td>
<td>120 11.6%</td>
<td>97 9.4%</td>
<td>138 13.4%</td>
</tr>
<tr>
<td>Total</td>
<td>299 29.0%</td>
<td>12 1.2%</td>
<td>225 21.8%</td>
<td>190 18.4%</td>
<td>306 29.7%</td>
</tr>
</tbody>
</table>

### Age Distribution

<table>
<thead>
<tr>
<th>Age Category</th>
<th>Adjunct Faculty</th>
<th>Administrators</th>
<th>Classified Staff</th>
<th>Full Time Faculty</th>
<th>Unclassified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 20 years old</td>
<td>0 0.0%</td>
<td>0 0.0%</td>
<td>0 0.0%</td>
<td>0 0.0%</td>
<td>1 0.1%</td>
</tr>
<tr>
<td>20-24 years old</td>
<td>0 0.0%</td>
<td>0 0.0%</td>
<td>0 0.0%</td>
<td>0 0.0%</td>
<td>94 9.1%</td>
</tr>
<tr>
<td>25-34 years old</td>
<td>23 2.2%</td>
<td>2 0.2%</td>
<td>19 1.8%</td>
<td>3 0.3%</td>
<td>109 10.6%</td>
</tr>
<tr>
<td>Over 35 years old</td>
<td>276 26.7%</td>
<td>10 1.0%</td>
<td>206 20.0%</td>
<td>187 18.1%</td>
<td>102 9.9%</td>
</tr>
<tr>
<td>Total</td>
<td>299 29.0%</td>
<td>12 1.2%</td>
<td>225 21.8%</td>
<td>190 18.4%</td>
<td>306 29.7%</td>
</tr>
</tbody>
</table>

*Source: LACCD SAP, e-92 report.*

*Retrieved on October 2, 2015 and subject to change thereafter.*
### Employees

<table>
<thead>
<tr>
<th></th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators</td>
<td>10 1%</td>
<td>10 1%</td>
<td>11 1%</td>
<td>9 1%</td>
<td>12 1%</td>
</tr>
<tr>
<td>Full Time Faculty</td>
<td>176 13%</td>
<td>181 18%</td>
<td>185 17%</td>
<td>187 19%</td>
<td>190 18%</td>
</tr>
<tr>
<td>Classified Staff</td>
<td>227 17%</td>
<td>229 22%</td>
<td>223 21%</td>
<td>219 22%</td>
<td>225 22%</td>
</tr>
<tr>
<td>Adjunct Faculty</td>
<td>508 39%</td>
<td>364 36%</td>
<td>371 34%</td>
<td>263 27%</td>
<td>299 29%</td>
</tr>
<tr>
<td>Unclassified</td>
<td>395 30%</td>
<td>241 24%</td>
<td>287 27%</td>
<td>304 31%</td>
<td>306 30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,316 100%</td>
<td>1,025 100%</td>
<td>1,077 100%</td>
<td>982 100%</td>
<td>1,032 100%</td>
</tr>
</tbody>
</table>

Source: LACCD SAP, e-92 report.

Retrieved on October 2, 2015 and subject to change thereafter.
Student Achievement Data

Placement English and Math
LATTC’s Assessment Center provides exams that assess a student’s general educational background and skills in Mathematics and English/English as a Second Language (ESL). These exams help better gauge students’ level of academic preparation and experience, to guide their selection of courses that are tailored to their individual skills, knowledge, and abilities. By selecting courses that are realistic and compatible with their existing levels of mastery, students can potentially avoid wasting a semester selecting a class that is above or below their skill levels.

The Assessment Center uses ACCUPLACER to assess students. ACCUPLACER is used to test student knowledge in math, reading, and writing. In 2010, the college implemented a new student assessment TABE (Test of Adult Basic Education) diagnostic test strategy to help students identify and address their knowledge gaps in Math and English. In Fall of 2014, due to new state mandates, the college changed its assessment strategies, all new incoming students are required to attend an orientation, counseling and assessment (OCA) session prior to enrollment. As a result, 2014-15 English and Math placements doubled. All new credit students take the ACCUPLACER test now and TABE has been discontinued. The 5-year assessment and placement data below does not include TABE data.

In regards to English/Reading placements, the proportion of students placing in transfer level or 1 level below have greatly increased since the 2010-2011 academic year. In regards to Math placements, the proportion of students placing in 1 or 2 levels below have greatly increased, while the proportion of students placing in transfer level has remained unchanged.

| English/Reading Placement Summary Table by Academic Year |
|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| Total                            | 2,54                            | 1,958                           | 1,115                           | 1,393                           | 3,898   |
| 1 Level Below                    | 457                             | 552                             | 331                             | 506                             | 1,247   |
| 2 Levels Below                   | 1,41                            | 1,162                           | 638                             | 640                             | 1,707   |
| 3 or More Levels Below           | 609                             | 141                             | 55                              | 91                              | 629     |
| Source: LACCD Student Information System (SIS) Stud_Apms & Student tables. Retrieved July 22, 2015. Subject to change thereafter. Note: ESL placement results are included according to level.
Math Placement Summary Table by Academic Year

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer Level</td>
<td>20</td>
<td>26</td>
<td>18</td>
<td>29</td>
<td>48</td>
</tr>
<tr>
<td>1 Level Below</td>
<td>633</td>
<td>536</td>
<td>443</td>
<td>761</td>
<td>2,400</td>
</tr>
<tr>
<td>2 Levels Below</td>
<td>145</td>
<td>120</td>
<td>166</td>
<td>402</td>
<td>921</td>
</tr>
<tr>
<td>3 or More Levels Below</td>
<td>1,666</td>
<td>1,161</td>
<td>461</td>
<td>276</td>
<td>599</td>
</tr>
<tr>
<td>Total</td>
<td>2,464</td>
<td>1,843</td>
<td>1,088</td>
<td>1,468</td>
<td>3,968</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Numbe r of Studen ts</th>
<th>Number of Courses Enrolled</th>
<th>% of Courses Enrolled</th>
<th>Number of Courses Completed</th>
<th>% of Courses Completed</th>
<th>Proportionality Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL</td>
<td>15,282</td>
<td>34,344</td>
<td>100.0%</td>
<td>23,224</td>
<td>100.0%</td>
<td>-</td>
</tr>
<tr>
<td>GENDER</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>7,163</td>
<td>16,009</td>
<td>46.6%</td>
<td>10,482</td>
<td>45.1%</td>
<td>0.97</td>
</tr>
<tr>
<td>Male</td>
<td>8,119</td>
<td>18,335</td>
<td>53.4%</td>
<td>12,742</td>
<td>54.9%</td>
<td>1.03</td>
</tr>
<tr>
<td>RACE/ETHNICITY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>39</td>
<td>77</td>
<td>0.2%</td>
<td>48</td>
<td>0.2%</td>
<td>1.00</td>
</tr>
<tr>
<td>Asian</td>
<td>684</td>
<td>1,579</td>
<td>4.6%</td>
<td>1,276</td>
<td>5.5%</td>
<td>1.20</td>
</tr>
<tr>
<td>Black/African-American</td>
<td>3,262</td>
<td>8,013</td>
<td>23.3%</td>
<td>4,784</td>
<td>20.6%</td>
<td>0.88</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>9,462</td>
<td>20,943</td>
<td>61.0%</td>
<td>14,389</td>
<td>62.0%</td>
<td>1.02</td>
</tr>
<tr>
<td>Native Hawaiian/Other Pacific Islander</td>
<td>33</td>
<td>61</td>
<td>0.2%</td>
<td>51</td>
<td>0.2%</td>
<td>1.00</td>
</tr>
<tr>
<td>White</td>
<td>881</td>
<td>1,736</td>
<td>5.1%</td>
<td>1,391</td>
<td>6.0%</td>
<td>1.18</td>
</tr>
<tr>
<td>Some other race (Unknown)</td>
<td>610</td>
<td>1,205</td>
<td>3.5%</td>
<td>852</td>
<td>3.7%</td>
<td>1.05</td>
</tr>
<tr>
<td>More than one race</td>
<td>311</td>
<td>730</td>
<td>2.1%</td>
<td>433</td>
<td>1.9%</td>
<td>0.88</td>
</tr>
<tr>
<td>FOSTER YOUTH</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>421</td>
<td>986</td>
<td>2.9%</td>
<td>565</td>
<td>2.4%</td>
<td>0.85</td>
</tr>
<tr>
<td>No</td>
<td>14,861</td>
<td>33,358</td>
<td>97.1%</td>
<td>22,659</td>
<td>97.6%</td>
<td>1.00</td>
</tr>
<tr>
<td>DISABILITY STATUS (DSPS)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>671</td>
<td>1,582</td>
<td>4.6%</td>
<td>1,022</td>
<td>4.4%</td>
<td>0.96</td>
</tr>
<tr>
<td>No</td>
<td>14,611</td>
<td>32,762</td>
<td>95.4%</td>
<td>22,202</td>
<td>95.6%</td>
<td>1.00</td>
</tr>
<tr>
<td>LOW-INCOME</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>8,506</td>
<td>24,658</td>
<td>69.9%</td>
<td>16,659</td>
<td>69.9%</td>
<td>1.00</td>
</tr>
<tr>
<td></td>
<td>Fall 2010</td>
<td>Fall 2011</td>
<td>Fall 2012</td>
<td>Fall 2013</td>
<td>Fall 2014</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
<td></td>
</tr>
<tr>
<td>Basic Skills</td>
<td>50%</td>
<td>49%</td>
<td>53%</td>
<td>53%</td>
<td>53%</td>
<td></td>
</tr>
<tr>
<td>Transferable</td>
<td>64%</td>
<td>65%</td>
<td>69%</td>
<td>68%</td>
<td>68%</td>
<td></td>
</tr>
<tr>
<td>Vocational</td>
<td>73%</td>
<td>70%</td>
<td>74%</td>
<td>73%</td>
<td>73%</td>
<td></td>
</tr>
<tr>
<td>All Credit</td>
<td>65%</td>
<td>65%</td>
<td>69%</td>
<td>68%</td>
<td>68%</td>
<td></td>
</tr>
</tbody>
</table>

*Source: CCCCO Datamart*
Cohort Analysis
According to LATTC’s Student Success Scorecard, about 94% (1,237 out of 1,321 students) of the 2008-2009 cohort are considered unprepared. This proportion is based on the completion metric. Unprepared students are students whose first English or Math class is not at college level.

Overall counts includes both prepared and unprepared students.

<table>
<thead>
<tr>
<th>Student Success Scorecard Metrics by Cohort Year/Report Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>---------------</td>
</tr>
<tr>
<td>Completion</td>
</tr>
<tr>
<td>Overall</td>
</tr>
<tr>
<td>Persistence</td>
</tr>
<tr>
<td>Overall</td>
</tr>
<tr>
<td>30 Units</td>
</tr>
<tr>
<td>Overall</td>
</tr>
<tr>
<td>Remedial</td>
</tr>
<tr>
<td>English</td>
</tr>
<tr>
<td>Remedial</td>
</tr>
<tr>
<td>Math</td>
</tr>
<tr>
<td>Remedial</td>
</tr>
<tr>
<td>ESL</td>
</tr>
<tr>
<td>Career</td>
</tr>
<tr>
<td>Tech Education</td>
</tr>
<tr>
<td>Career</td>
</tr>
<tr>
<td>Develop &amp;</td>
</tr>
<tr>
<td>College Prep</td>
</tr>
</tbody>
</table>

Source: 2015 Student Success Scorecard (5 years).
Retrieved on October 14, 2015 and subject to updates thereafter.
**Awards: Associate’s Degrees and Certificates**

Female students at LATTC received more than half of the AA/AS degrees awarded during the 2010-2011, 2011-2012, and 2012-2013 academic years. However, in the 2013-2014 and 2014-2015 academic years, male students were awarded slightly more AA/AS degrees than female students. Male students received a majority of the certificates during the 5 academic years of study. In terms of race/ethnicity, the greatest number of certificate and AS/AS degrees were awarded to Hispanics, followed by African-American, Asian/Pacific Islanders, and Whites. Students older than 25 years received most of the certificates and AA/AS degrees.

Between the 2011-2012 and 2012-2013 academic years, the number of certificates awarded increased by 65%, the greatest increase in the 5-year period.

### LATTC Awards by Academic Year

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
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<td>366</td>
<td>341</td>
<td>363</td>
<td>410</td>
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<td>687</td>
<td>1,136</td>
<td>1,246</td>
<td>1,341</td>
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</tbody>
</table>

*Source: LACCD Student Information System.*

Detailed program awards data is provided in the institutions-set standard section as a component of the LATTC scorecard. Degree and certificate completion data are an integral part of the program review data pack during which programs receive disaggregated data by gender, age and ethnicity for their program completers (PR Data packs).
Transfers
In the 2013-2014 academic year, 167 students transferred from LATTC to either a UC or CSU. Hispanic/Latino students had the highest number of transfers, followed by Black/African-American students, which is representative of the student population. The highest number of transfers during the 5-year period occurred in the 2010-2011 academic year, when 185 LATTC students transferred to either a UC or CSU.

LATTC to CSU and UC Transfers by Ethnicity

Source: California State University, [http://calstate.edu/as/ccct/](http://calstate.edu/as/ccct/),
University of California, Office of the President (UCOP), [http://www.ucop.edu/](http://www.ucop.edu/).
Retrieved on September 2, 2015 and subject to change thereafter.
**Institutional-Set Standards (ISS)**

In June 2013, LATTC established the Institution-Set Standards (ISS) through its shared governance process. LATTC’s Student Success Scorecard measures course completion, retention, degrees and certificates awarded, and student transfers to 4-year institutions.

**LATTC Student Success Scorecard**

**Completions**

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Course completion rate</td>
<td>70.0%</td>
<td>Actuals</td>
<td>69.2%</td>
<td>67.7%</td>
<td>67.5%</td>
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<tr>
<td>Retention percentage</td>
<td>56.0%</td>
<td>Actuals</td>
<td>55.6%</td>
<td>62.0%</td>
<td>58.6%</td>
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<td>N (3-Year Fall Average)</td>
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<td>14,886</td>
<td>14,212</td>
<td>13,814</td>
<td>13,701</td>
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The college’s Student Success Committee (SSC) regularly monitors achievement of the ISS through the Student Success Scorecard to identify focus areas, and to make appropriate institution-wide recommendations for transfer and award improvements.

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

* - Currently, only CSU data is available (10/8/2015)

Improvement strategies are presented at SSC meetings. These strategies include actions such as: working with the UMOJA program; utilizing professional development for faculty training, sharing best practices, new technologies, strategies, projects, etc.; disaggregating data into more specific areas such as ethnicity, full-time vs. part-time students, day vs. evening students, etc.

The ISS are also, an integral part of the program review process where all instructional programs are required to gauge their performance against the set-standards, provide analysis and action plans for required improvements.
### Awarded Associate’s Degrees by Academic Year

<table>
<thead>
<tr>
<th>Program</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>2014-15</th>
</tr>
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<tbody>
<tr>
<td>Accounting</td>
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<td>Architectural Technology</td>
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<tr>
<td>Automotive and Related Technology</td>
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<td>Baking Professional</td>
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<td>7</td>
<td>12</td>
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<tr>
<td>CAOT-Administrative Assistant</td>
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<td>10</td>
<td>12</td>
<td>9</td>
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<tr>
<td>Carpentry</td>
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<td>3</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>Chemical Technology</td>
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<td>3</td>
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<td>Chemistry</td>
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<td>Child Development-Plan A/Plan B</td>
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<tr>
<td>Community Planning &amp; Economic Develop.</td>
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<tr>
<td>Computer Information Systems</td>
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<td>5</td>
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<tr>
<td>Culinary Arts</td>
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<td>Diesel and Related Technology</td>
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<td>Early Childhood Education for Transfer</td>
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<tr>
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<td>13</td>
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<tr>
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<td>Electronics Communications</td>
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<td>English</td>
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<tr>
<td>Fashion Design</td>
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<tr>
<td>Fashion Merchandising</td>
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<td>Fashion Technology</td>
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<td>4</td>
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<tr>
<td>Management/Supervision</td>
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<td>3</td>
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<td>2013-14</td>
<td>2014-15</td>
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<td>4</td>
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<td>Community Planning &amp; Economic Development</td>
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<tr>
<td>Governmental Supervision</td>
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<tr>
<td>Hybrid &amp; Electric Plug-In Vehicle</td>
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<td>10</td>
<td>11</td>
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</table>

Source: LACCD SIS Databases, Retrieved on September 8, 2015 and subject to change thereafter.
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<th>Program</th>
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<th>2016</th>
<th>2017</th>
<th>2018</th>
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<td>Technology</td>
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<td></td>
</tr>
<tr>
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<td>10</td>
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<td>Labor Studies</td>
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<td>35</td>
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<tr>
<td>Machine Shop - CNC</td>
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<td>18</td>
<td>19</td>
<td>24</td>
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<tr>
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<td>2</td>
<td>4</td>
<td>8</td>
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<tr>
<td>Marketing and Public Relations</td>
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<tr>
<td>Medical Office Assistant</td>
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<td>17</td>
<td>17</td>
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<tr>
<td>Microcomputer Technician</td>
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<td>6</td>
<td>21</td>
<td>13</td>
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<tr>
<td>Motorcycle Repair Mechanics - Adjunct</td>
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<td>13</td>
<td>13</td>
<td>11</td>
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<tr>
<td>Operation &amp; Maintenance Engineer: Steam Plant</td>
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<td>27</td>
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<td>4</td>
</tr>
<tr>
<td>Plumbing</td>
<td>27</td>
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<td>33</td>
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<td>Real Estate</td>
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<td>Refrigeration &amp; Air Conditioning Mechanics</td>
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<td>Tailoring</td>
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<td>Teacher</td>
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<tr>
<td>Visual Communications</td>
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<td>10</td>
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<td><strong>Total</strong></td>
<td><strong>673</strong></td>
<td><strong>1135</strong></td>
<td><strong>1246</strong></td>
<td><strong>1341</strong></td>
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</tbody>
</table>

*Source: LACCD Student Information System Databases Retrieved on September 8, 2015 and subject to change thereafter.*

**Student Services**

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

<table>
<thead>
<tr>
<th>Service Completions</th>
<th>Fall 2015</th>
<th>Assessment</th>
<th>Counseling (SEP)</th>
<th>Orientation</th>
<th>ALL ACO</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Com.</td>
<td>Non Com. % of Goal</td>
<td>Com. Non Com.</td>
<td>% of Goal</td>
</tr>
<tr>
<td>All Credit Students</td>
<td>14675</td>
<td>5467</td>
<td>1900 74%</td>
<td>9925 1504 87%</td>
<td>4609 1846 71%</td>
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<tr>
<td>Target: Entering</td>
<td>3347</td>
<td>1880</td>
<td>715 72%</td>
<td>2218 704 76%</td>
<td>1752 789 69%</td>
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<tr>
<td>Target: Transfer</td>
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<td>259</td>
<td>158 62%</td>
<td>479 144 77%</td>
<td>273 167 62%</td>
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<tr>
<td>Target: Total</td>
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<td>2139</td>
<td>873 71%</td>
<td>2697 848 76%</td>
<td>2025 956 68%</td>
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</tbody>
</table>

*Source: DEC_RDB; Data as of September 10, 2015; Office of Institutional Planning & Research*  
*Note: Completing/ALL includes Exempt & Grandfathered Students*

**Licensing**

Upon completion of the Nursing, Cosmetology and Barbering programs, graduates are eligible to apply for the state-administered exams. Pass rates for licensing exams are an integral part of the program review process, instructional programs are required to set licensing exam goals and provide analysis and action plans for required improvements.

<table>
<thead>
<tr>
<th>Program</th>
<th>ISS</th>
<th>2013 Pass rate</th>
<th>2014 Pass rate</th>
<th>2015 Pass rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing, NCLEX</td>
<td>85%</td>
<td>90%</td>
<td>86%</td>
<td>86%</td>
</tr>
<tr>
<td>Cosmetology and Barbering, Cosmetology Written Exam</td>
<td>70%</td>
<td>62.26%</td>
<td>59%</td>
<td>59%</td>
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<tr>
<td>Cosmetology and Barbering, Cosmetology Practice Exam</td>
<td>95%</td>
<td>93.18%</td>
<td>100%</td>
<td>100%</td>
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<tr>
<td>Cosmetology and Barbering, Esthetician Written</td>
<td>90%</td>
<td>71.43%</td>
<td>92%</td>
<td>100%</td>
</tr>
<tr>
<td>Cosmetology and Barbering, Esthetician Practice</td>
<td>95%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Source: ACCJC Annual Report*
### Job Placement

#### Job Placements by Program by Academic Year

<table>
<thead>
<tr>
<th>CIP</th>
<th>TOP</th>
<th>Program</th>
<th>ISS</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
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</thead>
<tbody>
<tr>
<td>52.0302</td>
<td>0502</td>
<td>ACCOUNTING</td>
<td>46%</td>
<td>74%</td>
<td>81%</td>
<td>67%</td>
<td>58%</td>
<td>73%</td>
</tr>
<tr>
<td>04.0901</td>
<td>0201</td>
<td>ARCHITECTURE AND ARCHITECTURAL TECHNOLOGY</td>
<td>40%</td>
<td>78%</td>
<td>67%</td>
<td>50%</td>
<td>50%</td>
<td>60%</td>
</tr>
<tr>
<td>47.0603</td>
<td>0949</td>
<td>AUTOMOTIVE COLLISION REPAIR</td>
<td>43%</td>
<td>61%</td>
<td>56%</td>
<td>64%</td>
<td>54%</td>
<td>38%</td>
</tr>
<tr>
<td>47.0604</td>
<td>0948</td>
<td>AUTOMOTIVE TECHNOLOGY</td>
<td>37%</td>
<td>67%</td>
<td>69%</td>
<td>66%</td>
<td>46%</td>
<td>52%</td>
</tr>
<tr>
<td>52.0201</td>
<td>0505</td>
<td>BUSINESS ADMINISTRATION</td>
<td>32%</td>
<td>100%</td>
<td>75%</td>
<td>40%</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>52.0201</td>
<td>0506</td>
<td>BUSINESS MANAGEMENT</td>
<td>27%</td>
<td>33%</td>
<td>71%</td>
<td>40%</td>
<td>67%</td>
<td>38%</td>
</tr>
<tr>
<td>41.0301</td>
<td>0954</td>
<td>CHEMICAL TECHNOLOGY</td>
<td>40%</td>
<td>80%</td>
<td>50%</td>
<td>80%</td>
<td>83%</td>
<td>38%</td>
</tr>
<tr>
<td>19.0709</td>
<td>1305</td>
<td>CHILD DEVELOPMENT/EARLY CARE AND EDUCATION</td>
<td>51%</td>
<td>68%</td>
<td>74%</td>
<td>78%</td>
<td>63%</td>
<td>61%</td>
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<tr>
<td>46.0412</td>
<td>0957</td>
<td>CIVIL AND CONSTRUCTION MANAGEMENT TECHNOLOGY</td>
<td>65%</td>
<td>97%</td>
<td>91%</td>
<td>98%</td>
<td>81%</td>
<td>94%</td>
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<tr>
<td>50.0402</td>
<td>1013</td>
<td>COMMERCIAL ART</td>
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<td>43%</td>
<td>44%</td>
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<tr>
<td>11.0103</td>
<td>0702</td>
<td>COMPUTER INFORMATION SYSTEMS</td>
<td>24%</td>
<td>57%</td>
<td>38%</td>
<td>64%</td>
<td>30%</td>
<td>31%</td>
</tr>
<tr>
<td>46.0415</td>
<td>0952</td>
<td>CONSTRUCTION CRAFTS TECHNOLOGY</td>
<td>54%</td>
<td>72%</td>
<td>71%</td>
<td>70%</td>
<td>68%</td>
<td>57%</td>
</tr>
<tr>
<td>12.0401</td>
<td>3007</td>
<td>COSMETOLOGY AND BARBERING</td>
<td>31%</td>
<td>53%</td>
<td>50%</td>
<td>52%</td>
<td>39%</td>
<td>37%</td>
</tr>
<tr>
<td>47.0605</td>
<td>0947</td>
<td>DIESEL TECHNOLOGY</td>
<td>48%</td>
<td>82%</td>
<td>78%</td>
<td>78%</td>
<td>60%</td>
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<tr>
<td>47.0101</td>
<td>0934</td>
<td>ELECTRONICS AND ELECTRIC TECHNOLOGY</td>
<td>43%</td>
<td>74%</td>
<td>68%</td>
<td>84%</td>
<td>53%</td>
<td>59%</td>
</tr>
<tr>
<td>15.0501</td>
<td>0946</td>
<td>ENVIRONMENTAL CONTROL TECHNOLOGY (HVAC)</td>
<td>61%</td>
<td>83%</td>
<td>86%</td>
<td>85%</td>
<td>76%</td>
<td>83%</td>
</tr>
<tr>
<td>19.0901</td>
<td>1303</td>
<td>FASHION</td>
<td>44%</td>
<td>55%</td>
<td>75%</td>
<td>61%</td>
<td>58%</td>
<td>59%</td>
</tr>
<tr>
<td>50.0409</td>
<td>1030</td>
<td>GRAPHIC ART AND DESIGN</td>
<td>22%</td>
<td>27%</td>
<td>42%</td>
<td>73%</td>
<td>47%</td>
<td>42%</td>
</tr>
<tr>
<td>15.0805</td>
<td>0945</td>
<td>INDUSTRIAL SYSTEMS TECHNOLOGY AND MAINTENANCE</td>
<td>44%</td>
<td>80%</td>
<td>95%</td>
<td>56%</td>
<td></td>
<td>74%</td>
</tr>
<tr>
<td>52.1002</td>
<td>0516</td>
<td>LABOR AND INDUSTRIAL RELATIONS</td>
<td>58%</td>
<td>93%</td>
<td>85%</td>
<td>88%</td>
<td>73%</td>
<td>67%</td>
</tr>
<tr>
<td>41.0301</td>
<td>0955</td>
<td>LABORATORY SCIENCE TECHNOLOGY</td>
<td>57%</td>
<td>71%</td>
<td>91%</td>
<td>89%</td>
<td>83%</td>
<td>58%</td>
</tr>
<tr>
<td>15.0613</td>
<td>0956</td>
<td>MANUFACTURING AND INDUSTRIAL TECHNOLOGY</td>
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<td>53%</td>
<td>64%</td>
<td>67%</td>
<td>62%</td>
<td>49%</td>
</tr>
<tr>
<td>51.3801</td>
<td>1230</td>
<td>NURSING</td>
<td>53%</td>
<td>95%</td>
<td>82%</td>
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<td>67%</td>
<td>71%</td>
</tr>
<tr>
<td>19.0501</td>
<td>1306</td>
<td>NUTRITION, FOODS, AND CULINARY ARTS</td>
<td>46%</td>
<td>67%</td>
<td>65%</td>
<td>71%</td>
<td>58%</td>
<td>51%</td>
</tr>
<tr>
<td>52.0401</td>
<td>0514</td>
<td>OFFICE TECHNOLOGY/OFFICE COMPUTER APPLICATIONS</td>
<td>34%</td>
<td>44%</td>
<td>48%</td>
<td>65%</td>
<td>52%</td>
<td>24%</td>
</tr>
<tr>
<td>52.1501</td>
<td>0511</td>
<td>REAL ESTATE</td>
<td>16%</td>
<td>85%</td>
<td>20%</td>
<td>55%</td>
<td>64%</td>
<td>33%</td>
</tr>
<tr>
<td>15.0506</td>
<td>0958</td>
<td>WATER AND WASTEWATER TECHNOLOGY</td>
<td>47%</td>
<td>88%</td>
<td>85%</td>
<td>58%</td>
<td>61%</td>
<td>74%</td>
</tr>
</tbody>
</table>


*Retrieved on August 19, 2015 and subject to updates thereafter.*
II. Organization of the Self Evaluation Process

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

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

Accreditation Steering Committee

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

<table>
<thead>
<tr>
<th>LATTC Accreditation Steering Committee Membership</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Committee Co-Chairs</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Administration</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Academic Senate</strong></td>
</tr>
<tr>
<td><strong>AFT Faculty Guild Local 1521</strong></td>
</tr>
<tr>
<td><strong>Chair of Chairs Representative</strong></td>
</tr>
</tbody>
</table>
Accreditation Standard and Sub-Standard Team Chairs

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

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

**Administrator Lead:** Dr. Anna Badalyan, Dean, Office of Institutional Effectiveness

<table>
<thead>
<tr>
<th>I.A: Mission</th>
<th><strong>Administrator Chair:</strong> Dorothy Smith, Dean, Student Success</th>
</tr>
</thead>
</table>
| I.B: Institutional Effectiveness | **Administrator Co-Chair:** Dr. Anna Badalyan, Dean, Office of Institutional Effectiveness  
**Faculty Co-Chair:** Dr. Martin Diaz, Faculty, Vice Chair, Science; 1st Vice President, Academic Senate |
| I.C: Institutional Integrity | **Administrator Co-Chair:** Dr. Anna Badalyan, Dean, Office of Institutional Effectiveness  
**Faculty Co-Chair:** Carole Anderson, Faculty, Chair Design & Media Arts; AFT Faculty Guild LATTC Chapter President |

### Standard II: Student Learning Programs and Support Services

**Administrator Lead:** Leticia Barajas, Vice President, Academic Affairs & Workforce Development; Accreditation Liaison Officer

| II.A: Instructional Programs | **Administrator Co-Chair:** Leticia L. Barajas, Vice President, Academic Affairs & Workforce Development; Accreditation Liaison Officer  
**Faculty Co-Chair:** Alicia Rodriguez-Estrada, Faculty, Behavioral, Social Sciences and Child Development; Chair, Curriculum Committee; Secretary, Academic Senate |
| II.B: Library and Learning Support Services | **Administrator Co-Chair:** Dr. Nicole Albo-Lopez, Dean, Academic Affairs and Workforce Development  
**Faculty Co-Chair:** Christina Anketell, Faculty, Chair, Academic Connections Department |
| II.C: Student Support Services | **Administrator Co-Chair:** Dr. Kaneesha Tarrant, Vice President, Student Services  
**Faculty Co-Chair:** David Esparza, Faculty; Director, Transfer Center. Formerly, Angeles Abraham, Faculty, Counseling, EOPS; Treasurer, Academic Senate. (Stepped down May 2014) |

### Standard III: Resources

**Administrator Lead:** Dr. Mary Gallagher, Vice President, Administrative Services

| III.A: Human Resources | **Administrator Chair:** Dr. Mary Gallagher, Vice President, Administrative Services as of September 2015. Formerly Bill Gasper, |
Assistant Vice President, Administrative Services (took position at East LA College).

**Faculty Co-Chair:** Kenadi Le, Faculty Accreditation Coordinator

### III.B: Physical Resources

**Administrator Co-Chair:** Dr. Mary Gallagher, Vice President, Administrative Services as of September 2015. Formerly Bill Smith, Director, College Facilities (took position at West LA College).

**Faculty Co-Chair:** David Robinson, Faculty, Construction Design & Manufacturing

### III.C: Technology Resources

**Administrator Co-Chair:** Sang Baik, Manager, College Information Systems

**Administrator Co-Chair:** Joe Guerrieri, Dean, Academic Affairs and Workforce Development

**Faculty Co-Chair:** Linda Delzeit, Faculty, Kinesiology; Academic Technology Coordinator; Distance Learning Coordinator

### III.D: Financial Resources

**Administrator Co-Chair:** Dr. Mary Gallagher, Vice President, Administrative Services

**Faculty Co-Chair:** Kathleen Yasuda, Faculty, Vice Chair, Labor Studies;

**Standard IV: Leadership and Governance**

**Administrator Lead:** Dr. Mary Gallagher, Vice President, Administrative Services

### IV.A: Decision-Making Roles and Processes

**Administrator Chair:** Vincent Jackson, Dean, Academic Affairs & Workforce Development

**Faculty Co-Chair:** Formerly Tom Vessella, Faculty, Carpentry (took position at College of the Canyons in October 2015)

**Faculty Co-Chair:** Wallace (Wally) Hanley, Faculty, Construction, Design & Manufacturing; President, Academic Senate

### IV.B: Chief Executive Officer

**Administrator Co-Chair:** Cynthia Morley-Mower, Dean Academic Affairs & Workforce Development

**Faculty Co-Chair:** Elton Robinson, Faculty, Chair Cosmetology Department; 2nd Vice President, Academic Senate

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**Participation on Accreditation Standards**

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

In Fall 2015, the ALO, faculty accreditation coordinator, and the Academic Senate helped recruit faculty for review teams to review final drafts of the Self Study and provide feedback for updates. These were:

**Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity**
| I.A: Mission |
| I.B: Assuring Academic Quality and Institutional Effectiveness |
| I.C: Institutional Integrity |
| Facilitators: Ana Badalyan, Administrator; Tania Yanes, Classified Manager |
| Carole Anderson, Faculty |
| Martin Diaz, Faculty |
| Tim Slade, Faculty |
| Willy Galvin, Faculty |

### Standard II: Learning Programs and Support Services

#### II.A: Instructional Programs

Facilitators: Leticia Barajas, Administrator; Michelle Cheang, Administrator

| Angela Gee, Faculty |
| Artemio Navarro, Faculty |
| Alicia Rodríguez-Estrada, Faculty |
| Sally Romero, Faculty |

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

| Christina Anketell, Faculty |
| Anett Patron, Faculty |
| Sally Romero, Faculty |
| Anthony Sylvers, Faculty |

#### II.C: Student Support Services

| Facilitators: Dr. Kaneesha Tarrant, Administrator; Benjamin Goldstein, Administrator |
| Christina Anketell, Faculty |
| Anett Patron, Faculty |
| Sally Romero, Faculty |
| Anthony Sylvers, Faculty |

### Standard III: Resources

#### III.A: Human Resources

Facilitators: Leticia Barajas, Administrator; Michelle Cheang, Administrator

| Jamil Ahmad, Faculty |
| Kenadi Le, Faculty |
| Jose R. Ramirez, Faculty |
| Robert Wemischner, Faculty |

#### III.B: Physical Resources

Facilitators: Dr. Mary Gallagher, Administrator; Nicole Albo-Lopez, Administrator

| George Perez, Faculty |
| Jose L. Ramirez, Faculty |
| David Robinson, Faculty |

#### III.C: Technology Resources

Facilitators: Joe Guerrieri, Administrator; Cynthia Morely-Mower, Administrator

| Linda Delzeit, Faculty |
| Lisa Nitsch, Faculty |
| Armando Mendez, Faculty |
| George Perez, Faculty |

#### III.D: Financial Resources

Facilitators: Dr. Mary Gallagher, Administrator; Kenadi Le, Faculty

| Bill Elarton, Faculty |
| John McDowell, Faculty |
| Kathleen Yasuda, Faculty |

### Standard IV: Leadership and Governance

#### IV.A: Decision-Making Roles and Processes

| Renee Buscaglia, Faculty |
| Maryanne Galindo, Faculty |
| Wally Hanley, Faculty |
| Debbie Jenkinson, Faculty |
| Elton Robinson, Faculty |

#### IV.B: Chief Executive Officer

| Facilitators: Dr. Mary Gallagher, Administrator; Kenadi Le, Faculty |
| Renee Buscaglia, Faculty |
| Maryanne Galindo, Faculty |
| Wally Hanley, Faculty |

#### IV.C: Governing Board

| IV.D: Multi-College Districts or Systems |
| District |
A general timeline of the Accreditation process since March 2013:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 25, 2013</td>
<td>The College held a campus-wide Accreditation Standards/Distance Education Workshop on the Commission Policy on Distance Education and Correspondence Education.</td>
</tr>
<tr>
<td>May 23, 2013</td>
<td>The College held an Accreditation Kick-Off event to learn and dialogue about the Accreditation process.</td>
</tr>
</tbody>
</table>
| June 2014          | - The College identified administrator leads and faculty and administrative co-chairs to lead Accreditation teams.  
                      | - A timeline for Accreditation 2013-2016 was developed. |
| June 24 - August 14, 2014 | - 2014 Accreditation Summer Campaign launched where every Thursday between 1pm to 3pm, from June 24 to August 14, 2014, the College closed offices to facilitate gatherings of staff, faculty, administrators and students to dialogue about Accreditation Standards.  
                      | - A faculty accreditation coordinator was selected.  
                      | - Reports from the summer campaign sessions were compiled. |
| August 2014        | - During Classified Staff Convocation, classified staff dialogued about PACTS, and heard an update on the Accreditation Summer Campaign.  
                      | - During Faculty Convocation, faculty participated in two breakout sessions devoted to the Accreditation Standards and the responses from the 2014 Accreditation Summer Campaign.  
                      | - Faculty signed up to work on an Accreditation sub-Standard team. |
| September 2014     | - The Faculty Accreditation Coordinator (FAC) recruited faculty who had not yet signed up for a sub-Standard team to sign up. The FAC emailed the final list of faculty and staff who signed up for teams to the campus and to the sub-Standard team co-chairs.  
                      | - Standard teams began meeting, and continued to meet through spring 2015, to draft responses and gather evidence to each sub-Standard.  
                      | - The LATTC Accreditation webpage is updated.  
                      | - Reports from the Accreditation Summer Campaign work were posted to the College website for campus review. |
| October 2014       | - The Accreditation Steering Committee begins process of identifying actions/gaps for the College to address for Accreditation.  
                      | - Distribution resumed for LATTC Accreditation Newsletter  
<pre><code>                  | - Distribution began on Tuesdays@LATTC newsletters highlighting academic, student services, and administrative departments and units. |
</code></pre>
<p>| November 20, 2014  | During Day of Dialogue, faculty and staff met with their Accreditation sub-Standard team members to dialogue about what quality and effectiveness looks like for their sub-Standard at Trade-Tech. |
| December 2014      | The Accreditation Steering Committee finished identifying actions/gaps for the College to address for Accreditation. |
| January 2015       | - Initial rough draft of the institutional self evaluation report compiled. |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 2015</td>
<td>The rough draft for Standard I is vetted by the sub-Standard team and posted online along with a feedback survey for campus feedback.</td>
</tr>
<tr>
<td>February 19, 2015</td>
<td>During Day of Dialogue, faculty, staff, students and administrators dialoged about how the College does work that addresses Standard I.</td>
</tr>
<tr>
<td>April 2015</td>
<td>The rough draft for Standards III and IV were vetted by the sub-Standard teams and posted online with feedback surveys for campus feedback.</td>
</tr>
<tr>
<td>April 15, 2015</td>
<td>During Day of Dialogue, participants engaged in dialogue about Accreditation Standards III and IV by reflecting on improvements that have happened at the College since 2009.</td>
</tr>
<tr>
<td>May 21, 2015</td>
<td>During Day of Dialogue, participants dialogued about Standard II by reflecting on improvements that have happened at LATTC since 2009.</td>
</tr>
<tr>
<td>June 2015</td>
<td>Accreditation SharePoint page for gathering drafts and evidence launched.</td>
</tr>
<tr>
<td>June 30, 2015</td>
<td>Team leads submitted drafts of the Accreditation sub-Standard to the Faculty Accreditation Coordinator via SharePoint.</td>
</tr>
<tr>
<td>July 2015</td>
<td>Faculty Accreditation Coordinator reviewed and provided feedback to team leads for first revised copy.</td>
</tr>
<tr>
<td>July 31, 2015</td>
<td>Revised second drafts of the Accreditation sub-Standard reports were due and the team leads submitted them to the Faculty Accreditation Coordinator via SharePoint.</td>
</tr>
<tr>
<td>August 2015</td>
<td>Faculty Accreditation Coordinator reviewed and provided feedback to team leads for the second revised copy.</td>
</tr>
<tr>
<td>August 6, 2015</td>
<td>At Staff Convocation, classified staff reviewed the College mission and dialogued about achievements in 2014-2015 that were aligned with the Accreditation Standards.</td>
</tr>
<tr>
<td>August 27, 2015</td>
<td>At Faculty Convocation, faculty reviewed and provided feedback to draft responses to the Accreditation statements in two sessions. In the first session, faculty worked on the draft response to Standard I.A.1. In the second session, faculty randomly received draft responses to two other statements to review. The feedback was incorporated into the self study.</td>
</tr>
<tr>
<td>September 2015</td>
<td>• Executive team leads polish final self study draft, and hold regular morning meetings to finalize self study and resolve any arising issues.</td>
</tr>
<tr>
<td>September 17, 2015</td>
<td>During Day of Dialogue, participants reviewed the College’s current mission statement against the Standard I.A.1 and dialogued about whether and to what degree the mission statement meets the Standard. Participants also submitted their suggestions for a revised mission statement.</td>
</tr>
<tr>
<td>October 2015</td>
<td>• Noticed motion to the Academic Senate and College Council to approve self study.</td>
</tr>
<tr>
<td></td>
<td>• Faculty reviewer teams identified to review final self study drafts.</td>
</tr>
<tr>
<td></td>
<td>• Executive administrator leads hold regular morning meetings to finalize self study and resolve any arising issues.</td>
</tr>
<tr>
<td></td>
<td>• Each week, portions of final drafts of the self study are posted to the College website along with feedback forms.</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>October 27, 2015</td>
<td>Self study drafts were reviewed at college governance committees for feedback. Feedback from online feedback, faculty reviewer teams, Days of Dialogue, and committees incorporated into final draft.</td>
</tr>
<tr>
<td>November 6, 2015</td>
<td>Final draft submitted to the District Educational Services Center.</td>
</tr>
<tr>
<td>November 2015</td>
<td>Special meeting with Board of Trustees Institutional Effectiveness and Student Success Committee to review LATTC self study.</td>
</tr>
<tr>
<td>November 30, 2015</td>
<td>Self study approved by the Academic Senate and College council</td>
</tr>
<tr>
<td>December 7, 2015</td>
<td>Self study sent to the Board of Trustees</td>
</tr>
<tr>
<td>January 2016</td>
<td>Board of Trustees approves final self study</td>
</tr>
<tr>
<td>February 2016</td>
<td>Self study sent to the ACCJC</td>
</tr>
<tr>
<td>March 7-10, 2016</td>
<td>Campus prepares for comprehensive site visit</td>
</tr>
<tr>
<td></td>
<td>Comprehensive site visit</td>
</tr>
</tbody>
</table>
III. Organizational Information

PRESIDENT’S OFFICE
ORGANIZATIONAL CHART 2015-2016

ACADEMIC AFFAIRS & WORKFORCE DEVELOPMENT
ORGANIZATIONAL CHART – 2015-2016
IV. Certification of Continued Institutional Compliance with Eligibility Requirements 1-5

1. Authority

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

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

Los Angeles Trade Technical College (LATTC) is a two-year community college operating under the authority of the State of California, Division 7, which establishes the California community college system under the leadership and direction of the California Community College’s Board of Governors since 1949 (ER1-1-Education-Code-70900; ER1-2-Education Code 70901). LATTC is one of the colleges within the Los Angeles Community College District (LACCD) (ER1-3-Screenshot-About-LACCD-Colleges-2015-09-23). The Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) accredits LATTC. Through its accreditation, the College is authorized to operate as a degree-granting institution (ER1-4-June2011-ACCJC-Letter-Reaffirming-Accreditation).

**Evidence**

1. ER1-1-Education-Code-70900
2. ER1-2-Education Code 70901
3. ER1-3-Screenshot-About-LACCD-Colleges-2015-09-23
4. ER1-4-June2011-ACCJC-Letter-Reaffirming-Accreditation

2. Operational Status

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

LATTC is operation and has continuously operated since it was established in 1949. In fall 2015, the College achieved an end-of-term headcount enrollment of XXXX full and part-time students in degree and transfer programs. XX were enrolled full-time, XX were enrolled part-time, and XX were pursuing educational goals related to degree, certificate, or transfer. The College awarded XXX degrees and certificates in the 2014-2015 academic year.

**Evidence**

1. Enrollment history of LATTC for past 3 years
2. Enrollment in institutional degree programs by year or cohort, including degrees awarded.
3. **PDF file needed for Current schedule of classes: Fall 2015**
   http://college.lattc.edu/schedules/#153

3. **Degrees**

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

   LATTC offers X degrees in over XX disciplines. In 2014-2015, XX of LATTC students were enrolled in degree-applicable courses. The College offers XX degree programs that are two academic years in length. All degrees consist of units required for the major or area of emphasis, general education, and degree-applicable elective units to reach the 60 unit minimum as required in LACCD Board Rules 6201.13 and 6201.14 (ER3-2-Board-Rule-6201.13-and-6201.14). In 2014-2015, LATTC offered XXXX sections affiliated with degree programs. It conferred XXX degrees among XXX students in 2014-2015.

   **Evidence**
   1. ER3-1-LATTC-Catalog-2014-2016, p. 51-145
      a. List of degrees, course credit requirements, and length of study for each degree program
      b. General education courses and requirements for each degree offered
   2. Data describing student enrollment in each degree program and student enrollment in non-degree programs.
   3. ER3-2-Board-Rule-6201.13-and-6201.14

4. **Chief Executive Officer**

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

   On May 1, 2013, the Board of Trustees appointed the current LATTC College president to lead the College (ER4-1-Screenshot-LATTC-President-News-2015-09-23; ER4-2-President-Laurence-B-Frank-Biography; ER4-3-President-Employment-Contract). The president is the chief executive officer of the College, with full-time responsibility to the institution. Prior to his position at LATTC, the College president served as the Deputy Mayor of Los Angeles for eight years. Authority to operate the College and administer board policies is given to the chief executive officer in Board Rule 9802, which states, “The president of the college or his/her authorized representative shall enforce the Board Rules and Administrative Regulations pertaining to campus conduct and may develop guidelines, apply sanctions, or take appropriate action consistent with such rules and regulations” (ER4-3-LACCD-Board-Rule-9802).
Neither the College president nor the District chancellor serve as the chair of the governing board. The College has informed the Commission whenever there has been a change in leadership.

**Evidence**

1. ER4-1-Screenshot-LATTC-President-News-2015-09-23
2. ER4-2-President-Laurence-B-Frank-Biography (Name, address, and biographic info about the CEO)
3. ER4-3-President-Employment-Contract
4. ER4-4-LACCD-Board-Rule-9802

**5. Financial Accountability**

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

The LACCD is subject to annual financial audits by an external certified public accountant (ER5-1-2012-Certified-Annual-LACCD-Audit-Report; ER5-2-2013-Certified-Annual-LACCD-Audit-Report; ER5-3-2013-2014 Certified-Annual-LACCD-Audit-Report). The Board of Trustees reviews these reports in a regularly scheduled meeting during public session. (ER5-1-Finance-and-Audit-Committee-Minutes-Dec-18-2012; ER5-2-Budget-Finance-Committee-Minutes-Dec-4-2013; ER5-3-Budget-Finance-Committee-Minutes-Dec-3-2014). The District files audit reports with the Los Angeles County Department of Education and any other public agencies as required. LATTC is not audited as a separate entity. The District office gives the College the list of any audit findings for the College so that it can prepare the corrective action plan. The College has received no external audit findings since 2011 (ER5-LATTC Audit Findings).

LATTC’s student loan default rates has reached the default rate level above 32.2% (ER5-Official LATTC Default Loan Rate). As a result the College contracted with the services of a consultant to assist in improving the percentage of students repaying their loans (ER5-LATTC Contract with Consultant to Improve Student Repayment of Loans).

The LACCD is subject to the annual OMB A-133 audit, in which the auditor can express an opinion on compliance for the LACCD’s major federal programs, including Title IV programs. For the year ending June 30, 2014, the LACCD received an unmodified opinion over the compliance with requirements as described in the OMB Circular A-133 Compliance Supplement. The audit found no instances of non-compliance at LATTC (ER5-LACCD OMB A-133 Compliance Audit).

**Evidence**

1. ER5-1-2012-Certified-Annual-LACCD-Audit-Report
2. ER5-2-2013-Certified-Annual-LACCD-Audit-Report
3. ER5-3-2013-2014 Certified-Annual-LACCD-Audit-Report
4. ER5-4-Finance-and-Audit-Committee-Minutes-Dec-18-2012
5. ER5-5-Budget-Finance-Committee-Minutes-Dec-4-2013
6. ER5-6-Budget-Finance-Committee-Minutes-Dec-3-2014
7. ER5-LATTC Audit Findings).
8. ER5-Official LATTC Default Loan Rate
9. ER5-LATTC Contract with Consultant to Improve Student Repayment of Loans
10. ER5-LACCD OMB A-133 Compliance Audit).

**Eligibility Requirements 6 – 21 are addressed in the relevant sections of the Accreditation standards**
V. Certification of Continued Institutional Compliance with Commission Policies

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

Yes: Current LATTC practices completely address the stated requirements.
IP – “In Progress”: Current LATTC practices address most of the stated requirements. Additional work is in progress to ensure LATTC meets all of the requirements.

LATTC’s status on each component of Checklist is reported in the first column of each table. The second column of each table contains the description of the requirements in the Checklist, followed by LATTC’s narrative response addressing compliance with each federal regulation and Commission policy.

<table>
<thead>
<tr>
<th>Public Notification of an Evaluation Team Visit and Third Party Comment</th>
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<td>Regulation Citation: 602.23(b)</td>
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<th>Yes</th>
<th>The institution has made appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.</th>
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<td>Final drafts of the 2016 Institutional Self Evaluation (ISE) were posted on the College’s Accreditation webpage beginning on Monday, September 28, 2015 for public review. One Standard was posted each week throughout the month of October 2015. Emails were sent to the campus community to solicit feedback which could be submitted via an online form (CL3rdParty-1-Emails Announcing Posting of Final Drafts; CL3rdParty-2-Screenshot-Self-Study-Feedback-form-2015-10-07; CL3rdParty-3-Screenshot of Self Study final drafts webpage). On October 27th, 2015 the College posted an announcement on the LATTC Accreditation website indicating that the accreditation self evaluation process includes an opportunity for third-parties to submit comments. The announcement also provides instruction for the format of comments and deadlines. (Ev4-Announcement-3rd-Party-Comments) President Frank notified the campus community and the public of the opportunity to submit third-party comments at the Board of Trustees meeting on December xx, 2015.</td>
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<th>IP</th>
<th>The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.</th>
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<td>Pending receipt of any third-party comments.</td>
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<tr>
<th>Yes</th>
<th>The institution demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions</th>
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</table>
LATTC is an accredited voluntary member of the Accrediting Commission for Community and Junior Colleges (ACCJC) (CL3rdParty-5-2011-LATTC-Accreditation-Certificate). The College is committed to nongovernmental accreditation that results in self-regulation, quality assurance to the public, and continuous institutional improvement.

LATTC coordinates internal accreditation activities through the Accreditation Steering Committee (ASC) and Office of Institutional Effectiveness (CL3rdParty-6-Screenshot-Accreditation-Steering-Cmt-Homepage-2015-09-22; CL3rdParty-7-Screenshot-LATTC-OIE-Homepage-2015-09-22). The ASC is a standing committee of the LATTC College Council. Participants in the development and preparation of the ISE represent all of the College’s constituents, which include faculty, staff, students, and administrators (CL3rdParty-8-Membership of ISE teams). Beginning in summer of 2014, the College began preparing the ISE (CL3rdParty-9-2014 Accreditation Summer-Campaign Summary). Opportunity for the College community to provide feedback for the ISE took place during monthly Days of Dialogue venues and through surveys. Days of Dialogue in February 2015, March 2015, and May 2015 were devoted to soliciting feedback and comment on the initial first drafts of the ISE. These drafts were posted to the Accreditation webpage and surveys about each draft were sent to the entire campus (CL3rdParty-10-Screenshot-Accreditation-drafts-surveys-webpage-2015-09-22; CL3rdParty-11-Email-Accreditation-STD-III-Rough-Draft-Survey; CL3rdParty-12-Email-Accreditation-STD-I-Rough-Draft-Survey; CL3rdParty-13-Email-Accreditation-STD-IV-Rough-Draft-Survey).

The College maintains all correspondence and records on its accreditation history in the Office of Academic Affairs and Workforce Development. More recent records of accreditation activities are maintained on the College’s Accreditation webpage. An Accreditation link is located on the College homepage (CL3rdParty-14-Screenshot-LATTC-homepage-2015-09-22). External evaluation reports and Commission action letters are posted on the College’s Accreditation webpage (CL3rdParty-15-Screenshot-Accreditation-Webpage-2015-09-22).

All communication between the Commission and the institution is sent directly to the College president, who works with the Accreditation Liaison Officer (ALO) to communicate matters regarding accreditation to the College community (Ev16. Communications from ACCJC to President). The ALO co-chairs the ASC and ensures that information about the Commission’s Standards, any changes to them, and the Institution’s plans for changes to comply with them are communicated to the Institution. This is done through campus email, committee meetings, Days of Dialogue, the Accreditation webpage, and newsletters (CL3rdParty-17-Standing-Committee-Meetings-08-2015; CL3rdParty-18-May2015-Accreditation-Newsletter-Example; CL3rdParty-19-Screenshot-DOD-OIE-Homepage-2015-09-22).

LATTC maintains records of formal student complaints and grievances between each review cycle and makes them available to the Commission and evaluation team upon
request, in accordance with federal regulations. Discussion about LATTC’s policies and procedures relating to student complaints is provided in the later section on Student Complaints.

**Ev.**

1. CL3rdParty-1-Emails Announcing Posting of Final Drafts
3. CL3rdParty-3-Screenshot of Self Study final drafts webpage (need all drafts loaded first)
4. Ev4-Announcement-3rd-Party-Comments
6. CL3rdParty-6-Screenshot-Accreditation-Steering-Cmt-Homepage-2015-09-22
7. CL3rdParty-7-Screenshot-LATTC-OIE-Homepage-2015-09-22
8. CL3rdParty-8- Membership of ISE teams
9. CL3rdParty-9-2014 Accreditation Summer Campaign Summary
11. CL3rdParty-11-Email-Accreditation-STD-III-Rough-Draft-Survey
12. CL3rdParty-12-Email-Accreditation-STD-I-Rough-Draft-Survey
16. Ev16. Communications from ACCJC to President
17. CL3rdParty-17-Standing-Committee-Meetings-08-2015

### Standards and Performance with Respect to Student Achievement

**Regulation Citation:** 602.16(a)(1)(i); 602.17(f); 602.19(a-e)

| Yes | 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. |

LATTC established institution-set standards of student achievement performance in June 2013 through its participatory governance process (Ev- Process-of-Setting-Institution-SetStandards_060313). The Student Success Committee monitors achievement of the standards, identifies focus areas, and makes appropriate recommendations for improvement as needed (EV-Stud_Succ_Agendas, EV- LATTC Scorecard). The College assesses its institution-set standards through the LATTC Scorecard (Ev-Scorecard). LATTC’s ISS:

- Course completions: 70%.
- Student Retention: 56%
- Degree Completion: 2.7% of Fall Unduplicated Credit Enrollment
- Student Transfer to 4-year colleges/universities: 1.3% of Fall Unduplicated
Credit Enrollment

- Certificate Completion: 5.3% of Fall Unduplicated Credit Enrollment

The institution-set standards are an integral part of the program review process. All instructional programs are required to gauge their performance against the set standards and provide analysis and action plans for required improvements.

[See Standard I.A.2]

Yes

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.

In the 2014-2015 program review period, all programs were asked to set their own programmatic standards in relation to the institution-set standards as appropriate with regards to course success, certificate completions and degree completions, job placement and licensing exams (EV-Program Reviews- Cosmetology and Nursing, EV-PR1415 data packs). The ISS for licensure examination passage rates for program completers is as follows:

- Nursing, NCLEX: 85%
- Cosmetology and Barbering, Cosmetology Written Exam: 70%
- Cosmetology and Barbering, Cosmetology Practice Exam: 95%
- Cosmetology and Barbering, Esthetician Written: 90%
- Cosmetology and Barbering, Esthetician Practice: 95%

In October 2015, through its shared governance process, LATTC established employment performance goals across Career Technical Education (CTE) programs, using Perkins Core Indicator IV data. The data will be a component of the College’s Program Review Process. The institutional set-standard job placement rate for each program is based on 80% of the five-year minimum to provide for labor market trends in addition to other factors.

Discussion was held at the Department Chair Council, the Student Success Committee, and the Academic Senate to establish the job placement rate standard for each program in addition to a process to track job placement data. Recommendations were made to the Academic Senate’s Educational Policies Committee (EPC) who voted to recommend to the Academic Senate job placement rate standards, which voted to accept the recommendation.

For information pertaining to all instructional programs, see next Checklist item.

Yes

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.

Institution-set standards are used to determine overall academic quality and how well the College is achieving its mission. The College evaluates accomplishment of its mission through several ways. Through its shared governance structure, it reviews institutional achievement towards meeting and/or surpassing the institution-set standards, evaluates student achievement data, and makes appropriate changes to help improve student outcomes. Through its integrated planning framework, it uses program review to assess program performance programs against the standards. Program review, planning, and resource requests and allocation processes are aligned with the priorities of the Strategic and Educational Master Plan, which is aligned to the mission (EV-SEMP).

The College’s institution-set standards set performance levels that are appropriate within higher education. The College utilized the CCCCO Scorecard as a base point to determine its priorities and set minimum expectations for course success, completion and transfer. To accomplish this, the College examined six years of trend data for each metric, studied the impact of external metrics, and compared performance over time to that of similar colleges. The institution-set standards were approved through collegial dialogue and a rigorous process.

College performance with regards to the institution-set standards is reviewed at the end of Spring and Fall semesters through the different governance structures. Information about the set standards and performance results have been presented and discussed at committee meetings and at college-wide forums (EV-PPT of 2014 retreat), (EV-ISS-DoD). As a component of the LATTC Scorecard, program completions are made available and posted on the institutional research website and student, program, and institutional learning outcomes are published in the assessment website. The shared governance structures, Days of Dialogue, and Convocations serve are the main settings to inform, share and gather feedback about institutional-set standards.

College conversations at the department, discipline, program, committee, and institutional levels about meeting institution-set standards led to gradual increases in four out of the five institution-set standards, and development and implementation of the student competency-based framework, Pathways to Academic, Career, Transfer Success (PACTS). As of Spring 2015, all set standards have been met with the exception of Course completion rate. In response, the Student Success Committee reviewed the Student Success Scorecard and provided recommendations to help reach unmet institution-set standard. In addition, the current ongoing transformation into
pathways, will also serve as a tool to help increase the overall course success percentage rate.

The College has an established Integrated Planning Process for effectively using assessment and achievement data for program improvements. The process utilizes the institution-set standards as benchmarks against programmatic student achievement outcomes, and uses analysis of assessment data to help plan program improvements (EV-PR1415 module B). Institution-set-standards were part of College’s Program Reviews in 2012-13, 2013-14 and 2014-15 (EV-PR 1213, PR1314, PR1415). During the 2014-15 Program Review period all programs were asked to set their own programmatic standards in relation to the institution-set standards. Instructional programs use the set standards as performance benchmarks and analyze programmatic outcomes based on those standards. Student support services programs measure their performance against pre-established service-oriented metrics. After the program review evaluation, both instructional and services programs set action plans for improvements and request resources, as needed. To increase a program’s probability of receiving additional funding, programs must clearly establish an alignment between data results, action plans for improvement, and their annual requests for funding (EV-PR1415 program review and resource requests). As a result of engaging in the assessment and program review processes, the College has seen programmatic improvements.

[See Standards I.B.3, I.B.5 and I.B.7]

<table>
<thead>
<tr>
<th>Yes</th>
<th>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.</th>
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<tr>
<td></td>
<td>See discussion of institution-set standards above.</td>
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| Ev. | EV- Process-of-Setting-Institution-SetStandards_060313) EV-Stud_Succ_Agendas EV-LATTCScorecard Ev-Scorecard EV-Program Reviews- Cosmetology and Nursing EV-PR1415 data packs EV-SEMP EV-PPT of 2014 retreat EV-ISS-DoD EV-PR1415 module B EV-PR 1213, PR1314, PR1415 EV-PR1415 program review and resource requests |
## Credits, Program Length, and Tuition

<table>
<thead>
<tr>
<th>Yes</th>
<th>Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).</th>
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<tr>
<td></td>
<td>LATTC follows good practice in higher education in how it awards credit for courses, degrees, and certificates. The College complies with the 60 semester unit requirements set forth in Title 5, Section 55063 of the California Code Regulations and in the Los Angeles Community College District (LACCD) Board Rule 6201.10. Course credit calculations are described in the LATTC 2014-2016 General Catalog (Ev-Catalog Graduation Requirements p. 51-52). A student enrolled full-time can complete degree requirements within two years. (Ev-…). All degrees consist of units required for the major or area of emphasis, general education, and degree-applicable elective units to reach the 60 unit minimum requirement. The College awards credits based on commonly accepted practices in higher education and consistent with Title 5, Section 55002.5 and LACCD Administrative Regulation E-113. Content on credit hour…. One credit hour of community college work is approximately three hours of recitation, study, or laboratory work per week throughout a term of 16 weeks (BR 6201.10)</td>
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<td></td>
<td>[See Standards II.A.5, 6, and 9 and ER3]</td>
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<tr>
<td>Yes</td>
<td>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). The LATTC Curriculum Committee verifies credit hours and degree program lengths as part of the review process for courses and programs. The Curriculum Committee is charged with responsibility for applying policies and procedures for determining course credits. [See Standard II.A.9]</td>
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<tr>
<td>Yes</td>
<td>Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). Tuition and enrollment fees are described in the LATTC College Catalog and apply to all credit courses and degree programs (Ev – Catalog pp. 17-18). The enrollment fee</td>
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prescribed is $46 per unit per semester with no maximum amount per semester. The 2014-2015 tuition for non-resident students is $190 per unit plus the $46 per unit enrollment fee. The 2013-2014 tuition for foreign students is $190 per unit plus the $46 per unit enrollment fee and the Board of Trustees adopted $22 per unit fee pursuant to Education Code Section 76140.

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<tr>
<td>Yes</td>
<td>Any clock hour conversions to credit hours adhere to the Department of Education’s conversion formula, both in policy and procedure, and in practice.</td>
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<td>(Content regarding clock hour conversions to be added)</td>
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| Yes | The institution demonstrates compliance with the Commission Policy on Institutional Degrees and Credits. |
|     | LATTC complies with the Commission Policy on Institutional Degrees and Credits. All degrees require at least 60 units to complete. The College determines credit hours based on policies and procedures that meet commonly accepted practices in higher education. One unit of credit is equivalent to 54 hours of study. LATTC operates on compressed 16-week long semesters. Full-time student are enrolled in at least 12 units each semester (Ev- Catalog p. 16). |
| Ev. | Catalog: [http://college.lattc.edu/catalog/](http://college.lattc.edu/catalog/) |

### Transfer Policies

<table>
<thead>
<tr>
<th>Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii)</th>
<th>Yes</th>
<th>Transfer policies are appropriately disclosed to students and to the public.</th>
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<tr>
<td>LATTC follows the LACCD Board of Trustees rules and regulations regarding transfer of credits. These are the LACCD’s Board Rule 6703.1 and Administrative Regulations E-93, E-101, E-118, and E-119, which are publicly available on the LACCD website. Further, the College Catalog provides information about LATTC’s transfer credit policy and the University Transfer Center provides up-to-date information to students via workshops or individual appointments.</td>
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<tr>
<td>[See Standard II.A.10]</td>
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<tr>
<td>Yes</td>
<td>Policies contain information about the criteria the institution uses to accept credits for transfer.</td>
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<td>Board Rule 6703.11 specifies that the District, and therefore the College, only accepts credits from accredited institutions recognized by the U.S. Department of Education or the Council on Postsecondary Accreditation. The College does not accept credits from non-accredited institutions. The Administrative Regulations further detail the</td>
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various types of credit the College accepts. Administrative Regulation E-93 outlines the requirements for accepting coursework from a college outside of the LACCD. Administrative Regulation E-101 outlines the requirements for accepting credit for courses taken at institutions of higher learning outside of the United States and further specifies that the independent transcript evaluation service used must be approved by the California Commission on Teacher Credentialing. Administrative Regulation E-118 outlines the requirements for accepting military credits that apply to Associate degrees and general education. Administrative Regulation E-119 outlines the requirements for accepting upper-division coursework to meet Associate degree requirements.

Yes The institution complies with the Commission Policy on Transfer of Credit.

LATTTC complies with the Commission Policy on Transfer of Credit. The College provides for effective transfer of credit that minimizes student difficulties in moving between institutions while assuring high quality education. LATTTC has policies and practices regarding award and transfer of various types of credit.

Ev. LACCD Board Rule 6703.1
Admin Regs E-93
Admin Regs E-101
Admin Regs E-118
Admin Regs E-119

LACCD Administrative Regs: https://www.laccd.edu/About/Pages/Admin-Regs.aspx
LACCD Board Rules: http://www.laccd.edu/Board/Pages/Board-Rules.aspx
UTC: http://college.lattc.edu/utc/

Distance Education and Correspondence Education
Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

Yes The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.

Policies regarding what differentiates a distance education (DE) course from a correspondence course are set by the Curriculum Committee and Educational Policies Committee of the Academic Senate. The Curriculum Committee requires courses to meet specific requirements, which include regular and substantive contact and interaction between instructor and students (EV- Distance Education Course Approval Form, EV- Standards for Providing Quality Distance Education, pp. 4-10). LATTC’s Academic Senate approved the Distance Education Instructor/Student Absentee Policy on April 8, 2008. The Academic Senate approved the revised policy on May 29, 2013 (EV DE Instructor/Student Absentee Policy). It also defines what constitutes an absence for faculty and students in distance education courses and what constitutes
meaningful regular contact.

LACCD Administrative Regulation E-89 defines what constitutes distance education. It requires that review and approval of new distance education courses follow the curriculum approval procedures outlined in Administrative Regulation E-65 (EV-Admin. Reg. E-89; EV-Admin. Reg. E-65). The College Academic Senate approved the Standards for Providing Quality Distance Education on October 2, 2008, which lays out the standards to ensure that distance education meets the same quality standards that exist for traditional classroom-bound education.

| Yes | There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student’s grade) or correspondence education (online activities are primarily “paperwork related,” including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed). |

LATTC accurately and consistently applies its policies and procedures for determining if a course is offered by DE. As mentioned above, LATTC does not offer correspondence education classes. Following state requirements, all courses recommended for distance education are separately reviewed and approved according to the course approval process. The distance education courses are reviewed through the six-year course update and review process.

All courses listed as online meet U.S. Department of Education (USDE) standards for regular effective contact, with instructor initiated contact, and regular class discussions that are included in the course grading. Instructors receive training on this topic prior to being approved to teach online courses. Instructors are required to demonstrate competency in the learning management system (LMS) tools that are used to meet the USDE requirements. Article 40 of the AFT Agreement stipulates that colleges offering Distance/Distributed Learning (D/DL) courses shall “Ensure that faculty who are preparing to teach DL courses at the college for the first time demonstrate proficiency in DL instructional delivery methods.” The Distance Learning Committee must first approve any instructors teaching a DE course as a distance education designated instructor (EV-DE instructor approval form). Online courses are reviewed for meeting this requirement.

Proposals for new distance education courses and distance education courses with a change in course delivery and/or instructor must be approved in the semester prior to the semester of course delivery to allow for sufficient instructor training and course development. The specific steps that are undertaken in the Curriculum Distance Education Course Approval Process. (EV-Curriculum Distance Education Course Approval Process.)

Once the course has met approval by the discipline and department, it is submitted to
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<td>the LATTC Curriculum Committee using the Distance Education Course Approval Form (EV-Distance-Education-Course-Approval-Form). The form is submitted to the Office of the Vice President of Academic Affairs.</td>
<td><strong>Yes</strong></td>
</tr>
<tr>
<td>The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.</td>
<td><strong>Yes</strong></td>
</tr>
<tr>
<td>The current LATTC-adopted learning management system (LMS), Moodle, allows for secure login by the students. LATTC verifies student identity with a secure log-in and password. Students are authenticated via a lightweight directory access portal (LDAP) connection through the District’s Student Information System (SIS). This connection allows Moodle to use the same District-issued student credentials used in the District systems and, as a result, there are no authentication fees charged to the student. To take a DE course, a student must go through the LATTC admissions process and receive a student identification number. The College publishes information on student rights and privacy in the College Catalog (EV-LATTC College Catalog p. 19).</td>
<td><strong>Yes</strong></td>
</tr>
<tr>
<td>The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.</td>
<td><strong>Yes</strong></td>
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<tr>
<td>LATTC provides appropriate and adequate technology resources to support distance education offerings. The College continually evaluates new instructional technology and technology business solutions through the program review process. The College approved the Computer Replacement Plan on October 19th, 2015 to ensure continuous improvements in computing technology. The College established policies and procedures to ensure that its systems can operate in the event of an emergency or system failure (EV-LATTC and LACCD System Backup Schedule). The IT department performs emergency backups of power and storage. The College Learning Management System, which is hosted by a third party, is also backed up hourly. [See Standard III.C.1 and 2]</td>
<td><strong>Yes</strong></td>
</tr>
<tr>
<td>The institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education.</td>
<td><strong>Yes</strong></td>
</tr>
<tr>
<td>LATTC complies with the Commission Policy on Distance Education and Correspondence Education. LATTC offers courses through distance education as a means to achieve its mission to provide students educational opportunities to meet their career and academic goals. LATTC does not offer any degrees or certificates</td>
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</table>
through distance education.

The College assures that distance education courses meet the same rigor as courses taught in-person through a) Curriculum Committee review, 2) department chair oversight, 3) instructor training and approval to teach distance education, and 4) oversight of regular and substantive teacher-student interaction (Ev-Checklist of Activities to include in Distance Education Courses). Courses that are not suitable for distance education are not offered fully online. Program review is another process that ensures student success, along with statistical analysis of success rates of online courses compared to in-person courses.

All class offerings, regardless of delivery mode, follow the same course outline of record (COR) and student learning outcomes (SLOs), except that DE courses have an additional DE addendum to comply with all regulations. SLO data is collected for all classes offered on an ongoing basis regardless of location and delivery mode (EV-SLO Data Collected). All CORs for new courses as well as course updates and revisions are reviewed and approved by the Curriculum Committee (EV-New Course Process.) Requests for courses to be offered in DE format go through separate review and approval through the Curriculum Committee (EV-DE Course Approval Form, EV-Curriculum Distance Education Course Approval Process). SLO assessment is one measure used to ensure the quality of instruction. All faculty are evaluated at least once every three years as indicated in Article 19 and Article 42 of the Agreement 2014-2017 between the Los Angeles Community College District and the Los Angeles College Faculty Guild (EV-Art. 19 AFT Agreement, EV Art. 54 AFT Agreement). ADA 508 compliance is required for instructional materials regardless of teaching mode.

LATTC offers resources for online students that are comparable to services provided on campus. Students apply, register for classes, pay fees, and view grades online (EV-SIS Page). All library research databases are available via the internet to DE and on-campus students (EV-Library Databases). Online students are directed to an Online Student Support website where they have access to student support services that reflect those services available to students on campus. Students are provided links and directions from the college website and LMS website (EV-Online Student Guide http://college.lattc.edu/online/, Ev-Moodle https://moodle.lattc.edu ). These include

- Online Student Help Desk
- Online videos and printable tutorials
- Academic Support Services, which serves as a one-stop center for the entire onboarding experience to help students enroll, assess, get counseling and get registered for courses.
- Academic Technology support for help with the campus LMS, campus email, and general computer-related questions.
- Financial Aid support
- Library Services
- Business Office support – specifically issues with holds on student account
and reimbursement due to cancelled or dropped classes

- Online Tutoring
- DSP&S support
- EOP&S Support – available to those students who are registered in 12 units or more of online-only courses at LATTC

The college utilizes the state Online Education Initiative Online Readiness modules to help prepare students to be successful in online courses. Students can go through the readiness modules and then take a quiz that covers the major points in the tutorials. Students can take the quiz multiple times to complete a passing score of 80% or higher. Students are then issued an Online Course Readiness certificate. Teachers of online courses can request students complete the modules and upload their Online Course Readiness certificates by the end of the first week of class.

The College utilized a Title V grant to establish a multimedia technology and training center, which is now part of the College’s Academic Technology Unit, where faculty, students, and staff are able to get training with audience response systems (clicker technology), ePortfolios, mobile devices, smart carts and classrooms, smartboard software, and more (EV-ATC http://college.lattc.edu/academictech/about/)

Through District and College discussion, the Academic Senate recommended to the District Academic Senate that the College and District move to Canvas as its official LMS by fall 2016.

[See Standard II.C.1]

**Ev.**

E-89, revised Feb. 23, 2013. This district policy is enforced at LATTC.
E-65, revised May 22, 2012. This district policy is enforced at LATTC.
LATTC Moodle contract with Remote Learner renewed annually.
EV-Art. 40-AFT-Agreement
EV-Curriculum Distance Education Course Approval Process
EV-Distance-Education-Course-Approval-Form
EV-DE instructor approval form
EV-LATTC College Catalog p. 19
Ev-Checklist of Activities to include in Distance Education Courses
EV-LATTC and LACCD System Backup Schedule
EV-Academic Senate Minutes Approve DE Success Rates)
EV-SLO Data Collected
EV-New Course Process
DE Course Approval Form
EV-Art. 19 AFT Agreement
EV Art. 54 AFT Agreement
EV- SIS Page)
EV-Library Databases).
### Student Complaints

**Regulation citations:** 602.16(a)(ix); 668.43

<table>
<thead>
<tr>
<th>Yes</th>
<th>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.</th>
</tr>
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<tr>
<td></td>
<td>The LACCD has policies and procedures for handling student grievances and complaints. Board Rule 15003, defines prohibited discrimination and provides the procedure for complaints. Board Rules are posted online at the LACCD website under the Board of Trustees link. Administrative Regulation E-55 outlines the grievance procedure for students who reasonably believe they were subject to unjust action or denied rights involving their status or privileges as a student. This regulation is available online at the District’s website under the About LACCD link.</td>
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<td></td>
<td>LATTTC’s student complaint process is posted on the Student Complaint/Student Grievance page of the Student Services webpage (EV-Screenshot-Conflict-Resolution-2015-10-08). The webpage includes two flowcharts outlining the student complaint process for classroom, non-classroom, and discrimination/harassment issues. The Student Complaint/Grievance form detailing procedures for handling student complaints is available online at the Student Services webpage (EV-Screenshot-Student-Complaint-Form-2015-10-08). Information about student complaint policies and procedures is also available in the College Catalog beginning on page 25. (LATTTC-Catalog-2014-2016, p. 25 et seq.)</td>
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<tr>
<th>Yes</th>
<th>The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.</th>
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<td></td>
<td>Student complaint files are filed with the Office of Student Services.</td>
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<tr>
<th>IP</th>
<th>The team analysis of the student complaint files identifies any issues that may be indicative of the institution’s noncompliance with any Accreditation Standards. 5 Rev. July 2015.</th>
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<td></td>
<td>To be determined by the Evaluating Team during the site visit.</td>
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| Yes | 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. |
LATTC’s accreditation status with the ACCJC and other associations is posted on its website under the “About LATTC” and “Accreditation” web pages. The Accreditation webpage is one-click away from the College homepage and provides contact information for filing complaints with the ACCJC. It displays the following information:

Los Angeles Trade-Technical College is accredited by the Accrediting Commission for Community and Junior College, Western Association of Schools and Colleges, 10 Commercial Blvd. Suite 204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Council of Higher Education Accreditation and the U.S. Department of Education. Additional information about accreditation, including the filing of complaints against member institutions, can be found at: www.accjc.org

|   | The institution demonstrates compliance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions. |

LATTC complies with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions. The College publishes its accreditation status on its Accreditation webpage, which is one-click away from its homepage using language prescribed by the ACCJC. In addition to the statement regarding the College’s accredited status and the contact information for the Commission, there are links on the Accreditation webpage to the College’s annual reports to the Commission dating back to 2006; and links to its comprehensive self evaluation, follow-up reports, visiting team reports, action letters, and related self evaluation documents dating back to 2009. There are also links to substantive change reports.

As discussed above, the College has student grievance and public complaint policies and procedures that are reasonable and fairly administered, which are publicized on its webpage and in its General Catalog.

|   | Student Conflict Resolution Process: http://college.lattc.edu/student/services/student-conflict-resolution/ |
|   | EV-Screenshot-Student-Complaint-Form-2015-10-08 |
|   | LATTC webpage: www.lattc.edu |
|   | LATTC College Catalog |
|   | LACCD Administrative Regs: https://www.laccd.edu/About/Pages/Admin-Regs.aspx |
|   | LACCD Board Rules: http://www.laccd.edu/Board/Pages/Board-Rules.aspx |
|   | LATTC Accreditation webpage: http://college.lattc.edu/accreditation/accreditationstatus/ |

**Institutional Disclosure and Advertising and Recruitment Materials**
<table>
<thead>
<tr>
<th>Regulation citations: 602.16(a)(1)(vii); 668.6</th>
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LATTC communicates information about programs, locations, and policies to students and the public via the College Catalog and the College website. Details about class locations are provided in the Schedule of Classes. The Schedule of Class and College Catalog are available on the College website. They are updated to show the most accurate information every…

| Yes | The institution complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status. |

LATTC accurately represents the educational programs and services it provides. The College catalog accurately reports the official college name, telephone numbers, and the street and website addresses (EV-College name, and the street and Web site addresses in the catalog). The College articulates its mission, goals, and values on the Web site and in the general catalog (EV-Mission, goals and values on the Web site; Mission, goals and values in the catalog). Information regarding courses and course sequencing; degree, certificate, and program completion requirements; policies regarding transfer of academic credits from other educational institutions; tuition, fees, and policies and procedures for refunds; information regarding availability of and requirements for financial aid; and, the rules and regulations regarding student conduct are presented in the College catalog (courses and course sequencing in the catalog; degree certificate and program completion rules in the catalog; policies regarding transfer of credits from other colleges in the catalog; tuition, fees, and policies and procedures for refunds in the catalog; requirements for financial aid; rules and regulations regarding of student conduct in the catalog).

In addition to the proceeding information, students and the public may find the following in the general catalog: a list of faculty and the degrees they hold, the district wide academic freedom and nondiscrimination statements, members of the governing board, and references to the location or publication of other institutional policies (EV-list of faculty and their degrees in catalog; EV-Academic Freedom statement in Catalog; EV-Nondiscrimination statement in the catalog; EV-Governing Board members in Catalog; EV-References to other Policies in Catalog).

The College statement on its accredited status is presented in the college catalog and on the Web site one click from the homepage (EV-Statement of accredited status in catalog; EV-statement of accredited status on webpage). Copies of all college catalogs are archived in the College library and are available upon request (EV-of historic catalogs archived in library).

The Commission policy on Representation of ACCJC Accredited Status is address in the Student Complaint section above
<table>
<thead>
<tr>
<th>Yes</th>
<th>The institution provides required information concerning its accredited status as described above in the section on Student Complaints.</th>
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<td>See in the section on Student Complaints.</td>
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<td>Ev.</td>
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<tr>
<td>1</td>
<td>College name, and the street and Web site addresses in the catalog</td>
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<td>2</td>
<td>Mission, goals and values on the Web site</td>
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<td>3</td>
<td>Mission, goals and values in the catalog</td>
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<td>4</td>
<td>courses and course sequencing in the catalog</td>
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<td>5</td>
<td>degree certificate and program completion rules in the catalog</td>
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<td>6</td>
<td>policies regarding transfer of credits from other colleges in the catalog</td>
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<td>7</td>
<td>tuition, fees, and policies and procedures for refunds in the catalog</td>
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<td>8</td>
<td>requirements for financial aid</td>
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<td>9</td>
<td>rules and regulations regarding of student conduct in the catalog</td>
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<tr>
<td>10</td>
<td>list of faculty and their degrees in the catalog</td>
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<td>11</td>
<td>academic freedom statement in the catalog</td>
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<td>12</td>
<td>nondiscrimination statement in the catalog</td>
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<td>13</td>
<td>governing board members in the catalog</td>
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<tr>
<td>14</td>
<td>references to other policies in the catalog</td>
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<tr>
<td>15</td>
<td>statement of accredited status in the catalog</td>
</tr>
<tr>
<td>16</td>
<td>statement of accredited status on the Web site</td>
</tr>
<tr>
<td>17</td>
<td>Evidence the historic catalogs are archived in the library</td>
</tr>
</tbody>
</table>

**Title IV Compliance**

Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq

<table>
<thead>
<tr>
<th>Yes</th>
<th>The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.</th>
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<tbody>
<tr>
<td></td>
<td>LATTC complies with the required components of the Title IV federal financial aid regulations. LACCD undergoes an external audit annually. The District office gives the College the list of any College audit findings so that it can prepare the corrective action plan. The College has received no external audit findings since 2011 (EV-LATTC Audit Findings). When there were findings in the past, the College responded in a comprehensive and timely manner, and communicated the findings and corrective action plan through the senior administration (EV-2011 LATTC Corrective Action Plan in Response to External Audit). Audit reports are available on the College website (EV-Link to Audit Reports on LATTC Website).</td>
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<td>The District is subject to the annual OMB A-133 audit. The audit allows the auditor to express an opinion on compliance for the District’s major federal programs, including Title IV programs. For the year ending June 30, 2014, the District received an unmodified opinion over the compliance with requirements as described in the OMB Circular A-133 Compliance Supplement. The audit found no instances of non-</td>
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| Compliance | Yes | The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.  
The USDE has not identified any issues with LATTC’s financial responsibility, including student financial aid responsibility.  
(See Standards III.D.7, 10, 14, and 15) |
|---|---|---|
| Contractual relationships | Yes | 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.  
LATTC’s contractual relationships to offer and receive educational, library, and student support services are appropriate for an institution of higher learning. The District coordinates purchase of subscriptions for all nine campuses with the Community College Library Consortium of California. LATTC renews formal membership agreements on an annual basis (II.B.4-1-Sample Consortium Agreement). Participating in the consortium allows LATTC to expand its purchasing power, as it is able to purchase subscriptions at a reduced cost.  
The vice president of Administrative Services signs off on all contract requests after careful review to ensure all contracts are consistent with LATTC mission and goals (EV-Contract Request Forms Signed by VPAS). The vice president of Administrative Services ensures that all contract provisions maintain the integrity of programs, services and operations from the initial contract request to final contract approval (EV-LATTC One Page from Procurement Training June 2015).  
The LACCD Board of Trustees (BOT) require that all contracts be ratified within 60 days of the start of the contract, and the College has put in place a technical reviewer in Administrative Services to ensure all BOT Rules, District procedures, and College processes are followed (EV-LACCD Board of Trustees Policy on Ratifying Contracts) |
No substantive changes have been submitted to the Commission for approval. (See Standards II.B.4 and III.D.16)

Yes

*The institution demonstrates compliance with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV.*

LATTC demonstrates compliance with the *Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations.* At LATTC, the president delegated the authority to approve and sign contracts to the vice president of Administrative Services in his absence; therefore, the vice president of Administrative Services may approve such documents (LACCD-Admin-Reg-B-19).

The request for contract (RFC) follows an established procurement process that guides the development of the contract and the contractual relationship with the outside entity (LATTC-Procurement-Process). Once approved, if the contracted amount is below $2,499, the completed RPF is converted to a contract by the office of Administrative Services and returned for signature. If the contracted amount is $2,500 to $85,999, the RFC is sent to the LATTC Regional Procurement Specialist with the requisite supporting documentation for conversion to a contract. If the amount contracted is above $86,000, the RFC is sent to the LACCD Contracts Office to place the RFC out to formal bid.

All requests for instructional service agreements (ISA) at the College must follow the requirements contained in the State Chancellor’s Office, Contract Guide for Instructional Service Agreements between College Districts and Public Agencies (EV-LACCD-Admin-Reg-E-109). ISAs must meet all of the provisions of the California Code of Regulations Title 5 and California Education Code and be reviewed by the LACCD’s Office of the General Counsel prior to the governing board approval. The ISA must detail enrollment period, enrollment fees, class hours, supervision process for evaluation, and procedures for students to withdraw. The agreement must also include references to supervision and control to protect the health and safety of the student. Instructors must maintain consistency with the course outline of record and the college must control and direct the instructional activity in its purview. In addition, the facilities must be open to the general public and enrollment in the class must be open to any person who has been admitted to the college and has met applicable prerequisites (EV-LACCD-Admin-Reg-E-109). Instructors who are hired under an ISA must submit documentation to District Human Resources for review to determine that the minimum qualifications to teach the course are met.

From March 2015 through August 2015, District wide training sessions reviewing common audit findings and giving direction on how to improve contracting performance have been sponsored collaboratively through the contracts and purchasing unit, Office of the General Counsel, and the regional procurement specialists (EV-SAP-PROCUREMENT-TRAINING-Presentation).
LATTC complies with the *Policy on Institutional Compliance with Title IV*. Please see the above Checklist components regarding compliance with this policy.

(See ER 5)

VI. Institutional Analysis

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

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, and implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

**Standard I.A. Mission**

**Standard I.A.1.**

The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.

Evidence of Meeting the Standard:

The Los Angeles Trade-Technical College’s (LATTC) mission was approved by the Board of Trustees in 2012 and is widely published in appropriate College materials (IA4-1-BOT Minutes 07 11 2012).

LATTC’s mission statement reads:

We provide our students and community with high-quality academic, technical, and professional educational opportunities that:
- meet their career development and academic goals;
- foster a climate of life-long learning;
- prepare our students to participate effectively in our society; and
- generate economic development with our educational, governmental, community and business partners

The mission statement provides insight into the College’s broad educational purposes by delineating its commitment to academic, technical and professional education opportunities for students to meet goals, encourage learning to be continuous, provide a holistic approach to training students, and reach beyond the institution to meet the needs of the community of business and professional partners.

*Broad Educational Purposes*
During the development of the current mission statement in 2011-12, faculty, staff and students gathered in a focus group type of setting to formulate the elements of the mission of the College (IA2-Notes from Mission Statement Development Meetings 2011 through 2012). The group chose to articulate a sense of broad educational purpose in the first part of the statement “high-quality academic, technical and professional” educational opportunities. At the time this language seemed to provide flexibility to the College to offer all of its programs and services.

**Intended Student Population**
The mission statement does not explicitly identify the intended student population; however, the reference in the first sentence to providing “students and community with high-quality academic, technical, and professional educational opportunities” suggests that LATTC’s intention is to serve its community. The College began its dialogue about the current mission statement and will spend this year updating the statement to specify its intended population.

**Types of Degrees/Credentials Offered**
The mission statement identifies LATTC as an institution that provides “academic, technical, and professional education opportunities.” Although the mission statement does not specifically identify the types of degrees and credentials offered, it can be implied that the College grants academic transfer degrees, as well as CTE degrees and professional credentials. As a California community college, the College confers Associate of Arts degrees, Associate of Science degrees, Associate Degrees for Transfer, and certificates of achievement and industry recognized certifications.

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

In reviews of the mission statement by the College Council at its 2013, 2014 and 2015 retreats, comments surfaced regarding the need to revamp the mission statement (IA1-3-Notes from 2013, 2014 and 2015 College Council Retreat Mission Statement Discussion). While the mission has not changed since its adoption in 2012, through discussions with the campus community this past year, the College is ready to do the work of developing a new mission statement that will point to the broad educational purpose, its intended student population and its awards of certificates and degrees.

**Analysis and Evaluation:**

Evidence demonstrates the College meets this Standard and ER 6. The College provides a very broad definition to its educational purpose, it does not specifically state its intended population,
and only generally indicates it completion awards and its commitment to student learning and achievement. During the College’s current process of updating its mission, the College will more explicitly point to its intended population, the types of completion awards and its commitment to student learning and achievement.

**Action Item:**
IA.1: Update the mission statement to reflect the LATTC broad educational mission, its intended population, types of degrees/credentials offered and its commitment to student learning and achievement.

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

**Evidence of Meeting the Standard:**

*Uses Data to Determine Effectiveness of Accomplishing Mission*
The College accomplishes its mission by using the program review (PR) process, that includes data to analyze for each program and outcomes assessment data, to plan for improvement of programs both instructional and services related. The first step in the program review process is to show the alignment of the program mission with the College mission. Then different types of data are used in the process to evaluate how effectively a program meets its program mission and what is needed to improve the program (IA2-1-Sample PR Alignment Program Mission to College Mission 2010 through 2015).

Data types include:
- **“Soft data”** - refers to subjective measures, such as: surveys, validations and advisory recommendations (IA2-2 Student Survey Report; IA2-3-Sample Validations 2010 through 2015; IA2-4-Sample Advisory Recommendations 2010 through 2015).
- **“Hard data”** - refers to relatively quantifiable measures, e.g. institutional effectiveness internal reports of program data and data trends and other external industry data reports (IA2-5-PR1415 Data Packs, PR1415 Industry data).
- **“Assessment Results”** - refers to results from evaluations of student learning/service delivery within a particular course/program/service (IA2-6-Sample Assessment SLO/PLO/SAO 2010 through 2015).
- **Institution set-standards (ISS)** - are drafted/approved through the shared governance process (IA2-7-LATTC Institution-Set Standards 06 03 2013). ISS are: course completion, retention, degree and certificate completions, and transfers (refer to Standard IB3 for a complete explanation of the ISS). The Student Success Committee is the college group charged with monitoring the achievement of the ISS, identifying areas of focus, and making appropriate recommendations as needed (IA2-8-Student Success Agendas, IA2-11 –LATTC Scorecard).

In order for a program that has identified a needed improvement to be approved for additional resources, the resource request must score high enough against other resource requests to be
funded. A rubric is used to score resource requests. One component of the rubric is alignment with the College mission. This allows the College to directly connect program review improvements with meeting the College mission (IA2-9-Rubric for Scoring Resource Requests).

**Mission Directs Institutional Priorities**

The College’s Strategic Priorities were developed in alignment with the mission (IA2-10-SMP-Mission Development-Process-Timeline 04 25 2012). The mission statement informs institutional planning through the College’s program review and budgeting processes (see section IB4 for complete details about these processes).

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

```
P #1: LATTC Pathways to Academic, Career, and Transfer Success (PACTS)
SP #2: Student Support
SP #3: Trade Tech Experience and Campus Culture
SP #4: Faculty and Staff Development
SP #5: Funding
```

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

SP1 and SP2 address the College’s primary objective and reorganized current instructional activities and services into LATTC pathways. The College defines a Pathway as a sequence of postsecondary instructional programs and activities, with coordinated supportive services, designed to provide individuals with the competencies they need to successfully access a college education, attain industry-recognized and post-secondary credentials, and obtain a career that pays family-supporting wages and offers opportunities for advancement and growth. The goal of this re-organization was to improve student achievement, and provide a platform for students to find their best-suited educational pathway (IA2-11-2014-2017 Strategic Educational Master Plan, p12-14).

**Analysis and Evaluation:**
Evidence demonstrates the College meets this Standard. The Office of Institutional Effectiveness (OIE) unit provides the necessary research capacity to help support a data-driven decision-making culture. To accomplish this the OIE unit prepares reports on a regular basis for program review, enrollment management, and as requested by departments to ensure data is available in support of College needs. The College’s mission guided the development of the SEMP. The main goals of SEMP priorities, in turn, are to address students’ needs and increase student achievement. The data available to all programs to view helps the college ensure that data is available that is linked to the College mission to enhance the College’s institutional processes and help evaluate the effectiveness and success of its mission.

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

Evidence of Meeting the Standard:

*Programs/Services Aligned with the Mission*
The College ensures programs and services are aligned with the institutional mission by demonstrating the linkage of the institutional mission with the department/program mission. During the annual program review process department missions are reviewed, updated (as needed) and specifies how the departmental mission aligns with the institutional mission (IA3-1-Sample Department Program Reviews).

*Mission Guides Decision-Making, Planning, and Resource Allocation*
The College’s mission directed the institutional priorities of the Strategic Educational Master Plan (SEMP). For example:

- **SP1-LATTC Pathways to Academic, Career, and Transfer Success (PACTS)**
  Mission: high-quality education/career development and academic goals/lifelong learning/participate effectively in society/economic development

- **SP2-Student Support**
  Mission: high-quality education/career development and academic goals/participate effectively in society

- **SP3- Trade Tech Experience and Campus Culture**
  Mission: high-quality education/career development and academic goals/lifelong learning/participate effectively in society

- **SP4-Faculty and Staff Development**
  Mission: high-quality education/career development and academic goals/participate effectively in society/economic development

- **SP5-Funding**
  Mission: high-quality academic, technical, and professional educational programs

The Mission statement is the foundation for the (SEMP) priorities and was also the blueprint to help draft the institution-set standards (ISS). A combination of the mission statement, the SEMP
and the ISS, provided the basis for the College’s annual program review process (see statement IB2 for a detail explanation of the process). As new needs are identified through this process, programs and services request resources to address these needs (IA3-2-Sample PR1415 Resource Requests; IA3-3-Rubric for Scoring Resource Requests). All resource requests received during a annual program review cycle, go through a prioritization process; as a result of this prioritization process, rankings are assigned. Funding sources are identified and allocated. For example, Perkins IV funds are distributed to CTE programs based on the prioritization rankings. Thus, planning of the Perkins program is dependent upon the improvements identified in program review and the resources needed to fulfil the improvement plan (IA3-3-List of Funded Resource Requests).

The Mission Informs Institutional Goals
The mission statement was developed prior to the SEMP in order to serve as the basis for development of the strategic priorities. To do this, in May of 2011 the college held several focus groups to review the mission statement and provide feedback. Based on this dialog, in June of 2011, other meetings were held to gather information to help draft the SEMP or institutional goals (strategic priorities) (IA3-4-Notes from Mission-SEMP Development). Through this process it was determined that student success was the ultimate and over-arching strategic priority for the College and meets its mission through offering high-quality programs that meet students educational goals and leads to the development of the practice of lifelong learning and produces good working citizens to help drive the economy.

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

The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.

Evidence of Meeting the standard:

Mission is Widely Published:
The College’s mission statement is widely published in the College catalog, website and major College publications (IA4-1-College Catalog, p1; IA4-2-2014-2017 Strategic Educational Master Plan).

Approved by Governing Board
The Board of Trustees approved LATTC’s mission statement on July 11, 2012 (IA4-4-board Minutes 07 11 2012).

Periodically Reviewed/Updated
The process for reviewing the mission statement is outlined in the Governance & Planning Handbook and reviewed annually at the College Council Retreat. Full revision and College approval is conducted every three to five years in concert with the update of the College Strategic Educational Master Plan (IA4-5-2015 College Council Retreat PPT).

Analysis and Evaluation:

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

<table>
<thead>
<tr>
<th>Sub-Standard</th>
<th>I.A</th>
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<tbody>
<tr>
<td>Related State</td>
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<td>ment</td>
<td></td>
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<tr>
<td>Changes Made</td>
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<tr>
<td>Future Actions Planned</td>
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<tr>
<td>Implementation Timeline</td>
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<td>Description</td>
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<td>Responsible Party(s)</td>
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<tr>
<td>I.A.1</td>
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<tr>
<td>Update Mission Statement</td>
<td>Spring 2016</td>
</tr>
<tr>
<td>Reflect the LATTC broad educational mission, it intended population, types of degrees/credentials offered and its commitment to student learning and achievement.</td>
<td>M. Gallagher/ Wallace Hanley/ College Council</td>
</tr>
<tr>
<td>Mission statement delineating the LATTC broad educational purpose, intended population and awards</td>
<td></td>
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</tbody>
</table>
Standard I.B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

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

Evidence of Meeting the Standard:

Dialogue about student outcomes
Dialogue about student outcomes occurs in several different forums at the department, division and institution level. Throughout the assessment cycle each discipline/program department meets to dialogue about assessment results, identifies gaps/areas for improvement, provides recommendations for changes, and identifies resources needed to implement these changes (IB1-3Dialog Committee Structures; IB1-4 - Discipline Dialog-FD). Furthermore, dialog about student outcomes and achievement data are important components of the program review and prioritization processes. During program review, programs are required to dialog about program outcome data, determine its implications, and make plans for program improvements as needed. During the resource request prioritization process, points in the “Demonstrated Need” section of the program review form PR1415 are based on the quality of program responses as it relates to outcome data and analysis (IB1-5 PR1415-PR1314 rubrics).

Over the past two years, degree and certificate completion data by program, as well as the College’s progress towards meeting institution-set standards were topics of discussion during the faculty convocation (IB1-6 – 2014 and 2015 scorecards). Through the process of reviewing and updating the curricular maps, departments/programs dialogue about whether or not their established learning outcomes are reasonable and appropriate, and make plans for corrections as needed (IB1-7 - Curricular Map_Ddialog_FD). All curricular maps and assessment plans are reviewed and updated every three years at the beginning of the assessment cycle (IB1-8 -Making Curricular Map-AssessmentPl).

Dialogue about student equity
Dialogue about student equity topics and plans take place regularly at the Student Success Committee meetings (SSC) (IB1-9- StudSucComte-050114-Minutes). The role of the SSC is to identify and establish policies to remove barriers that impede students from receiving the instruction and support needed to be successful. One of the 2014-15 SSC goals was to complete and monitor progress of Student Success and Support Program (SSSP) and Student Equity Plans (IB1-10 StuSucCom-Minutes-050715). The SSC formed workgroups and organized campus-wide gatherings to solicit feedback to identify gaps and develop strategies to close achievement gaps among disaggregated student groups to help improve overall success rates (IB-11 –
Governance Structure page, IB1-12 - DoD evidence 091814). The dialogue was rich and inclusive as evidenced by the number of meetings held and participants involved in the development of the Student Equity Plan. (IB1-13-Notes from Student Equity Plan Meetings)

Beginning in spring of 2014 the Office of Institutional Effectiveness (OIE) prepared a Campus-Research Equity Report and presented it at several SSC, Academic Council and Academic Senate committee meetings with the intent of brainstorming, sharing ideas, further disaggregating needs and requirements, and collecting feedback on how to present data clearly (IB1-14-Campus-Research Equity Report 2014?). Data was also presented and feedback was collected at other different types of college-wide gatherings, such as Staff and Faculty Convocations and Days of Dialogue (IB1-15-Feedback on Data Presented Convocation and Day of Dialogue). Throughout the fall semester, Student Success Workgroup sessions were scheduled every Wednesday to dig deeper into individual student success indicators. The outcome from the meetings was the identification of goals and action plans to address the equity gaps as well as to ensure alignment with the College’s strategic priorities (IB1-16-Notes form Student Success Workshops; IB1-17-Goals and Plans to Address Equity Gaps). During the Program Review, OIE provides disaggregated student achievement data (degree and certificate completion) to dialogue and plan around equity gaps within their programs (IB1-18-PR1415 document and equity data).

**Dialogue about academic quality**

As part of the program review reflection, faculty and staff dialogue about academic quality in association with the College mission. There are ongoing opportunities for dialogue on academic quality during regular formal and informal departmental meetings (IB1-19-Notes from Departments Meetings on Academic Quality).

Academic quality and institutional effectiveness matters are also discussed at various participatory governance meetings, college-wide gatherings and annual districtwide college presentations to the board of trustees (IB1-21- DoD Newsletter 112014; IB1-22-BOT Effectiveness Report). It is measured through the accomplishment of the institution-set standards (ISS) that are drafted and approved through the shared governance process. This process involved discussing and approving the ISS during meetings of the following committees: Accreditation Steering, Academic Senate, Academic Council, College Council, Educational Policies, and Student Success (IB1-23-ASC 03 11 2013-Minutes; IB1-24-AS Minutes 03 12 2013; IB1-25-AS-Minutes- 04 09 2013, IB1-26-AS-Minutes- 05 14 2013; IB1-27-AS-Minutes-05 28 2014; IB1-28-Acad-Council Minutes-03 14 2013; IB1-29-College-Council-Minutes_03 18 2013; IB1-30-College-Council-04 15 2013; IB1-31-Ed-Policies-Minutes-03 19 2013; IB1-32 Ed-Policies-Minutes-04 16 2013; IB1-33-Student Success_Minutes_03 21 2013).

The Educational Policies Committee (EPC) took the lead in dialogue on syllabi enhancements and professional development activities related to syllabi (IB1-34-ED Policies Minutes 2 17 2015). This dialogue continues. In addition, to further improve academic quality, the SSC engaged in dialogue about strategies to improve math and English student progression (IB1-35 Student Success Agenda 05 07 2015, 03 05 2015).
Academic quality for online education has also been a major topic of discussion at the EPC, which has been having in-depth dialogue comparing student success rates of regular versus online courses. Major dialogue has taken place to develop parameters to resolve low success rates and standards/thresholds for identifying courses with low online success rates (IB1-36-Ed Policies Minutes 05 20 2014, 09 16 2014, 10 21 2014, 11 18 2014).

Dialogue about institutional effectiveness
Cognizant of the need for increased dialogue to improve institutional effectiveness, in 2011, the College decided to institutionalize such dialogue by setting aside the third Thursday of every month to hold “Days of Dialog.” From the inception, the first Day of Dialogue in 2011 until today, a total of 20 Days of Dialogue have taken place covering various topics including, but not limited to: accreditation, student success, ISS, budget and facilities master planning, and cultural issues to name a few. A total of 1860 students, faculty, and staff have participated in all the sessions. President Frank and/or the vice presidents attend and lead all of them. The Office of Institutional Effectiveness maintains a website with all information pertaining to the days of dialogue which includes evaluation surveys, handouts, presentations and institutional effectiveness reports (IB1-37-DoD Screenshot).

In the summer of 2013 in lieu of DoDs the College launched an Accreditation Summer Campaign, reassigning staff for six weeks every Thursday between 1pm to 3pm to the Library to have a deep conversation to gain an understanding of the Standards, as well as identify to what degree the College meets the Standards. These gatherings accelerated the campus wide effort toward improvements. The College closed offices to facilitate gatherings of available staff, faculty, administrators and students. The participants divided into groups to discuss Accreditation Standards and answer evaluation questions and list evidence needed to support the assertions (IB1-38-Summer Accreditation Campaign Summaries).

The College prepares an annual Institutional Effectiveness report to the IE committee of the Board of Trustees. The presentation includes the College goal alignment with District goals and progress made on meeting these goals. The OIE prepares data and solicits feedback from different constituencies prior to submitting and presenting a comprehensive report (IB1-39-LATTC IE Reports to the BOT).

Dialogue about continuous improvement of student learning and achievement
One of the main practices at the College regarding continuous improvement revolves around the development and implementation of Pathways to Academic, Career, and Transfer Success (PACTS). Continuous dialogue takes place centered on this innovative student success strategy. The College currently has seven Pathways that include over 65% (xx) of current students. PACTS expands the traditional educational dialogue from program specific to a Pathway Team comprised of a Pathway Counselor, Pathway English/Math and the newly established Pathway Navigator. The dialogue has now expanded to incorporate a multitude of faculty and staff expertise and perspectives.

The LATTC PACTS framework is the centerpiece of in the College’s Strategic Educational Master Plan (IB1-28 PACTS). Furthermore, LATTC’s Achieving the Dream (AtD) plan
concurrently focuses on the development of very specific, math-related components of the PACTS framework (IB1-29 ATD). Thus, leading to two major College improvements: gradual increases in 4 out of the 5 Institution-set standards and development and implementation of the student competency-based framework, PACTS.

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

The Program Review Committee (PRC) is charged with overseeing implementation of program review processes. While the process has remained the same, the PRC has made continuous improvements to its content and format. Some examples are the shift in focus towards program achievement of institution-set standards and re-drafting of questions to ensure program plans are geared towards program student achievement improvements (IB1-XX-PR 1011; PR 1112, PR 1213, PR1314, PR1415).

**Distance Education**

In adherence with California Education Code guideline 55202 regarding Course Quality Standards, which states, “The same standards of course quality shall be applied to any portion of a course conducted through distance education as are applied to traditional classroom courses,” the College’s Distance and Distributed Learning Committee (DDL) developed a set of standards for providing quality distance education to ensure the rigor of courses and programs and the quality of instruction is comparable to the traditional mode of instruction (IB1 de_guidelines; IB1 – 30 DDLC screenshot, IB1-31 LATTC_DL-Standards). The DDL Committee, which is charged with communicating and advising the college on issues regarding distance learning (DL), is comprised of Academic Senate faculty, AFT faculty, the Academic Affairs Vice President, the Information Technology Manager (IT) and the Distance Education Coordinator. This committee provides oversight of the quality of distance education instruction to ensure it is comparable to the traditional mode of instruction.

**Analysis and Evaluation:**

Evidence demonstrates the College meets this Standard. Through committee meetings, convocations, Days of Dialogue and/or departmental meetings, the College has a system in place to ensure dialogue is systematic and continuous about outcomes, equity, quality, effectiveness and improving learning and achievement. Dialogue has become an ongoing institutional practice. Engagement and participation in all college-related activities is highly encouraged and attended by students, faculty, staff, and administrators. At the institutional level, dialogue takes on a cultural dimension where participants in college-wide forums and/or committee meetings suspend assumptions and engage a genuine “thinking together” approach. At the department/discipline/program level, dialogue pertains course, program, and students’ learning experiences.
These combined College conversations yield a better understanding of the meaning and the use of data for College improvement. The College is now shifting its dialogue to the pathway approach incorporating in this the sharing and dissemination of best practices among faculty and staff of the College.

**Standard LB.2.**

*The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.*

**Evidence of Meeting the Standard:**

*Definition of Learning Outcomes*

Student learning outcomes (SLO) are developed for each course. They identify the essential and enduring knowledge, abilities (skills) and attitudes (values, dispositions) that constitute the integrated learning needed by a graduate of a course (IB2-1-SLO Website Screenshot). The College’s Curriculum Committee (CurC) is the regulating body that oversees and approves SLOs for courses (credit and non-credit). This committee has a pre-established set of minimum standards for SLOs (IB2-2-Curriculum SLO Minimum Standards).

Program learning outcomes (PLO) have been developed for every program. These represent the students’ overall achievement of the broad goals of the academic program (e.g. employment, mastery of certain skills, successful transfer, etc.) (IB2-3-PLO Website Screenshot).

The college has established Institutional Learning Outcomes (ILO) that represent the broad categories of competence that enable students to be successful in further education, in careers, as citizens, and in their personal lives. As such, they also provide a framework to support the development of student learning outcomes for each program (IB2-4-ILO Website Screenshot).

Non-instructional areas have defined service area outcomes (SAO) for service activities that occur outside of the classroom, complement the academic programs, and enhance the overall educational experience of students and/or their achievement of student learning outcomes. These SAOs describe what students are expected to achieve and are able to demonstrate in terms of knowledge, skills, and values upon completion of receiving a service (IB2-5-SAOs for Student/Administrative Services). Student and Administrative Services who have direct contact with students may also have SLOs in their programs (IB2-6-SLOs for Student/Administrative Services).

*Assessment of Student Learning Outcomes*

The College recently finalized the updated document outlining the “LATTC Assessment Process” to guide and formalize the process components (IB2-7-LATTC Assessment Process). The document is comprised of definitions, policies and procedures for assessing outcomes, as well as the LATTC Five-Step Assessment Process. The Program Review Committee (PRC), a committee of the Academic Senate along with the Academic Senate have reviewed approved this
The assessment cycle is a three-year cycle. At the beginning of every cycle, all departments/programs develop a curricular map (if instructional) and an assessment plan. These two documents combined help assure establishment of learning outcomes, reveal gaps in the curriculum or services, and provide a plan to conduct assessments to ensure that all outcomes are assessed. All SLO and SAO assessment results have been compiled and are posted on the SLO Assessment website (IB2-9-Assessment Website).

One of the SAOs in Administrative Services was in Physical Plant. They made an assumption when they benchmarked their outcome that they were responding to 80% of their trouble calls and making repairs within five business days. They had not been tracking work orders in previous years. Once they began tracking work orders and assessed their findings, they realized they were actually completing fewer than 50% of their trouble calls were being repaired within five business days. Their improvement plan included ensuring the documentation of trouble class into the work order system and establishing expected completion times. In the subsequent year the response time improved to 72% percent of trouble calls being responded to and repaired within two days (IB2-10-Physical Plant SAO Assessment 2011).

The achievement of institutional set standards is noted in IB3.

In January 2015, the College acquired a web-based application (eLumen) to collect and manage assessment data and processes. The College launched eLumen in summer 2015 when programs began inputting assessment results for spring 2015 courses. Training for Course Coordinators and Faculty is underway and training guides have been developed, posted on the website and
used to conduct the training. It is anticipated that by summer 2016, assessment data will be collected through this platform (IB2-11–eLumen Process Diagram; IB2-12eLumen Faculty and Course Coordinator Guides; IB2-13-eLumen Training List).

At the institutional level, to assess ILO’s the College employs an indirect assessment method. It utilizes student self-reported data collected through a student survey that is drawn from a stratified random sampling methodology (IB2-14-Fall 2014 Student Survey Form). This method provides an opportunity for students to share their educational experience and provide feedback to colleges and the District. The report on ILO’s is part of the program review data.

Analysis and Evaluation:

Evidence demonstrates the College meets this Standard and ER11. The College’s Curriculum Committee (CurC) guides the development and evaluation of courses and programs within the context of student learning outcomes for instructional programs. Though the Curriculum process, the College has predefined policies and processes to guide the development of all courses and programs which include development and evaluation of their learning outcomes. An updated assessment process has been detailed and it is the blueprint to guide future assessment efforts and will be used as a mechanism for accountability. All courses, programs (credit and non-credit) and services have established learning outcomes and conduct ongoing assessments.

All instructional and student support services programs undergo yearly self-evaluations through the College’s Program Review process (please refer to standard IB3 for a detailed explanation of the process). During these evaluations, instructional programs use the institution-set standards as performance benchmarks and analyze programmatic outcomes based on those standards. Student support services programs measure their performance against pre-established service-oriented metrics. After the evaluation, both instructional and services programs set action plans for improvements and request resources, as needed.

Standard IB.3.

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

Evidence of Meeting the Standard:

Establishes Institution-set Standards Appropriate to the Mission
In June 2013, the College established the ISS through a series of meetings involving dialogue about data on the success rates of the students in completing courses and programs. The mission of the College is to offer high-quality programs and in order to establish a measure, the College utilized the CCCCO Scorecard as a base point to determine its priorities and set minimum expectations for course success, completion and transfer. To accomplish this, the College examined six years of trend data for each metric, studied the impact of external metrics, and compared performance over time to that of similar colleges. After several months of meetings,
the College agreed upon its institution-set standards (IB3-1-LATTC Institution-Set Standards 06 03 2013; IB3-2-Notes from Meetings Held to Establish ISS; IB3-3-Trend Data Report to Establish ISS).

Assesses how well it is achieving them
The Student Success Committee (SSC) regularly monitors achievement of the ISS through a scorecard developed by the SSC (IB3-4-Sample SSC Agendas; IB3-5-SSC Scorecard). After review and evaluation of College performance based on the set standards, the SSC identifies focus areas and makes appropriate recommendations for improvement. As illustrated in the chart below, in the 2014-15 academic year, the College met all of its targets except course completion.

**LATTC Student Success Scorecard**

<table>
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<th>Institutional-Set Standards</th>
<th>Set Standard</th>
<th>Counts</th>
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<tr>
<td></td>
<td>Actuals</td>
<td>Actuals</td>
</tr>
<tr>
<td>Course completion rate</td>
<td>70.0%</td>
<td>69.2%</td>
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<tr>
<td>Retention percentage</td>
<td>56.0%</td>
<td>55.6%</td>
</tr>
<tr>
<td>N (3-Year Fall Average)</td>
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<td>14,886</td>
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The completion and transfer percentages calculated based on credit, degree applicable, graded Fall headcount for the 3 prior years, as of 9/8/2015.

* - Currently, only CSU data is available (10/8/2015)

As a result, the SSC recommended several improvement strategies, including: re-establishment of the UMOJA program; improvement of in-class interventions, math department review of data to address math-related problems, professional development to be utilized for faculty training/sharing best practices and new technology, new strategies and new projects, and disaggregate data into specific areas: by ethnicity, full-time versus part-time, evening students, etc. (IB3-6-SSC Minutes 03 05 2015). In addition, it is anticipated that the work being done to establish the PACTS framework will enable the college to focus all instructional and student support programs and services in a concentrated, strategic, and tactical manner to identify and select targeted interventions to address critical areas or gaps and ultimately to increase student success and completions (IB3-7-PACTS Framework).

The ISS have been presented and discussed during the College Council Retreat, Days of Dialogue (DoD), as well as at Educational Policies Committee (EPC) meetings (IB3-8-PPT of 2014 Retreat; IB3-9-ISS-DoD; IB3-10- EPC Meeting Minutes). In addition, the EPC identified the need, and formed a taskforce, to establish a process to review and update the ISS. This will be accomplished during the 2015-16 academic year (IB3-111-EPC-Minutes03 18 2014).
The ISS are also, an integral part of the program review process as all instructional programs are required to gauge their performance against the ISS and provide analysis and action plans for required improvements. In addition, in PR 14-15 programs were asked to set their own achievement goals as appropriate with regards to course success, certificate and degree completions, job placement, and licensing exams (IB3-12-PR1415 data packs; IB3-12-Program Reviews-Cosmetology and Nursing). On October 2015, through its shared governance process, the College collectively decided on the appropriate methodology to establish an institution-set standard relating to job placement. To accomplish this, several methodologies were presented during the following meetings: Council of Chairs, Student Success Committee and Education Policies Committee (IB3-13-Minutes of Methodologies to Set ISS for Job Placement-CoC/SSC/EPC).

Publishes the Institution-set Standards
ISS responses are contained in the annual accreditation reports and are published on the College’s Accreditation website and on the Research and Planning website (IB3-14–Accreditation Annual Reports; IB3-15-ISS Research and Planning website).

Analysis and Evaluation:

Evidence demonstrates the College meets this Standard and ER11. The college has established ISS consistent with its mission to offer high-quality programs. The ISS were approved through a collegial dialogue and a rigorous process. The College is in the process of using the same type of method to establishing a set-standard for job placement. The participatory governance structures, DoD and fall convocation meetings serve as the main opportunities to inform, share and gather feedback about the standards. Pre-determined standards have been part of College’s program reviews in 2012-13, 2013-14 and 2014-15. In the 2014-15, the College achieved its standards in four out of the five metrics, retention, certificate/degree completions and transfer. In that same year, the College did not reach the course success rate ISS. ISS rates are published in several places on the College website and have been used for discussion. Institutionally the College assesses its performance against the standards every semester, through the LATTC scorecard. Programmatically, every year all areas assesses their performance against the standards with the use of program achievement data during the program review process.

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

Evidence of Meeting the Standard:

The institution uses assessment data
College efforts to use assessment data to support and improve student learning and student achievement revolve around the institution’s integrated planning process. In 2009 the College adopted the integrated program review, planning, and budgeting process See conceptual
framework below. Since then, all instructional and non-instructional programs have conducted program review annually (IB4-1-Sample Program Reviews 2010 through 2015).

In the integrated planning and program review process, data from different sources inform the program review. As stated in IA2, soft data, hard data, assessment results and ISS are the data components utilized during the program review process (IB4-2-PR Framework; IB4-3-Guide to 1415 PR Planning). The 2014-15 program review included a “Program Effectiveness Evaluation” module. In this section, each program conducted a self-evaluation within five years, guided by respective area rubrics, of the quality of learning outcomes, their assessments, program review, and planning (IB4-4 Program Effectiveness Rubrics). This process was designed to assist faculty, staff, and administrators with improving and refining College programs and services; thus improve student learning and achievement (IB4-5-Program Review, page 4 Instructional & 5 Services). Furthermore, assessment data is an important component of the program review and prioritization process. Scores in the “Demonstrated Need” section found in PR 1415 documents are based on the quality of program responses as they relate to assessment data and analysis (IB4-6-Rubric to Prioritize Resource Requests).

Course and program assessment data guide faculty to make minor adjustments and/or plan significant improvements to classroom instruction and programs. Assessment data and plans are documented in the Assessment Forms submitted by faculty. Some examples:
- Making changes within course curriculum improvement (IB4-7-Assessment Form_FD 122_S14-Course Improvement);
- Making changes within program curriculum improvement (IB4-8-Assessment Form CD46-Prog-Improvement);
- Targeting additional individual instruction for students who are struggling with particular topics (IB4-9-Assessment Form_Phys2-Spring2014_Topics);
- Identifying individual students’ strengths and instructional interventions that can help students continue to progress (IB4-10-Assessment Form DM115- Progress);
- Addressing student preparedness (IB4-11-Assessment Form-Viscom115_Preparedness);
- Revising PLOs, SLOs, and/or Assessment Methods (IB4-12-Assessment Form LS105-Assessment Methods);
- Gauging the instructional effectiveness of classroom lessons (IB4-13-Assessment Form-Eng21-Lessons);
- Refining instructional methods (IB4-14-Assessment Form Eng21_Refine Methods);
- Examining school wide data to consider whether and how to adapt their curriculum and/or instructional methods (IB4-15 PR1314_Cosmo).

Organizes its institutional processes to support student learning and student achievement
During the program review process, programs are required to use the institution-set standards as a comparison to prepare an in-depth analysis of their programmatic student outcomes and/or student achievement data. To increase a program’s probability of receiving additional funding, programs must clearly establish an alignment between data results, action plans for improvement and their annual requests for funding with the College strategic priorities that follow the College mission (IB4-16-PR1415-Program Review and Resource Requests). The college’s strategic priorities were established to improve student learning and achievement by ensuring students obtain the competencies needed to successfully access a college education, attain industry-recognized and post-secondary credentials, transfer to a university, and obtain a career that pays family-supporting wages and offers opportunities for advancement and growth. (IB4-17-PACTS Framework; IB4-18-LATTC-SEMP, page 12).

Analysis and Evaluation:
Evidence demonstrates the College meets this Standard. The College has an established Integrated Planning Process for effectively using assessment and achievement data to determine the need for program improvements. The process entails utilizing ISS as benchmarks against programmatic student achievement outcomes, and using analysis of assessment data to help plan program improvements. While assessment data is available at the program level, due to the lack of a centrally data storage system, performing institutional-wide analysis has been challenging. Based on this limitations, the College acquired eLumen to help enhance its capability for collecting and disaggregating assessment data; hence increase the use of institution-wide assessment results analysis to help improve student learning and achievement.

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

Evidence of Meeting the Standard:

Assesses Accomplishment of its Mission through an Integrated Planning and Evaluation Process
In 2010 the College adopted the Integrated Planning Framework (also referred to as the “Church Windows”) and has been following it ever since.

The framework provides a graphic representation of the interdependent and interacting components of the College’s Integrated Planning Process: mission drives institutional plans that must be linked during program review annually. Data/assessment results, program review, planning, and resource allocation all must be linked back to the strategic priorities that lead back to accomplishing the mission of offering high-quality programs. The purpose of the integrated planning process is to engage in a continuous cycle of evaluation and improvement of College programs and services based on achievement and assessment results with the mindset that the ultimate beneficiaries will be the students. The framework begins with the mission statement, which serves as the foundation for the College’s strategic priorities. The strategic priorities guide program goals, objectives and activities (IB5-1-1415 PR and RR). Each year the process is evaluated by the campus via a survey and changes are made to the process based on campus input (IB5-2-Results of Program Review and Planning Surveys; IB5-3-Improvements to Program Review Process as a Result of Evaluation)
Uses Quantitative and Qualitative Data Disaggregated for Analysis by Program

The institutional effectiveness team made up of three analysts and a dean provide the College with training, professional guidance and administrative support for all College-sponsored research activities, data gathering, interpretation, and external research requests. Furthermore, the team facilitates DoD’s, which cover a wide array of topics (IB5-4-Samples of Reports Prepared by OIE). The College uses considerable amount of disaggregated student achievement data. This data is used to make important decisions based on equity gaps among the different groups. For example, such data was used to develop the Student Equity Plan to address gaps of three groups with considerable disparities (IB5-5-Disaggregated Data Use to Develop Student Equity Plan). Disaggregated achievement data is also available for programs to use in their annual program review (IB5-6-Samples of Disaggregated Achievement Data Reports).

While the College utilizes disaggregated achievement data, use of disaggregated assessment data is a challenge. Although efforts to date have yielded valuable program information about what and how students are learning, there is room for improvement. At the beginning of the assessment cycle, departments/programs developed curricular maps, assessment plans and continued to do assessment work during the cycle; nonetheless, due to lack of automation, the large volume of documents received led to problems with ensuring, not only the quality of learning outcomes, but also consistent levels of plan implementation. Furthermore, the lack of a system capable of storing and collecting substantial student-level information in a central location has inhibited the College’s ability to further disaggregate assessment data and make strong inferences regarding student learning. In recognition of these limitations, the College is implementing the eLumen program of tracking assessment data. Many instructional programs have already begun recording assessments into eLumen; student services areas will begin this process in the fall of 2015. It is anticipated that by the summer of 2016, eLumen will contain comprehensive and accessible SLO data that can be disaggregated and yield valuable information in support of student learning.

Analysis and Evaluation:

Evidence demonstrates the College meets this Standard. Through its integrated planning framework, components are structured in a way to ensure: a mission-driven and collaborative/inclusive process, cyclical and systematic reviews of programs/services, use of achievement/assessment data results, and a linkage between program goals, planning and budgeting. Resource allocation for program needs are submitted along with the program review documents and are funded dependent upon the programs ability to align student achievement/assessment data, planned program improvements and College goals.

The Office of Institutional Effectiveness generates and provides annual “data packs” and other reports for programs to utilize in their analysis. Data informs programmatic reviews, and ISS serve as benchmarks to set goals and action plans accordingly. By developing, establishing and promoting an infrastructure that embraces evidence-based analysis and dialogue, the College has evolved and will continue to make great strides towards improvements in its processes. Additional plans include using a web-based platform (E-Lumen) to deliver and manage all aspects of the program review as well as its assessment process.
Standard IB.6
The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard:

Disaggregates and Analyzes Learning Outcomes and Achievement for Subpopulations
Through the development of the Student Equity Plans, the Office of Institutional Effectiveness (OIE) prepares data reports that are disaggregated for different student population groups. In creating the 2015 Student Equity Plan, the College reviewed and established goals and activities for the following indicators: access, course completion, ESL and basic skills completion, degree and certificate completion and transfer. Based on the trends, inequities for three groups were identified: African American students, Disabled Students (DSPS), and students who are in 25-34 age group. The goal of the Student Equity Plan was to establish action plans to decrease the equity gaps for the target student groups and increase student completions (IB6-1-2015 Student Equity Plan, p4).

As a result of the PACTS reorganization, data has been disaggregated to target different services to address different student populations. The Academic Connections program has outlined steps to address the findings from the data disaggregated data through a pathway for English and math remediation (IB6-2-AcadCon ppt to SSC 05 07 2015, p 4). Moreover, during the program review process, the OIE prepares program data packs in disaggregated format to reveal patterns in student achievement and gain a deeper insight into students’ needs (IB6-3-PR1415 Data packs - Culinary Arts). Enrollment management, award completions, and student profile disaggregated data files are also available through the research website. Programs use these documents to identify trends and establish planned program improvements. For example, disaggregating data helped enhance the Math’s program’s understanding and commitment to develop solutions (IB6-4-EMT Reports; IB6-5-PR1415–Math). The new eLumen system is capable of disaggregating learning outcome assessment data to enable identification of gaps for different student populations (IB6-6-SLO Assessment website). The college anticipates to have a rich data set and be able to disaggregate learning outcome assessments by mid-2016. ILO’s are assessed through an indirect assessment based on LACCD Student Surveys data. Student surveys are conducted every other year. Surveys include student identifiers which allow disaggregating data by student population groups, and also to compare the results of traditional versus online students (IB6-7-ILO Analysis Report).

Identifies Performance Gaps and Implements Strategies to Mitigate Them
The College determines achievement of the target student population outcomes through a Proportionality Index (P.I.) which compares the percentage of the disaggregated subgroups in an initial cohort to its own percentage in the resultant outcome group. For example, if 30% of LATTC’s student population is African American, then 30% of degrees completed should be by
African American students. If the P.I. value is less than one it indicates that less than 30% of the degrees were completed by African Americans; while a P.I. value greater than or equal to 1 indicates more than 30% of the degrees were completed by African Americans (IB6-8-Student Equity Plan–Session 1). In program review the College determines achievement of the target outcomes by using the ISS as baselines for programs to compare their outcomes (IB6-9-PR1415 Module B).

Institutional performance with regards to the Student Equity Plan will be analyzed in the fall semester 2015. College performance with regards to the ISS is reviewed at the end of spring and fall semesters through the different governance structures: SSC, EPC, etc. As of spring 2015, all set standards have been met with the exception of Course completion rate (see IB3).

To address equity-related issues, the college grouped four main activities to target the affected population groups: data collection with further disaggregation and exploration, review and revise current practices, policies and procedures, faculty and staff professional development, and pilot different strategies related to the indicator (IB6-10-Minutes of Meeting That Determined Targets for SEP). Cognizant of the fact that student progress was declining, the College adopted the PACTS framework and has been working towards re-engineering the entire onboarding, enrollment and teaching processes towards its successful implementation (IB6-11-PACTS in Action). To this end, PACTS is now an important component of college-related planning related processes. Through an intensive step by step approach, the different tiers of PACTS have been undergoing transformation. For example, Tier 2, Academic Connections department began establishing a pathway for English and math remediation which will provide students with the knowledge, skills/abilities and qualities students need to attain and demonstrate they are “ready” to enter and progress in a program of study (IB6-12-AcadCon ppt to SSC 05 07 2015, p16).

Analysis and Evaluation:

Evidence demonstrates the College meets this Standard. The College uses different data types to make decisions at all levels. For example, assessment and achievement data drives program review, planning and resource allocations; equity data drives goals and actions plans to close achievement gaps identified through data disaggregation. Furthermore, the district-wide approach to collecting standardized student satisfaction surveys provides substantive data for analysis. The results contain information on many different aspects of the College’s operation and student learning, experience and engagement. They can be compared for nine different colleges over several years. This provides a comprehensive disaggregated data set that can be used to make informed decisions and develop appropriate strategies. Through the use of this disaggregated data, the College was able to isolate three population of students and implement a plan to close the achievement gap for those groups.

**Standard I.B.7.**

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

Evidence of Meeting the Standard:

The College’s policies and procedures are established by Los Angeles Community College District (LACCD) Board Rules and Administrative Regulations. Each vice president provides oversight over the policies and procedures of their respective areas. Annually in June the Administrative Services office of the College distributes current LATTC process that meet the BOT Rules and Administrative Regulations for review and update by each division. During the year, as parent regulations/rules change, the Administrative Services office transmits new policies to the division vice president to update College processes. Functional oversight for processes at LATTC is provided by the vice president of Administrative Services (IB7-1-Sample Policies-Procedures-Processes).

As stated in IB5, evaluation of instructional programs and support services is done through the annual program review process (IB7-10 PR1415). In addition the College Council and its committees, along with the Academic Senate and its committees annually evaluate the effectiveness of its processes as indicated in IB5 though self-evaluation and external evaluation. Additionally, as cited in IB5, on an annual basis the members of the College are sent an electronic survey to report of the effectiveness of processes on the campus.

Analysis and Evaluation:

Evidence demonstrates the College meets this Standard. In concert with changes to LACCD Board Rules and Administrative Regulations, the College regularly evaluates currency of its processes necessary to assist students in achieving their educational goals. Most academic-related changes are carried out as a result of program review and typically through the curriculum process. Other types of changes are carried out through actions performed by the shared governance committees or departments as a result of program review. To assess the effectiveness of the program review process, on conclusion of the cycle, the College contracted with a group of professional strategic educational planners to conduct a meta-evaluation of its processes and its components of the process. The goal was to determine the following: mission statement influence over the process, effectiveness and feasibility of the assessment process, analysis and evaluation of the program review process, and effectiveness of the resource allocation. The end result contained a report that provided the successes and lessons to be learned in a meaningful and actionable way, as well as recommendations for the next cycle.

Accordingly, the report portrayed that in effect the current processes were fostering institutional improvements. Nonetheless, in order to allow the college to continuously improve and build capacity some changes needed to take place.

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

Evidence of Meeting the Standard:

The Office of Institutional Effectiveness prepares continuous reports of its assessment and evaluation activities and presents them at different committee meetings (IB8-1-2014 SLO-PLO Reports; IB8-2-2015 SLO-PLO Reports; IB8-3-Accreditation Gaps Evaluation). To ensure all interested are aware of the College’s current standing all documents related to its assessment and planning processes are posted on the website.

- Prior year assessment results are posted on the Assessment website. In 2015, eLumen also provided the capability of generating comprehensive reports at the course and program levels (IB8-4-eLumen Reports).
- Since 2009 all program review documents have been compiled and posted on the Program Review Committee website (IB8-5-PR Archives Website Screenshot). In 2012 the College moved towards sharing and posting all documents relating to the process in the SharePoint site (IB8-6-PR SharePoint Site Screenshot).

Different programs also have different ways of communicating and handling assessment and achievement results. For example, in Cosmetology department chair stated, “our program is sequentially build and it is critical for students gain skill and knowledge at each level before moving to the next level. So it is critical for our program that our instructors at each level communicate and discuss the students’ entry skill with their learning outcomes from the previous course. These constant communications between faculty helped to improve our courses, program more importantly student’s learning outcomes and achievements” (IB8-7-Academic Council Meeting Minutes-03 27 2014).

To facilitate an on-going, in-depth discussion between College leaders and the Board of Trustees on College progress, the College provides annual institutional effectiveness presentations to the Board of Trustees' Institutional Effectiveness Committee. The presentation information is also distributed to the campus community and posted on the College website (IB8-8-IE Reports Research website). In addition, college-wide gatherings such as convocations and Days of Dialogue sessions covering different topics are used as venues to communicate matters relevant to the functioning of the college and gather input to facilitate college-wide improvements (IB8-9-DoD website, May 15, 2014).

Analysis and Evaluation:

Evidence demonstrates the College meets this Standard. The College several mechanisms and venues to communicate assessment and/or planning activities: through its shared governance structures, reports and presentations, website, institution-wide processes, and gatherings. Participation in these activities varies, it is required for some and highly encouraged for others. Communication strategies are set up to enhance dialogue, increase understanding of the College’s strengths and weaknesses and set appropriate priorities.
The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

Evidence of Meeting the Standard:

Engages in continuous, broad based, systematic evaluation and planning
As components of the Integrated Planning Framework, in 2009 the College adopted the Integrated Program Review, Planning and Budgeting Process to assess effectiveness of programs and services. The process is comprised of annual program review evaluations and planning over a five (5) year cycle. The last cycle started in 2010 and ended in 2014. In 2015-16 the College entered its meta-analysis phase to comprehensively evaluate the integrated planning process before a new five-year program review cycle begins. Information gathered in the first round analysis revealed that a more thorough review was in order. The College contracted with a university research group specializing in educational strategic planning to assist with the finalization of the meta-analysis, which will conclude for the program review process that will be used in 2015-16 (IB9-1-Results of Initial College Meta-Analysis; IB9-2-Results of Final Meta-Analysis from Outside Consultants).
The validation and meta-analysis are tools the College utilizes to ensure the processes used to evaluate its programs and services are effective and incorporate the components necessary for continuous institutional improvements (IB9-3-Sample PR Validation).

**Integrates program review, planning, and resource allocation**

Through the program review process all instructional programs engage in dialog about their student achievement data in relation to the ISS; while non-instructional areas engage in conversations about how to improve support for instructional programs. Assessment results and data trends are incorporated into the analysis and serve as the basis to identify programmatic needs and plan program improvements for the upcoming year (IB9-4-Program ReviewsPR1415 Data Packs/Scorecard).

Once programs have determined their plans for the upcoming year, they prepare and rank, in priority order, resource requests forms and submit them to the department. At the department level, all resource requests from the different programs are prioritized and submitted to the division for ranking. Once the division has completed the ranking, the requests are submitted to the Planning and Budget Committee (PBC) for College-wide prioritization (IB9-5-PR1415 Scoring Sheets; IB9-6-PR1415-Prioritization Results; IB9-7-RR Rubric for Prioritization). Different components of program review are assigned different scores based on the strength of the request. To ensure a fair resource request prioritization process, a rubric is used to score the strength of all resources requests based on the College identified indicators: demonstrated needs, planned program improvements, alignment with strategic priorities, sustainability, accountability, and collaboration between programs. Once PBC members conduct their ranking, resources are allocated based on funding source: Perkins, Block Grants, SFP, etc. (IB9-8-Perkins Plan).

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

The College utilizes program review as the primary mechanism through which departments and programs develop short- and long-term plans. Through program review and curricular changes, the following improvements have been made over the last 6 years:

- Culinary Arts had obtained national accreditation for its program
- Cosmetology started a barbering program
- Transportation obtained national accreditation
- Can we name a few more key items
- A student service program
- Information Technology now updates and renews all instructional and administrative software

(IB9-9-Sample Above Program Reviews that Resulted in Changes)

**Improvement of Institutional Effectiveness and Academic Quality**

This mission of the College is to offer high-quality programs. In order to meet our mission, the College put in place an SEMP with delineated and prioritized action plans to assure the institution continually reviews its effectiveness and that academic quality remains at the heart of the dialogue about student success (IB9-10-SEMP Action Plans). The SEMP frames the
activities the College undertakes and the work of its committees. Central to this is the accountability and reporting out on a monthly basis of the progress the committees are making to achieving its strategic priorities and therefor its mission (IB9-11-College Council Agenda Template).

**Analysis and Evaluation:**

Evidence demonstrates the College meets this Standard and ER19. The integrated planning framework which incorporates data, program review, planning and budgeting processes has provided structure to collect evidence with regards to program effectiveness. Through this venue instructional programs compare their performance against ISS, help highlight the institutional needs, outline institutional budget priorities and ensure alignment of funding based on program needs. Support services use similar processes to ensure they assess what is needed to support the students to successfully complete programs. The College engages in a yearly cycle of systematic evaluation and planning through its integrated planning process. This evaluation includes learning outcomes assessments (course, program, institutional and service), and student achievement indicators (course success, completions, transfer, etc.). These outcomes are used as measures of institutional effectiveness and serve as a guiding points to evaluate progress, plan program improvements and request resources to carry out the plans. This process links program review and outcomes assessment to resource request justifications, and are required to be aligned with institutional strategic priorities.
Standard I.C. Institutional Integrity

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

**Evidence of Meeting the Standard:**

*Printed and Electronic Information*
The main college publication is the college catalog. The catalog gets generated and posted to the college web page every other year. Additional course and program information is communicated to the public through the Schedule of Classes, and program factsheets. Information included in the catalog is in accordance with the requirements, outlined in IC2 and ER20 (IC1 Catalog, IC1 schedule of classes, IC1 factsheets). Responsibility to ensure information in these publications is accurate is within the purview of the Dean of Curriculum. Furthermore, the quality and accuracy of information presented on the College Website is the responsibility of the individual departments, services, and committees. To accomplish this, such entities must have designated website gatekeeper(s) and manager. Roles and responsibilities for each follow:

- **Web Gatekeeper** – is responsible for updates to the webpages of the respective department, service, or committee website (as assigned by area manager/VP or Committee Chairperson) and moderates any comments posted by anonymous visitors.
- **Web Manager** – provides direction and content to the Web Gatekeeper, as needed (IC1-website content update policy, IC1-19 webgroup users list and meeting info).

*Mission Statement*
The College’s mission statement is clearly written and displayed in the College catalog, website, and major documents (IC1-1 catalog, p1, IC1-6 College Accreditation website, IC1-27 SEMP 2014-2017 Updated DRAFT-06 03). The mission is reviewed annually at the College Council Retreat (IC1-7 2015 College Council retreat PPT). Full revision and college approval is conducted every three to five years in concert with the update of the College Strategic Educational Master Plan.

*Learning Outcomes*
Learning outcome information is listed in the catalog (IC1-9 pages from programs from catalog with PLOs; IC1-10 pages that include course SLOs), assessment website (IB2-14 screenshot of SLO assessment website), course outline of record (IB2-11-course outline (ECD example) and course syllabi (IC1-11 sample course syllabi).

The Curriculum Committee is the regulating body that updates and approves Student Learning Outcomes minimum standards (IB2-13 – Curriculum bylaws).
Per LATTC classroom policy (IC8-6 – LATTC classroom policies, p6), course syllabi shall include the approved course student learning outcomes. At the beginning of every semester,
Department Chairs collect and review syllabi of their respective areas against a syllabus checklist (IC8-4-syllabi checklist).

Program Learning Outcomes are updated annually through the program review process (IB3-18 Program Reviews 1415), changes/updates are forwarded yearly to the Catalog Dean for inclusion at the next publication (IC1-12 PLO report).

According to the 2014 LACCD Student Survey results, 80% of the students agreed that they are aware of the intended learning outcomes of the College (IC1-26 Student Survey, Q#32b).

**Educational Programs**

Educational course and program information is published in the College Catalog (IC1-9 pages from programs from catalog with PLOs, factsheets (IB2-8, Fact Sheets), and College website and applications (IC1-13 sample instructional departmental websites) and printed material developed by programs (IB2-8-Fact Sheets, IC1-5 Tuesdays at Trade newsletters).

To assure standardization, data integrity and accuracy of information, all changes and/or additions to educational courses and programs must be in accordance with pre-established Curriculum Committee guidelines (IC1-14 curriculum committee procedures, IC1-15 curriculum committee and curriculum corner websites), consistent with District and State regulations and policies related to curriculum.

Changes to the catalog/schedule update follow specific steps as outlined by the Curriculum Dean (IB7-2, Catalog update).

Program-specific information such as textbook, supply costs as well as changes to program learning outcome statements get captured in Program Review. This information feeds several areas where the information is provided:

- Catalog (catalog)
- Federal Gainful Employment reports (IC1-16, gainful employment gadgets screenshot),
- Career Coach website - provides students with labor market information for their chosen program study, such as: employment trends, earnings potential, and job postings to help establish program connection with real-world outcomes (IC1-17, career coach).

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

- Factbook - provides information about our student population, academic outreach and education (IC1 Factbook).
- Student profile – General population Student Profiles are published at the end of each Spring and Fall term.
- Enrollment management and awards - assist the campus administration in providing the necessary course offerings and student completion of major goals are updated once a year.
- Institutional Effectiveness Reports - facilitate an on-going, in-depth discussion between college leaders and the Board of Trustees on college progress toward achieving college and district strategic goals and objectives are updated once a year.
- LATTC Scorecard and Institution-Set Standards - internal standards for student achievement reviewed every semester.
- Accountability Reporting for the Community Colleges (ARCC) - provides an overview of system performance on specific indicators (transfer, vocational certificates,
participation, etc.), along with college demographics and performance on certain indicators (transfer, ESL, basic skills, vocational, etc.) updated once a year.

- Integrated Post-secondary Education Data System (IPEDS) - Post-secondary education data collection program updated once a year.
- Institutional Effectiveness Partnership Initiative (IEPI) - data to help advance the colleges’ institutional effectiveness, significantly reduce the number of accreditation sanctions and audit issues, but most importantly, enhance the college’s ability to effectively serve students – 2015 initial year.
- Program Review data packs – programmatic student achievement information provided once a year for programs to complete their program reviews, data packs are updated once a year.

(IC1- student profile, institutional effectiveness rep, scorecard, ARCC, IPEDS, IEPI, Sample PR data packs).

Student Support Services

Information regarding student support services is available in the College catalog and website. Information for the College catalog is reviewed bi-annually (IC1 - Catalog update ppt). If important updates or changes take place outside of this cycle, the new information is included in an addendum (IC1-18 screenshot with catalog addendums).

Faculty, staff and administrators review key processes and provide updates at ongoing department/program retreats and training (IC1-20 evidence – EOPS retreat agenda/Gain CalWORKs retreat agenda/joint FA & AR agenda) and monthly Student Services Council meetings (IC1-21 evidence – SS council agenda/minutes). All changes and updates are finalized and communicated during the annual Student Services retreat held for all in the division (orientation, assessment, counseling, financial aid, etc.) (IC1-22 evidence – SS retreat agenda).

Accreditation Status

- In conjunction with the Faculty Accreditation Coordinator, the College Accreditation Liaison Officer, provides pertinent and updated information regarding College Accreditation status via the website (IC1-23 Accreditation website screenshot, college-wide gatherings (IB1-13 DoD screenshot), Accreditation newsletters (IC1-24 Accreditation newsletters), and Accreditation Steering Committee meetings (IC1-25 ASC-meeting agendas 052115, 041615, 031615). Programmatic accreditation status is monitored and updated by the Curriculum Dean in the Office of Academic Affairs and Workforce Development.

Analysis and Evaluation:

Evidence demonstrates the College meets this Standard and ER20. The College follows structured pre-established processes and procedures for establishing, updating and approving its mission statement, learning outcomes, educational programs and support services. Bi-annual catalog updates and the annual program review are the primary mechanisms for documenting and publishing programmatic updates. Student Services areas have a standard process in place to ensure department/program information posted on the website is updated. All information regarding College and program Accreditation status is kept current and published.
The college website is regularly reviewed and is the topic of conversation at the monthly web-group meetings. All programs have a representative in charge of keeping the website updated.

To ensure currency and accuracy of information, the Office of Institutional Effectiveness prepares regular reports containing student achievement information. These reports include student profile information, enrollment management, awards, and institutional effectiveness reports, LATTC scorecard and Institution-Set Standards, Accountability Reporting for the Community Colleges, IPEDS and IEPI reports.

The college publishes a catalog and posts the catalog to the college web page on a biannual basis with addendums updated as needed. The catalog contains updated material with regards to College general information, requirements, and major policies affecting students as required by ACCJC ER20.

**Standard I.C.2.**
The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements”.

**Evidence of Meeting the Standard:**

*Provides an online catalog*
The College provides a comprehensive catalog available in downloadable pdf format for students and prospective students, personnel, and the public (IC1-1 College catalog).

According to the 2014 LACCD Student Survey results, 89% of students agreed that the College catalog provides accurate information about the College, its programs, and policies (IC1-26 Student Survey, Q#23e). Catalogs from previous years can be found on the website for student information (IC2-1 catalog archive).

**Catalog Requirements**
Below is a table containing a list of “Catalog Requirements” by ACCJC and corresponding page numbers in the catalog and/or links:

<table>
<thead>
<tr>
<th>General Information/with website link</th>
<th>Catalog Section #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Official Name, Address(es), Telephone Number(s), and Website Address of the Institution</td>
<td>1</td>
</tr>
<tr>
<td>Educational Mission</td>
<td>1</td>
</tr>
<tr>
<td>Representation of accredited status with ACCJC, and with programmatic accreditors if any</td>
<td>1</td>
</tr>
<tr>
<td>Course, Program, and Degree Offerings</td>
<td>8</td>
</tr>
<tr>
<td>• Degrees Plan A and Plan B requirements</td>
<td></td>
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<tr>
<td>• Program Specific degrees</td>
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<tr>
<td>• Courses per program</td>
<td></td>
</tr>
<tr>
<td>• Course descriptions including SLOs</td>
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</tbody>
</table>
Precise, accurate, and current information on all facts, requirements, policies
As mentioned in 1C1, the College has established processes to ensure information in the catalog is current through bi-annual updates reflecting changes to courses through curriculum committee and/or programmatic updates through program review (IB7-2, Catalog update). To ensure currency of online information the College has a Website work group that meets regularly and has worked under the auspices of the WEC since Spring 2014. The workgroup meets each month to talk about the website updates and needs (IC2 web work group meetings, IC2 - SharePoint specs).

The College is currently working on building a feature through SharePoint web environment, which audits websites, and reports inactivity via email if a site has had no changes in 30 days. Through this feature all site managers will get an email inactivity update and reminder to keep the site current (IC2-SharePoint specifications).

Analysis and Evaluation:
Evidence demonstrates the College meets this standard and ER20. The catalog is available in downloadable pdf format. The College catalog is the most complete and current document.
containing information about the College programs, policies, and services pertaining to students. The College Dean of Curriculum is the person in charge of ensuring information in the catalog is kept current. To accomplish this, he/she follows established processes to regularly update and publish the catalog. As a result of such changes, addendums are developed and uploaded to the website. Such processes include: an established timeline to complete programmatic revisions, approval process by the Deans of the respective areas, and final review and approval by Vice Presidents of Academic Affairs, Student Services, and Administrative Services.

The college publishes a catalog and posts the catalog to the college web page on a biannual basis with addendums updated as needed. The catalog contains updated material with regards to the College general information, requirements, and major policies affecting students as required by ACCJC ER20.

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

**Evidence of Meeting the Standard:**

*Uses documented assessment of student learning*
The Office of Institutional Effectiveness collects, and posts to the website different assessment results and reports:
- Student, program, and general learning outcome assessments - results from assessments are posted on the assessment website throughout the year as they are received (IB2-14 - Assessment Website).
- Institutional learning outcome assessments (ILOs) - Student Survey responses are used as a way to assess ILOs. The survey is a district driven survey and includes data from the nine community colleges in the district. Classes chosen for the surveys are selected based on stratified random sampling methodology to accurately represent the student body from the different colleges. The college also provides reports of assessments by Discipline and posts them on the assessment website. (sample eLumen reports, SLO assessment website screenshot).
- Service areas assessment results - are posted on the assessment website throughout the year as they are received. (Service area website)

*Uses evaluation of student achievement*
The Office of Institutional Effectiveness utilizes student level data provided by the California Community College Chancellor’s Office to generate different reports. The data is used to conduct additional analyses to help understand and interpret the findings. Student achievement data is collected and reported in the following reports:
- Student Profiles - General population student profile information includes a snapshot of student demographics and characteristics for that term/year and other related data. Student profile data is prepared at the end of Spring and Fall terms.
• Enrollment Management and awards - Enrollment Management reports and other related files assist the campus administration in providing the necessary course offerings to improve institutional efficiency and student completion of major goals. They are updated annually in Spring.

• Factbook – Contains information about the College’s history, service area, student level data, programs and services, student outcomes, faculty and staff and resources. Latest factbook update was in 2015.

• Every year during the College’s Institutional Effectiveness Presentation to the Board of Trustees, the College prepares a report on student achievement data and the Board of Trustees reviews the data, poses questions, and learns about approaches the College is taking with regards to academic quality to improve student learning and achievement (IC3-2 institutional effectiveness reports website, Institutional effectiveness reports and presentations).

Accountability reports provide the College with an improved ability to assess its performance, identify areas for improvement, and clearly demonstrate commitment to its academic mission. These reports are usually updated yearly, submitted electronically to the requesting institutions and published in the College Research and Planning website:

• Institution-set standards - internal standards (i.e., baselines) for student achievement (IC3-ISS reports).

• Accountability Reporting for the Community Colleges (ARCC) - The report provides an overview of system performance on specific indicators (transfer, vocational certificates, participation, etc.), along with college demographics and performance on certain indicators (transfer, ESL, basic skills, vocational, etc.) (IC3- ARCC reports).

• Integrated Post-secondary Education Data System (IPEDS) - is the core post-secondary education data collection program for the NCES. It is a single, comprehensive system designed to encompass all institutions and educational organizations whose primary purpose is to provide post-secondary education (IC3 - IPEDS reports).

• Institutional Effectiveness Partnership Initiative (IEPI): to help advance the colleges’ institutional effectiveness, significantly reduce the number of accreditation sanctions and audit issues, but most importantly, enhance the college’s ability to effectively serve students (IC3 – IEPI reports).

Communicates matters of academic quality to appropriate constituencies
All data related reports are posted in the Research and Planning website (IC3-RP website screenshot). Data is also regularly presented at Collegewide gatherings (IC3 - Presented at 2015 convocation, IC3 DoD screenshot), Committee meetings (IB3-14 Stud_Succ_Agendas, IB3- 17 Ed-Policies-minutes031814, DoD) and/or as requested.

As stated in IA2, soft data, hard data, and learning outcome assessments are an integral part of the program review (PR) (IB3-18 Program Reviews- Cosmetology and Nursing), because each program is required to have dialogue and document how data impacts the academic quality of their program (dialogue forms, PR form). All PR documents for the last five years are available on the program review website and SharePoint sites (PR archive screenshot, SharePoint site screenshot).
Analysis and Evaluation:

Evidence demonstrates the College meets this standard and ER19. The Office of Institutional Effectiveness collects and analyzes: course, program, institutional, and service outcomes assessment results. These results are published in the assessment website. The College is in the process of enhancing its current assessment collection process. As of Spring of 2015 assessment data is being entered into the eLumen system. It is anticipated that by Summer 2016 the system will have a rich data set to allow for learning outcome disaggregation analysis.

Assessment data is available on the assessment website by course, program, general and institutional levels. Achievement data is available through student achievement and accountability reports. Analysis from student achievement reports is utilized by shared governance committees to make decisions. Accountability reports are generally submitted electronically to external requesting institutions. After approval, achievement data and accountability reports are uploaded to the College’s Institutional Research website.

The College engages in a yearly cycle of systematic evaluation and planning through its Integrated Planning Process. This evaluation includes learning outcomes assessments (course, program, institutional and service), and student achievement indicators (course success, completions, transfer, etc.). These outcomes are used as measures of institutional effectiveness and serve as a guiding points to evaluate progress, plan program improvements and request resources to carry out the plans. This process links program review and outcomes assessment to resource request justifications, required to aligned with institutional strategic priorities.

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

Evidence of Meeting the Standard:

Describes its certificates and degrees - purpose, content, course requirements, and expected learning outcomes.

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

- Purpose: Program overview, which outlines the purpose of the program.
- Content: The total number of required and elective units.
- Course requirements: Required and elective courses by semester.
- Expected learning outcomes: Program Learning Outcomes (PLOs) by program.

The purpose, content, and expected learning outcomes of programs are updated annually based on feedback provided through program review (IC4-6 PR1314-Ph1-ProgDesc-PLO).

Information about degrees and certificates offered at the College is also available on different printed and online sources. The primary documents containing the most up to date information
are the program factsheets and department brochures (IC4-4, factsheets), (IC4-1- catalog program descriptions), (IC4-2-deptbrochure), (IC4-3 backpack screenshot).

Course requirement information in the factsheets and catalog is updated after state approval (IC4-5 curriculum Course-Change-Process). Course student learning outcomes can be found in the catalog and can only be updated through the curriculum process (IC4- Catalog pages with SLOs). According to the 2014 LACCD Student Survey results, 89.3% of LATTC students agreed that they know where to find information on each of the courses and programs. Furthermore, 85.6% stated they were aware of the learning outcomes for their program of study, and 90.4% stated they were aware of the learning outcomes for their courses (IC1-26 Student Survey, Q#32c, 32d).

A checklist for developing a comprehensive course syllabus is available on the Faculty page of the Academic Affairs website under the LATTC Faculty Resources heading. The course syllabus checklist contains further information on these required course syllabus elements, including student learning outcomes (IC4- faculty resources website screenshot; IC4- Comprehensive course syllabus checklist). Faculty are required to include the Course Student Learning Outcomes in the course outline of record, the course syllabus and they are also uploaded to eLumen. The syllabi are reviewed each semester by the Department Chair and Deans over the respective areas. Any changes to the content and student learning outcomes, requires courses to undergo through the curricular process (IC4- outline of record, syllabus, eLumen SLOs, IC4-5 Curriculum course change process).

In accordance with LACCD Board Rule 6705.20: “During the first week of classes, the faculty members teaching classes shall provide students and the Department Chairperson (in hard copy or electronically) a syllabus that describes the student work product which will be the basis for determining each student’s grade in the class as well as the grading criteria for the class. Furthermore, the syllabus shall include the approved course student learning outcomes........” (Board Rule 6705.20). The College follow up with this board rule and instituted the following as part of its Classroom Policies and Procedures “instructors are encouraged to provide a syllabus to students on the first day of class—and are required to provide the syllabus by the end of the first week of class.” In addition, instructors are to provide their department chair with a copy of the course syllabus, for each course taught, by the end of the first week of class (IC4-LATTC Classroom Policies and Procedures).

Analysis and Evaluation:

Evidence demonstrates the College meets this standard. The College’s Dean of Curriculum is the person responsible for ensuring information in the catalog is kept current. To accomplish this, he/she follows established processes to regularly update and publish the catalog. As a result of such changes, addendums are developed and uploaded to the website. Such processes include: an established timeline to complete programmatic revisions, approval process by the Deans of the respective areas, and final review and approval by Vice Presidents of Academic Affairs, Student Services, and Administrative Services.
The catalog and program factsheets provide a complete description of all certificate and degrees including their purpose, content, course requirements and program learning outcomes.

Student learning outcomes for courses and program learning outcomes for programs are fully described in the College Catalog.

In accordance with Board Rule, during the first week of class, faculty are required to provide the department chair with a copy of their course syllabi which includes student learning outcomes for the class. Thus, college policy states that Faculty are encouraged to provide a syllabus to students on the first day of class and are required to provide the syllabus by the end of the first week of class.

The College has a process in place to ensure that courses adhere to the learning outcomes outlined for the course: they are documented in the course outline of record, included in the syllabus and must be reviewed every semester by the Department Chair presiding over the area. All changes to these outcomes must be made through the curricular process.

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

**Evidence of Meeting the Standard:**

*Regularly reviews institutional policies and procedures*
As stated in IB7, College policies and procedures are bound by the District’s Administrative Regulations and Board Rules. They are revised annually in June, or whenever parent regulations/rules change. Functional oversight is provided by the Vice President of Administrative Services (IB7-1- policies-procedures screenshot).
As described in IC1, the College has a process in place to ensure accuracy and currency of policies and procedures as they pertain to the mission, educational programs and student services. Policies and procedures are reviewed and updated prior to catalog publication every other year and/or as needed. Responsibility to ensure information in these publications is accurate is within the purview of the Dean of Curriculum.

*Regularly reviews institutional publications*
The Office of Public Relations (OPR) reviews all College publications and announcements to assure integrity in its representation and accuracy of information. Standards for style, graphics and content are posted on the website and communicated to constituents (need evidence). Student announcements must have an ASO stamp on them and must be sent to the OPR by a Dean or Vice President. Other campus announcements must receive approval from a Dean or Vice President before being sent to OPR (IC5 – 1 public relations website).

**Analysis and Evaluation:**
Evidence demonstrates the College meets this standard. This topic is broadly discussed in Standards IB7 and IC1. Changes to College policies and procedures are bound by changes to District Administrative regulations and board rules. The College Vice President of Administrative Services provides oversight of these changes and communicates with the Academic and Student Services Vice President as changes arise. Changes are made available to the college community through the Administrative Regulations & Process website. The OPR reviews publications to assure the integrity of all materials and to ensure they clearly represent the College.

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

**Evidence of Meeting the Standard:**

**Accurately informs current and prospective students regarding the total cost of education**
LATTC informs current and prospective students and public of the total cost of education, including tuition, fees, and other required expenses, including textbooks through a variety of online and printed resources.

- Based on a federal mandate the primary venue to communicate all this information is included in Gainful Employment reporting (IC1-16 website screenshot of gadgets). Gainful Employment requires institutions to provide key information on program costs, whether students graduate, how much they earn, and how much debt they may accumulate. This information can be found on the main program information site along with program the program factsheets (IC6-1 gainful employment screenshot).
- The College publishes program-related information in the LATTC Career Coach website which also contains statistics and labor market and job-related information (IC6-2 CareerCoachProg).
- In addition, cost of books and book lists can be generated through the bookstore webpage (IC6-3 bookstore).
- Additional information regarding expenses and financial support to students is available on the Financial Aid webpage (IC6-4 financial aid website screenshot).

To ensure accuracy, the yearly program review process is the venue used to update and collect program information regarding textbook fees, and other program costs (IB4-1 Program Reviews, page 2).

**Analysis and Evaluation:**

Evidence demonstrates the College meets this standard. The College provides more than one option for accessing the same information regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials. Annual compliance with federal regulations helps ensure that this required information is kept current.
**Standard I.C.7.**

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

**Evidence of Meeting the Standard:**

Uses and publishes governing board policies on academic freedom and responsibility

- Board rule 15002 on academic freedom, reaffirms the District/College commitment to academic freedom (IC7–1–15002 board rule).
- Board rule 1204.12, the faculty code of ethics, outlines faculty responsibilities as teachers, colleagues and members of an academic institution (IC7 1204.12 board rule).

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

Furthermore, Article 4 of the LACCD Faculty Guild agreement also has a statement on academic freedom which states “The Faculty shall have the academic freedom to seek the truth and guarantee freedom of learning to the students” (IC7-2 - faculty contract, p 3).

In compliance with Board Rule 1204.12, LATTC adopted the Faculty Code of ethics policy which highlights the College commitment to free pursuit and dissemination of knowledge and delineates faculty roles and responsibilities in support of intellectual freedom of faculty and students (IC7-3 – Governance handbook, p26) (IC7-4, AAUP).

LATTC extends the ethics policy to include all College employees, and the expectation to “….Respect differences of opinion and approaches to issues and problems.” All LATTC employees must “…uphold the highest standards of intellectual honesty and academic, professional, and personal integrity in the conduct of instruction, research, college services, and all other functions of the college” (IC7-3 – Ethics Policy-Governance handbook, p27).
In addition, the College catalog includes a section on District and College policies which includes academic freedom and responsibilities to promote an environment that supports intellectual freedom (IC7-5- LATTCLACCD acad free).

Analysis and Evaluation:

Evidence demonstrates the College meets this standard and ER 13. The College publishes and uses policies on academic freedom and responsibilities governed by the LACCD Board rules. The College emphasizes its commitment to the free pursuit and dissemination of knowledge, and its support for intellectual freedom through its adopted code of ethics.

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

Evidence of Meeting the Standard:

Honesty, responsibility and academic integrity - Students
To ensure honesty, responsibility and academic integrity, the College uses and publishes numerous guidelines for student behavior, academic honesty and dishonesty based on LACCD Board Rule Standards of Student Conduct on Campus (IC8-1-board rule 9803.28); in the College catalog (IC8-2- catalogstudent, p23). The board specifies the following as actions as violations of academic integrity: “cheating on an exam, plagiarism, working together on an assignment, paper or project when the instructor has specifically stated students should not do so, submitting the same term paper to more than one instructor, or allowing another individual to assume one’s identity for the purpose of enhancing one’s grade.”
Faculty are encouraged to include an academic honesty statement on their syllabi and to review it with their students during their first meeting (IC8-4- Faculty Course Syllabus Evaluation checklist, IC8-5- syllabus). How many do this? It is not required?

The Academic Affairs office maintains and posts on its website, a LATTCLACCD Classroom Policies and Procedures document which includes policies and procedures pertaining to student behavior, academic honesty and the consequences for dishonesty as well as other faculty and student responsibilities (IC8-6 – LATTCLACCD classroom policies, IC8-website screenshot). The LATTCLACCD Student Discipline Forms and Guidelines website provides information about the administrator responsible for discipline; formal and informal procedure to follow; types of student discipline in progressive order; reasons for disciplinary actions; and Los Angeles Community College District classroom conduct rules (IC8-3 Student discipline forms screenshot).

Honesty, responsibility and academic integrity – Faculty & Staff
Codes of Ethical Conduct for faculty and staff are included in the LATTC Shared-Governance handbook. As mentioned in IC7, LATTC Ethics Policy includes the expectation that all College employees must “...uphold the highest standards of intellectual honesty and academic, professional, and personal integrity in the conduct of instruction, research, college services, and all other functions of the college” (IC7-3 Governance handbook, pp 26-28).

In May 2011, focus groups and college-wide gatherings were conducted to establish LATTC’s Core Values, which were then included in the current Strategic Educational Master Plan (IC1-27 SEMP 2014-2017 Updated DRAFT-06 03) and Shared Governance handbook (IC7-3 Governance handbook, p6).

In addition, some departments developed and adopted departmental professional standards to address their departmental and industry needs (IC8-7, Science & Transportation standards), according to the 2014 LACCD Student Survey results, 91% of the students agreed that the policies and penalties for cheating are clear and enforced (IC1-26 Student Survey, Q#23d). The LATTC standards for providing quality distance education has a specific plagiarism policy that is embedded into all online courses (IC8-8 DDL policies, page 18).

Analysis and Evaluation:

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

Faculty inform students about policies on academic dishonesty in their respective classrooms. The College has an assigned administrator in charge of enforcing progressive discipline for students who do not abide by the policies. The Codes of Ethical Conduct printed in the governance handbook and published in the website; is utilized to inform faculty and staff about the policies regarding employee behavior. Such policies may be enforced through the annual employee evaluations.

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

**Evidence of Meeting the Standard:**

*Faculty distinguish between personal conviction and professionally accepted views*

LACCD board rules affirm that academic freedom is essential to excellence in education and spell out the District expectations from all employees to behave in an honest, fair and appropriate manner in pursuit of its mission. (IC9-1 Board rule 1204). The College follows numerous guidelines on academic freedom, academic, professional, and personal integrity in the conduct of instruction (IC9-2-Governance handbook p. 26, IC1-1- College Catalog, p 10)

Faculty code of ethics in the Shared Governance handbook specifically states, “...[Faculty] practice intellectual honesty. Although faculty members may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry” (IC9-2-Governance handbook p. 26). A required component of the Faculty Course Syllabus Evaluation Checklist states that it must include “a method of evaluating student progress toward and achievement of course objectives….and how students will be graded.... also standard requirements for the course” (IC8-4- Faculty Course Syllabus Evaluation checklist; IC8-5-syllabus). Based on the Fall 2014 LACCD Student Survey, 90% of the students agreed that LATTC faculty distinguish between personal conviction and professionally accepted views in class and present information fairly and objectively (IC9-4 Student Survey pp. 14&15).

**Analysis and Evaluation:**

Evidence demonstrates the College meets this standard. The college has adopted and publishes statements to inform faculty about their responsibilities and obligations to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge.

Every three years the District conducts Student Surveys through a stratified random sampling, this method is utilized to ensure the college is meeting this expectations. To this regard, results from the Fall 2014 survey, confirmed a positive student experience.
Standard I.C.10.  
Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard:

*Codes of conduct - Students*

The District has adopted Standards of Student Conduct Board Rule 9803 and its accompanying Student Discipline Procedures Board Rule 91101, which outline student standards of conduct pertaining to willful disobedience, dishonesty, disruption of classes, theft of or damage to property, etc. and possible courses of action (IC10-4- Board Rule 9803 and 91101). These College Standards of Student Conduct are accessible in the College catalog, and schedule of classes (IC10-5-StudentConduct catalog). Additionally the College’s ombudsperson provides Student discipline guidelines to students (IC10-6- student discipline guidelines).

*Codes of conduct - Staff and Administrators*

The College adheres to specific standards of conduct for staff as specified in personnel commission rule 735, which outlines specific unacceptable acts and behaviors by employees. (IC10-1-PC-RULE735). Employee standards of performance are also prescribed in the employee handbook which states, “…each employee of the District is expected to take personal responsibility for their actions, conduct themselves in a positive and ethical manner and maintain satisfactory job performance...” (IC10 – 2-EmployeeHandbook, p 31). In addition Board Rule 10101 and Human Resource guide E-001 deal with unsoliciting derogatory communications. The rule and guide outline requirements, procedures and processes for dealing with employee derogatory communications and define it as “…inadequate or improper performance of duties, an unlawful act, an act of moral turpitude, inappropriate conduct in the course and scope of employment, or conduct outside the course and scope of employment that is incompatible with the employee’s job duties” (IC10-3- Board rule 10101- HRGuide E001).

*Codes of conduct - Faculty*

The College follows a faculty code of conduct approved by the Board of Trustees as an umbrella code applying to all employees who are not covered by some other code of conduct and it is posted on the District website (IC10-7-Faculty Board Rule 1204.13). The Academic Senate has a specific Statement on Professional Ethics for faculty as part of the Faculty Handbook (IC10-8-StatementofFacultyEthics, IC10-Faculty Handbook screenshot).

Analysis and Evaluation:

Evidence demonstrates the College meets this standard. Standards of conduct for Students, Faculty, Staff and Administrators are dependent upon different Board Rules, Personnel Commission Rules, HR Guides, etc. These rules are clearly stated and accessible via the College and/or District website.
As one of the District nine campuses which is funded as a public educational institution, LATTC is prohibited by law from instilling specific beliefs or world views upon its faculty, staff, and students.

**Standard I.C.11.**

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

This standard does not apply to the College.

**Standard I.C.12.**

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

**Evidence of Meeting the Standard:**

*Compliance requirements*

The College complies with all Accreditation Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure regarding all accreditation-related matters, reports and documents within one click away from the home page (IC12-1-accreditation site).

To comply with public disclosure, the College Accreditation site is kept current with all Accreditation status information and correspondence between the College and the Commission. This includes posting the College’s annual reports to the Commission, which provides information about the College educational quality and institutional effectiveness (IC12-2-annual reports screenshot).

*Responsiveness and disclosure of requirements*

The College responds to meet commission requirements within the specified time period. In 2009, the College was placed on probation (IC12-3probation letter), and between 2010 and 2011 the College took a series of actions to meet requirements and ensure compliance with the recommendations. By June of 2011, the College received a letter reaffirming its Accreditation status (IC12-4-letter and certificate of accreditation).

**Analysis and Evaluation:**

Evidence demonstrates the College meets this standard and ER21. To ensure transparency, the College practices adherence to the Commission requirements, Standards, and policies for public
disclosure. To this regards all student-related matters, communications, committee minutes, reports, and program evaluations are posted on the College website.

As directed, the College has diligently strived to comply and respond to recommendations and plans for improvement expeditiously. Information is continuously updated and kept current.

The College adheres to eligibility requirements and accreditation standards as described in this self-study. It maintains its integrity in describing itself to all accrediting agencies and communicates changes in its accredited status. The College agrees to disclose information as required by the Commission. Furthermore, the College will comply with Commission requests, directives, decisions, and policies, and will make complete, accurate, and honest disclosure.

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

**Evidence of Meeting the Standard:**

*Compliance with regulations and statutes*
The College demonstrates continuous compliance with external regulatory agency requirements. As stated in IC12, the College is in compliance with all ACCJC requirements. In addition the College also complies with federal and state mandates, as well as regulations from the California Community College Chancellors Office pertaining to Gainful Employment, etc. (IC1-23 Accreditation website screenshot, IC23-accreditation certificate).

Additionally, specific programs within the College are accredited by American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC), Interstate Renewable Energy Council (IREC), and the National Automotive Technicians Education Foundation (NATEF).

*Communicates any changes in its accredited status to the Commission, students, and the public*
Changes in its accreditation status are communicated to the public via the website, accreditation related- newsletters, the President Monday blasts (IC13-accreditation website screenshot, IC13 – probation letter, IC13 accreditation status reaffirmed letter, IC13-2011 follow up visit report, IC13 - Monday blast, accreditation newsletters)

**Analysis and Evaluation:**

Evidence demonstrates the College meets this standard and ER21. In June 2009 the College was placed on probation and worked diligently to reaffirm its accreditation status. In April 2010, the College had a follow up visit and as a result the college’s accreditation status was moved from probation to warning. In June of 2011, after months of addressing the team’s recommendations, the College’s accreditation status was reaffirmed.
As demonstrated by its accreditation reaffirmation status letter posted to the website, the College ensures that the information provided to the commission and public is complete and accurate.

The College adheres to eligibility requirements and accreditation standards as described in this self-study. It maintains its integrity in describing itself to all accrediting agencies and communicates changes in its accredited status. The College agrees to disclose information as required by the Commission. Furthermore, the college will comply with Commission requests, directives, decisions, and policies, and will make complete, accurate, and honest disclosure.

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

**Evidence of Meeting the Standard:**

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

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

The ongoing work of the PACTS framework exemplifies a transformational change for the College and its commitment to ensure student success is at the forefront of its practices. The framework was developed and is being integrated into the college daily operations on the premise that in spite of any barriers, the College will provide students with the competencies needed to successfully access a College education, to attain industry-recognized and post-secondary credentials, and obtain a career that pays family-supporting wages and offers opportunities for advancement and growth (IC14-1, PACTS description, IC14-14 USC – retreats).

The College commitment to support a successful student-centered environment is also highlighted by the conversations surrounding student achievement data that take place at the shared governance committee meetings, college-wide forums, college-district presentations, and by the College’s institutional processes specifically targeted to address performance gaps further demonstrate its commitment to continuously enhance student learning and achievement (IC14 committee meetings minutes, IC14-DoD screenshot, IC14-IE presentations, IC14-Equity plan). Furthermore, the foundation works in conjunction with the College by offering scholarships to help students pay for college and help them achieve their goals. In 2014, the foundation awarded a total of $151,552 in student scholarships (IC14-2, Scholarship Report).

To ensure students are trained with the most recent technology and industry standards, the College works closely with industry partners. Information received ensures that programs keep
abreast of new technologies and requirements in their fields and make changes to their curriculum accordingly (IC14-6, advisory minutes).

**Analysis and Evaluation:**

Evidence demonstrates the College meets this standard. The College is a publicly-funded, open-access institution that functions for the benefit of the surrounding community and its students. Its commitment to high quality education can be best exemplified by the work taking place to adopt and implement PACTS. The framework was developed as a comprehensive reform initiative designed to integrate academic, assessment, counseling and advisement services into a structured pathway that students can follow in order to earn certificates, degrees and/or prepare for transfer. PACTS is an emerging innovation and many of the activities envisioned are in the development stages. The College is jointly working with USC’s Center for Urban Education to ensure methods of evaluation are in place to help document processes of implementation, and continuously use information to make mid-course corrections.

The College does not generate financial returns for investors, but works closely with industry partners to ensure students are prepared to meet the demands of their chosen industry. It also gives scholarship money to deserving students.

The College priorities are documented through the SEMP. Every step of the PACTS implementation is being documented in partnership with USC’s Center for Urban Education to help facilitate a smooth transition into the pathways.
Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

Standard II.A. Instructional Programs

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

Evidence of Meeting Standard:

All instructional programs at Los Angeles Trade Technical College are offered in fields of study consistent with the institution’s mission to “provide high quality academic, technical, and professional educational opportunities and generate economic development with our educational, governmental, community and business partners” (II.A.x LATTC College Mission). Our mission is carried through our programs ranging from career-technical education, transfer to credit and non-credit basic skills courses (II.A.x College Catalog). All courses and program are appropriate to higher education and culminate in defined student learning outcomes (xxx). Students must successfully complete their program courses with a “C” or better and maintain a grade point average of 2.0 to attain a degree or certificate. The College’s programs prepare students for employment, further academic studies, or transfer to baccalaureate programs.

In 2014-15, LATTC offered xxx programs of study with xxx credit course sections. This includes xxx degree-applicable course sections, xx non-degree applicable course sections, xxx CTE course sections, and xxx non-credit sections. The college offers xx associate degrees (AA and AS), xx associate degrees for transfer (ADTs: AA-T and AS-T), and xx state-approved certificate programs (xxx). All approved programs are published in the LATTC College Catalog with clearly stated Program Learning Outcomes, program goals and objectives (XXX). The College currently tracks employment through the Perkins Core Indicator report. The College will be
participating in the CTE Outcomes Survey, a state-level strategy designed to collect job placement and employment outcome data from alumni, to gather additional employment data.

Regardless of location or means of delivery, LATTC offers quality programs that are supported by adequate facilities. While most course sections are offered at the college, the college also serves the community through off-campus offerings that include Labor Studies course offerings at union halls and community based organizations. In addition, LATTC offers courses through distance education. Courses delivered through distance education are based on the same course outline of record as face-to-face courses.

LATTC has no degree or certificates which are currently being offered 100% through Distance Education. The College makes decisions regarding which courses are offered through Distance Education by consultation on multiple levels. Distance Education student success rates are reviewed to identify disparities and need for improvements. Training is available for faculty to assist them in improving outcomes. The Curriculum Committee reviews courses requested for distance education approval to determine if the modality is conducive for online offering. The dean, vice president and department chair confer before scheduling classes to ensure that programs are offering courses that help students meet their educational goals for graduating with degrees and/or certificates when scheduling courses.

Analysis and Evaluation:

LATTC meets this standard. The college ensures the quality and appropriateness of all programs and services to the mission of the college through multiple institutional processes, including Program Review and curriculum review (xxx). These linked processes include the development and evaluation of learning outcomes for all courses, degrees and certificates. The curriculum approval process requires that learning outcomes be developed and included in the approval process for all courses and programs (xxx).

Curricular and program standards are consistent for all courses and programs of study, regardless of location or mode of delivery. In 2014, LATTC completed a study to review course level success rates based on modality for all courses offered via distance education (xx). This report provided a thorough evaluation of the outcomes between on-campus and online course offerings. Standards and review processes for courses and programs provided at off-site locations are likewise identical to on-campus courses and programs.

Evidence

1. LATTC Mission Statement
2. LATTC Catalog, Program Pages Excerpt
3. LATTC of Degrees and Certificates
4. Curriculum Committee Handbook
5. LATTC Degree Award Data
6. LATTC Comparison Online vs In-Person Course Offering Report
Standard II.A.2.
Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Evidence of Meeting the Standard:

LATTC’s faculty are responsible for ensuring that all credit courses, in both content and methods of instruction, meet academic and professional standards and expectations. Proposed courses are appropriate for lower-division instruction and fulfill requirements for general education, transfer preparation, workforce preparation or basic skills. Faculty ensure quality of courses through the formal curricular development process in addition to departmental and discipline meetings (English Department Meeting XXX). The course outline of record contains all elements required by Title 5 of the California Code of Regulations—unit values, contact hours, requisites, catalog description, objectives, and content. Course outlines align with institutional and course level outcomes. The LATTC Curriculum Handbook provides guidelines and standards, aligned with state and external standards, for the development and review curriculum (xxx).

Course syllabi are developed based on the official course outline of record, which includes minimum standards for content and methods of instruction. Chairs and Deans review faculty course syllabi to ensure that the course sections are consistent with the expectations listed on the official course outline of record.

Faculty review and improve courses and programs through the Curricular review process as outlined in Standard IB.5. At least every six years, program faculty review all courses for currency and stipulate changes needed for the courses and degrees within a program: substantive change, non-substantive change, archival, or development of new courses (xxx).

Classes taught through distance education (DE) are required to meet the same measurable student learning outcomes as courses taught in person and those taught through a blend of in person and DE. The course outline of record contains the student learning outcomes, and the teaching modality of the course does not impact the desired outcomes for the course. A student taking a course should be able to expect to learn the course objectives and outcomes regardless of the method of instruction. The university which provides transfer credit for the course should be able to have the same expectations regardless of the teaching method.

The College has a Distance Learning (DL) committee chaired by the Instructional Technologies Faculty Coordinator and comprised of faculty and administrators representing the Academic Senate, faculty union and an administrator (DL Agenda). The DL committee reviews is charged with approving faculty who desire to teach distance education through criteria developed and adopted by the Academic Senate. The faculty coordinator participates in the DE activities at the district and state level and provide recommendations and guidance to the Educational Policies.
Committee of the college. The Academic Technologies provides training and assistance This helps to ensure that the college provides input into district policy and planning and the coordinated efforts of the district provide opportunities for the campus.

All online courses taught need to meet the requirements of courses based on the course outline of record. This includes the following:

- Regular, effective and substantive contact between the instructor and the student and peer contact between students through the use of synchronous or asynchronous discussion forums, in-person meetings, synchronous instructional sessions, and office hours.
- ADA Section 508 compliance for all instructional methods. Technology used by the instructor is required to meet accessibility standards.
- Instructional methodology must meet the learning outcomes for the course. If the teaching method cannot effectively provide instruction or provide accurate assessment of student competency in the course learning outcomes, it is not approved for use by the curriculum committee or the department chair or the dean upon review.
- Instructors discuss the course student learning outcomes and student performance as part of the regular program review process. Additional discussions are held at the curriculum review process, at the chair’s meetings, and at academic technology trainings and meetings. Special professional development workshops are held on these topics annually.

The Educational Policies Committee recommended to the Vice President of Academic Affairs and Workforce development that online course student success rates be within 20% for the same courses taught through on-site methods. Based on review and discussion, the Educational Policies Committee and the Student Success Committee recommended that if the success rates are less, then the course is not scheduled to be offered online until an improvement plan is developed and implemented.

Analysis and Evaluation:

LATTC meets this standard. Faculty at LATTC regularly and systematically review and improve course and program curricula to ensure academic rigor and alignment with current standards. Faculty regularly assess course level learning outcomes for improvement of student learning. The learning outcomes results are discussed and reflected in the (XXXX). The results provide the data for the Program Review and Resource Allocation processes.

The Course outlines, consisting of all required and recommended elements, are accessible to college staff and the public through the District’s Electronic Curriculum Database (ECD). Full-time faculty use ECD to modify existing course and degrees and generate new curriculum. Faculty members of the curriculum committee review courses and programs within the system and provide feedback to discipline faculty.

Evidence

1. XX Course Outline of Record
3. Curriculum Committee Handbook
4. Full-time Faculty Evaluation
5. Form 3?
7. District Electronic Curriculum Database (ECD)
8. Curriculum Committee xxx
9. LATTC Catalog: ADT Pages
10. Kinesiology ADT Chancellor’s Office Submission Narrative

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

**Evidence of Meeting the Standard:**

As discussed in Standard 1.B.5, the College identifies and regularly assesses learning outcomes for courses, programs, certificates, and degrees and uses these documented results to communicate to the constituents about the quality of College instruction. The College continues to aggressively refine the learning outcomes process as further discussed in the Quality Focus Essay. The LATTC Program Assessment Guidelines approved recently by the Academic Senate, provides further guidance to the frequency and extent of learning outcomes assessment during each three-year cycle (Assessment Guidelines).

The development and implementation of learning outcomes involves a broad-based institutional dialogue among faculty, staff, and administrators through the participatory governance structure.

The Curriculum Committee ensures that the course outline of record for all approved credit and noncredit courses includes an addendum that describes the course student learning outcomes (SLOs). The Curriculum Committee processes additions or revisions to course SLOs.

As described in Standards I.C.1 and I.C.3, all faculty are required to distribute a syllabus that includes the approved course SLOs in accordance with LACCD Board Rule 6703.10 (II.A.xx). A component of the faculty evaluation process, under “Professional Contributions” on the faculty evaluation summary form, documents whether the faculty member has met this requirement (II.A.xxx). All disciplines submit Assessment Plans to define when course SLOs will be assessed, as well as improvements developed and implemented, and when the SLOs will be reassessed. Assessment Plans are posted on the LATTC Assessment Site (XXX).

All of the College’s degree and certificate programs have identified PLOs. The PLOs are published in the *LATTC College Catalog 2014-2016*. Program learning outcomes will be assessed on a three-year cycle aligned with the *Strategic and Educational Master Plan 2012-2017* (xxxx).
The Curriculum Committee Chair and Dean provide guidance to faculty developing or revising outcomes in the course outlines of record. All faculty are required to include student learning outcomes on course syllabi (xxx).

All instructional programs have identified student learning outcomes at the course, degree, certificate, and program levels. SLOs are required in all new or revised courses and programs. The Curriculum Committee reviews SLOs as a component of the course outline of record, ensuring alignment between outcomes statements and other curricular elements, including course objectives, methods of instruction, evaluation, and grading standards (XX). SLOs are included on the official course outline of record (COR) in LATTC’s curriculum management system, ECD.

Analysis and Evaluation:

LATTC meets this standard. All instructional programs have established and recorded student learning outcomes for existing courses, degrees, and certificates, which are required in the approval process for all new curriculum (xxxx). SLO development is a required component of all curriculum development and review for instructional programs. Course learning outcomes are recorded on the course outline and included on course syllabi (Ev.7,18). Program learning outcomes for degree and certificate programs are recorded in the official curriculum database and in the college catalog. Adjunct and part-time faculty are provided with current copies of the COR, including SLOs, for syllabi development. Program coordinators, department chairs, and/or division administrators review syllabi to ensure inclusion of course SLOs.

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

**Standard II.A.4.**

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

Evidence of Meeting the Standard:

LATTC offers xxx courses of pre-collegiate level curriculum, distinguishing these courses either by subject Basic Skills or Learning Skills courses. The sequences of Basic Skills courses in English and Math are diagrammed in the College Catalog (xxx). Academic Connections directly supports the pre-collegiate courses through tutoring, skills assessment, and English and Math refresher courses and workshops. To support students in learning skills and knowledge necessary to advance and succeed in college level curriculum, LATTC provides paths through pre-collegiate to college-level courses.
Through the new state-funded Student Success and Support Program (SSSP), new applicants to LATTC undergo assessment testing to determine appropriate course placement in English and Mathematics. Students then meet with a counselor to select first semester courses based on the test results and to develop an abbreviated education plan (xxx). The college does not offer full degrees, programs or certificates online. Classes are selected on an individual basis.

Analysis and Evaluation:

LATTC meets this standard. Credit and Noncredit curriculum pre-collegiate Basic Skills, English and Mathematics provide students a transition into college-level instruction (xxxxx). Faculty continue to develop curriculum that is responsive to the needs of basic skills students. For example, Mathematics faculty developed an accelerated Mathematics course that condenses Pre-Algebra and Beginning Algebra courses into a single xx-unit course (xxx). A combination of in-class instruction and online practice will prepare students for Intermediate Algebra in one rather than two semesters.

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

**Evidence of Meeting the Standard:**

The College requires a minimum of 18 units in a major or area of emphasis with a minimum total of 60 semester units in order to earn an associate’s degree. These requirements comply with Title 5, Section 55063 of the California Code of Regulations and LACCD Board Rule 6201.10 (XXX)

The breadth, depth, quality, and rigor of the College’s programs are determined through our curriculum process as detailed in LACCD Administrative Regulation E-64 (xxx), E-65 (xxx) and state curricular requirements (xxxxxx). All degrees consist of units required for the major or area of emphasis, general education, and degree-applicable elective units to reach the 60-unit minimum as required in LACCD Board Rules 6201.13 and 6201.14 (xxx). Degrees consist of a core of required courses in a single field of study allowing for in-depth immersion in the subject. Students must also complete a minimum of 18 units of general education providing a breadth of knowledge outside of the selected program of study. State Chancellors office-recognized certificates require a minimum of 18 units in the selected major or area of emphasis.

LACCD Board Rule 6201 specifies the minimum number of units for an associate degree as being no less than 60 (6201.10), minimum GPA of 2.9 (6201.11), the English and Math competency requirements to be met (6201.12), and the General Education requirements (6201.14).
The General Education requirements for approved Associate Degrees are presented in the catalog and address the following areas of knowledge:

- Area A: Natural Science
- Area B: Social and Behavioral Sciences
- Area C: Humanities
- Area D: Language and Rationality: English Composition and Communication/Analytical Thinking
- Area E: Health and Physical Education

Eligible courses provide an introduction to these fields and are specified in the catalog. The number of general education units to be taken range from 18 – 30, depending on whether Plan A or Plan B is followed.

Analysis and Evaluation:

The College follows practices common to institutions of higher education in designing degree and certificate programs. All degrees require a minimum of 60 units. LATTC’s Career Technical Education programs are designed for students to enter the workforce after completing a degree or certificate. CTE programs receive regular and ongoing feedback from industry representatives through advisory committee meetings to ensure the required coursework and sequencing is appropriate to meet industry needs. Associate of Science, Arts or Transfer Degrees require a minimum number of general education units, ranging from 18 to 30, depending on the plan selected, that provide an introduction to the fields of Natural Science, Social and Behavioral Sciences, Humanities, Language and Rationality, and Health and Physical Education.

**Standard II.A.6.**

_The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education._

Evidence of Meeting the Standard:

Courses are scheduled in a manner that allows full-time students to complete certificate and degree programs within two years. For example, through the Pathways (PACTS) guided choices strategy, the College has developed two-year plans for students in Advanced Transportation and Manufacturing, Design and Media Arts, and Liberal Arts and Sciences (PACTS Plans). All department chairs prepare course schedules (for dean approval) that enable students to complete their programs of study within two years assuming full-time attendance. Classes are flexibly scheduled in the day, afternoon, and evening hours, on Saturday, and online.

Analysis and Evaluation:
In addition to the innovative development of the PACTS Plan that include the guided-choices for each Pathway, department chairs and deans collaborate to ensure courses are scheduled in a manner so students may complete within two-years, if attending full-time.

**Standard II.A.7.**
_The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students._

**Evidence of Meeting the Standard:**

Each course offered at the college is based off an approved course outline of record which includes the opportunity for discipline faculty to incorporate appropriate student learning outcomes. Each course in a program of study builds on the required courses and competencies leading to the identified Program Learning Outcomes. Curricular maps align the course, program and General Education Learning and Institutional Learning Outcomes (xxxx). The Student Learning Outcomes and Program Learning Outcomes are published in the College Catalog and are reviewed on a three-year assessment cycle. Additionally, Student Learning Outcomes may be updated during the curricular process. (Evidence – Course Outline of Record, catalog page, program review document).

**Standard II.A.8.**
_The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability._

**Evidence of Meeting the Standard:**

LACCD Board rules dictate the required general education areas of emphasis required for graduation. As such, the general education discipline faculty identify courses during the curricular adoption process to support the areas of emphasis in the graduation plan. The course outlines of record incorporate all Title V requirements. Syllabi are updated and reviewed each semester to ensure SLOs and course objectives are correct and aligned with the catalog and Course Outline of Record. The courses are reviewed at a minimum every 5 years. The campus has aligned SLO’s, PLO’s, GELO’s, and ILO’s which are assessed during the assessment cycle; the alignment incorporates the ability of the student preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences to be evaluated during each assessment cycle.

**Standard II.A.9.**
The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions.

Evidence of Meeting the Standard:

The Program and Course Approval Handbook distributed by the California Community Colleges Chancellors Office outlines the requirements regarding construction of degree programs which includes guidance on appropriately identifying areas of inquiry and/or emphasis in degree programs. Additionally, the Chancellors Office provides direction on the construction and adoption of Transfer Model Curriculum, alignment of state-wide core curriculum as part of C-ID, transferability of courses utilizing ASSIST.org, as well as guidance with Title V course and program requirements. As such, the applicable discipline faculty identify courses during the curricular adoption process to support the areas of emphasis in the field of study. The course outlines of record incorporate appropriate competencies which align with the identified program learning outcomes. As a measure of ensuring mastery in the area of inquiry and/or emphasis is achieved upon completion of the program, faculty construct a curricular map identifying the courses, competencies, and identification of key competencies mastered. (Evidence – link to handbook, program fact sheet, and corresponding curricular map)

Standard II.A.10.
The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Evidence of Meeting the Standard:

As described in the Policy on Transfer of Credits, the College only accepts credits from accredited institutions recognized by the U.S. Department of Education or the Council on Postsecondary Accreditation. The College does not accept credits from non accredited institutions (xxx). District Administrative Regulations xxx, detail the types of credit the College accepts coursework from a college outside of the District, credit for courses taken at institutions of higher learning outside of the United States, military credits, and upper-division coursework (xxxx). The LATTC College Catalog provides students with information on transfer of credit policies (xxxx). The College maintains articulation agreements with the California State University and University of California systems in addition to private and out-of-state colleges and universities. The College Articulation Officer and the Transfer Center Director provide training for all counselors on the acceptance of transfer credit as outlined in the California State University Executive Order 1033 and the Intersegmental General Education Transfer Curriculum (IGETC) Standards.
New or updated courses are uploaded annually to the four-year institutions for review in order to initiate new articulations. Articulation System Stimulating Inter-institutional Student (ASSIST) is updated by both the Articulation Officer and the four year institutions to reflect course and program changes. In accepting transfer credits from other institutions, either the counselor accepts the course, using existing articulation agreements. The Articulation Officer oversees the process and ensures that the learning objectives for the course accepted for transfer are consistent with the course objectives and transfer guidelines.

Analysis and Evaluation:

The College makes information about the transfer of credits available to its students through the general catalog. The College maintains articulation agreements with both in-state and out-of-state colleges, which are available on the Articulation System Stimulating Inter-institutional Student Transfer (ASSIST) website and the LATTC Transfer Center website (xx).

The Articulation Officer submits changes and updates to all UCs and CSUs and participates in the annual submission of new courses approved for IGETC and CSU GE approval. Approvals for IGETC and CSU courses are made available to students are updated and included in LATTC Catalog.

**Standard II.A.11.**

The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

**Evidence of Meeting the Standard:**

Each course offered at the college is based off an approved course outline of record which includes the opportunity for discipline faculty to incorporate appropriate student learning outcomes. Each course which is included in a program builds the students competencies toward the Program Learning Outcomes. Program Learning Outcomes lead to construction of the curricular map and are aligned with the General Education Learning and Institutional Learning Outcomes adopted by the campus. The Student Learning Outcomes and Program Learning Outcomes are published in the college catalog and are reviewed annually during the program review cycle. Additionally, Student Learning Outcomes may be updated during the curricular process. (Evidence – COR, catalog page, program review document.)

**Standard II.A.12.**

The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness...
of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

**Evidence of Meeting the Standard:**

The general education discipline faculty identify courses during the curricular adoption process to support the areas of emphasis in the graduation plans A and B. The course outlines of record incorporate all state-required Title 5 requirements. The appropriateness of each course for inclusion in the general education curriculum is discussed at the Curriculum Committee. The review of the course for inclusion includes a review of the student learning outcomes and competencies by the committee members. Syllabi are updated and reviewed each semester to ensure student learning outcomes and course objectives are correct and aligned with the information in the catalog and course outline of record. All courses are reviewed and updated every 5 years. Career technical education courses are reviewed at the program review phase every two years to ensure currency and relevance (xxxx).

The College’s learning outcomes include a student’s preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences (ILOs and GELOs). The College assesses general education learning outcomes, and institutional learning outcomes during the three-year assessment cycle with dialogue on assessment results occurring among the general education departments regularly (xxxxNAL). Given the College’s PACTS implementation, the Liberal Arts and Sciences Pathway has provided additional opportunities for inter-departmental dialogue to identify and address program improvements through general education learning outcomes assessment (Evidence NAL Pathway notes; curriculum and assessment website).

**Standard IIA.13.**

*All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.*

**Evidence of Meeting the Standard:**

The Program and Course Approval Handbook published by the California Community Colleges Chancellors Office outlines the requirements regarding construction of degree programs which includes guidance on appropriately identifying areas of inquiry and/or emphasis in degree programs. For career technical education, competencies are (xxxx). The Chancellors Office
also provides direction on the construction and adoption of Transfer Model Curriculum, alignment of state-wide core curriculum as part of C-ID, transferability of courses utilizing ASSIST.org, as well as guidance on complying with Title 5 course and program requirements. Discipline faculty identify courses during the curricular development and adoption process to support the areas of emphasis in the field of study and for career technical education programs to address. The course outlines of record incorporate appropriate competencies which align with the identified program learning outcomes (HVAC xx). While courses are based on learning outcomes and competencies including mastery within the programs of study, the College has identified this as an area for continuous improvement as addressed in the Quality Focused Essay. As a measure of ensuring mastery in the area of inquiry and/or emphasis is achieved upon completion of the program, faculty construct a curricular map identifying the courses, competencies, and identification of key competencies mastered. (Evidence = curricular map example).

**Standard II.A.14.**
Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard:

LATTC offers a wide range of occupational and vocational degrees and certificates. Graduates of these programs demonstrate technical and professional competencies that meet employment standards and other standards such as certification and external licensure. LATTC assures that graduates of CTE programs have appropriate knowledge and skills as required by the industry through various methods of review and assessment. Each program is periodically and rigorously reviewed through the Program Review process.

Career technical education programs have advisory committees composed industry (Ev.2). These professionals give relevant recommendations to keep programs current with evolving professional standards, expected competencies, new trends, and offer advice on equipment and software purchases. The College’s Nursing, Cosmetology, and Barbering programs are overseen by regulatory agencies agencies that require periodic review. In addition, the Culinary and Automotive programs have external accreditation standards that need to be met to ensure the industry recognized accreditation status is maintained (NATEF and ACF)

Analysis and Evaluation:

LATTC meets this standard. At the present time, LATTC offers a combined total of xx vocational and occupational degrees and certificates. This includes xx Associate of Science degrees, xx Certificates of Achievement, and x Certificates of Completion. All programs are required to complete an annual program review process, including those overseen by specialized agencies. Many of these programs are required to undergo further external review by their accrediting or regulatory agencies.
In addition to using standardized exams and board licensure pass rates as a measure of the students’ preparedness for professional practice, many of the accredited programs use input from their advisory boards, which include staff from community facilities. The members of the advisory board provide formal feedback on the quality of students and their preparedness for practice on an annual basis or more often as needed.

**Standard II.A.15.**
*When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.*

**Evidence of Meeting the Standard:**

LACCD Board Rule 6202 states that students may graduate under the catalog in effect at the time of graduation or the catalog in which they entered, if the student maintained catalog rights (6202). If a program is discontinued or changes significantly, the student may file the “Graduation Course Substitution Form” to substitute available and appropriate courses for the program in question. The Academic Senate recommended the Program Discontinuance Process in May of 2013 (xx) that provides a process that ensure student have options should a program be discontinued. The review process considers impacts on students, course offerings, and the department. When programs are eliminated, the institution makes an effort to contact and accommodate current students through program changes (Program Discontinuance Process)

**Analysis and Evaluation:**

The College’s efforts to maintain program currency have enabled the college to change programs without requiring a program discontinuance.

**Standard II.A.16.**
*The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.*

[Pending Academic Senate Vetting – 11/3/2015]
Standard II.B. Library and Learning Support Services

Standard II.B.1.
The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.

Evidence of Meeting the Standard:

Mariposa Hall, a newly renovated and innovatively designed building at the center of campus, which is geographically and conceptually the “heart” of campus, became the new home for LATTC’s learning support services in 2013. As such, Mariposa Hall houses the departments responsible for student learning support at LATTC. Specifically; the Library, Open Computer Laboratory, Academic Technology Center, as well as the Academic Connections Department and Tutoring Center.

In addition to the learning support services physically offered in Mariposa Hall, Distance Education students are given the assistance they need through a variety of methods. The options include contacting the student support service offices on campus, contacting the Academic Technology Office via phone or email to get assistance, or utilizing the web-based resources on the college website or within Moodle. The Online Student Guide provides direct phone numbers for DE students to call to get assistance. In regard to off-site classes, the technology needs of the class are considered and the hosting site is expected to meet and support the required technology needs of the class. Students who attend classes off-site have access to student support services. Students have access to the online supported Library databases and online tutoring as well as other support services addressed in Standard IIC.

LATTC Library and Campus Open Computer Laboratory
The LATTC Library is open Monday thru Thursday 8 a.m. – 7 p.m. and Friday 8 a.m. -12 p.m., for a total of 48 service hours per week during the Fall and Spring Semesters. Additionally, it may be open variable extended hours, including during key intervals throughout each term, i.e., mid-term and final examinations. During the winter and summer intersessions, the Library adjusts its service hours to align with intersession class schedules.

The Library’s mission is to serve the College community by evaluating, collecting, organizing, preserving, and providing access to vital resources of information, both print and electronic, in direct support of the curriculum and academic programs of the College. Its primary goal is to achieve excellence in providing and promoting information services to meet the teaching and learning needs of the College. In addition, the Library encourages and facilitates building information competency, critical thinking, intellectual independence, and life-long learning skills for all students, regardless of their education goals through its workshop and course offerings. As
such, it serves as a center for learning, exploration, and discovery for the College community (I.B.1-10—Library Mission).

The Library collection is diverse. It includes reference materials, a variety of both fiction and non-fiction literary books, e-books, newspapers, periodicals, and online accessible databases. The Library houses in excess of 72,000 print books, 149 current periodical subscriptions, and 5,311 e-books as well as 49 electronic databases. Students, faculty, and staff can connect to library resources both on and off campus via the Library database website. The Library also offers reference services for staff, faculty, and students in person during operational hours. As a benefit to students, the Library also offers the Bookmyne app, which is available on iPhone or Android phones. The app allows students the ability to search the Los Angeles Trade-Technical College Library Catalog right on their smartphone.

Existing processes ensure collections are sufficient in quantity, currency, depth and variety to support educational programs. Each librarian is assigned as a liaison to the various disciplines across the campus. As such, the discipline liaisons work with faculty regarding the currency of the collection and discipline needs throughout the academic year. This assists with assuring the library collection reflects the diversity and commitment of the Library to support lifelong learning and inquiry. Additionally, the course curricular adoption process directly connects the Library Chair with each new course adopted and/or updated. As a part of the course outline of record, the discipline faculty identify book, periodical and electronic resource collections relevant to the course. During the course approval process, the Library Department Chair is responsible for considering the material requests for purchase as funding permits. The Library Department Chair is one of the required approvers of the course outline of record and must review each course prior to final campus approval. Given the need to add to the collection outside of the curricular process, faculty members on campus can submit requests for adoption of materials via the Library website or by contacting their assigned discipline liaison (II.B.1-1-Book Adoption Request Form).

The Library in addition to its collection, houses the College’s Open Computer Lab. The lab houses 107 computers for student use, with an additional 24 stations available in the Library reference area. Each of the computers is accessible to the World Wide Web and the computers connect to both color and black and white fee-for-service printers. Additionally, the Library houses four fee-for-service copy machines for student use. The campus supplies a variety of software applications on each of the computers (II.B.1-2-List of Software in Library Open Lab). Mariposa Hall has wireless access points for students, faculty, staff, and guests. Staff from the Academic Technology Center (ATC) and the Information Technology (IT) department support the Campus Open Lab technology needs. ATC provides assistance with computer applications, operations and minor troubleshooting for students during Lab hours. There is also a virtual Help desk where students can request assistance through the portal 24/7. The IT Department is responsible for the technology infrastructure of the Open Lab and ensures that the computers and the systems are working properly. A member from ATC is readily available in the Campus Open Computer Lab during hours of operation, and IT staff ensure smooth operation of computers in the lab. Further evaluation of ATC and IT department is discussed in section III.C.
The Library staff at LATTC created *Research Like a Pro* workshops which are taught by both the Library faculty chair and full-time faculty librarians. These workshops teach students how to find and evaluate library and website resources, and how to cite them. The workshops are advertised to the student body as well as to faculty and are held weekly at various times during operational hours. Students can sign up to attend a workshop and faculty can request workshop sessions for their courses via an online request form (II.B.1-3-Research Like a Pro Workshop Request).

During the fall 2014 term, the Library doubled the number of full-time Library faculty to four, however there is currently one vacancy in the process of replacement. Along with the new faculty came a number of new innovative initiatives. The Library faculty, also known as Library Liaisons, overhauled the Library website, piloted reference chat in Moodle, organized a Children’s area in the Library, hosted several readings for the campus Child Development Center, and organized librarian liaison activities with each of the instructional departments on campus. A sample of activities includes; new resources and materials added to the collection during instructional department meetings and coordination of displays related to the discipline in the Library.

**Academic Connections**

During the summer of 2013, when core student learning support services moved to Mariposa Hall, the Tutoring Center and Reading/Writing Centers combined and became collectively referred to as Tutoring. Along with the move, the department responsible for oversight of the centers changed its name from Learning Skills/Non-Credit to Academic Connections. The mission of Academic Connections, in alignment with the newly adopted PACTS model, is to: Provide learning foundational courses to students from a wide variety of educational, socio-economic, skill and ability levels to ensure success in their academic, career, and personal pursuits (I.B.1-11-Academic Connections Mission). The Academic Connections faculty and staff are dedicated to creating a student-centered environment that fosters creativity and lifelong learning through the delivery of high quality flexible lecture-labs, workshops, tutoring, and self-paced learning programs. (II.B.1-4-Academic Connections Fall 2013 Achievements Newsletter). Academic Connections has one dedicated smart classroom and one large computer lab which can accommodate up to three cohorts of 30 students at a time. The smart classroom houses 39 computers and the large lab houses 111 computers.

Academic Connections is currently open Monday thru Thursday 8 a.m. – 7 p.m., Friday & Saturday 8 a.m. -12 p.m., for a total of 52 service hours. In an effort to decrease duplicative efforts on campus, Academic Connections integrated the tutoring and computer based reading and writing programs into a streamlined comprehensive tutoring program. The department provides quality and innovative tutoring services in reading, writing, mathematics, sciences, humanities, and a variety of academic and CTE courses to all LATTC students in an environment that is conducive to their learning style and programs. However, there remains an on-going challenge with providing discipline specific tutors for each CTE discipline. In an effort to create a conducive learning environment, the furniture in the center is movable and can be rearranged into various styles to accommodate individual, small, or large group sessions. The
space can also be configured to accommodate large workshop sessions (II.B.1-5-Sample Tutoring Schedule).

Every student is provided the opportunity to complete a satisfaction survey at the culmination of each tutoring session. The data is collected each term and analyzed to determine areas for improvement. In 2013, a new "no appointment" system was launched in the tutoring center which allowed for a more student-centered approach to tutoring. As a result, students are now able to access the assistance of a variety of tutors instead of being limited to one tutor (II.B.1-6-Tutoring Registration Form). Previous surveys identified dissatisfaction with having to make an appointment days in advance to see a tutor. Today, students who come to the Center are matched with on-site tutors who work with them on a one-on-one basis, in small or large groups. With the new system, students are served on an “on demand” basis and the data collected since the change indicates students are satisfied with services as they are currently provided (II.B.1-12-Tutoring Survey Results).

The Academic Connections department designs and utilizes foundational learning pathways and develops innovative instructional resources to help students acquire PACTS Tier 2 academic readiness competencies (II.B.1-7-PACTS Tier 2 Competencies). Its focus is to teach and engage students to develop skills to learn through metacognitive and self-efficacy strategies. Academic Connections provides a seamless instructional and learning delivery model that promotes competency-based acquisition of the knowledge, skills, and abilities students need to be successful at LATTC. In addition to tutoring services, non-credit courses and group workshops are offered to assist students with gaining the competencies they need to be successful while engaging in their educational pursuits (II.B.1-13-Academic Connections Seamless Pathway).

Academic Connections maintains a website designed to provide students with additional learning resources including links to online learning resources and videos (II.B.1-8-Academic Connections Website). Additionally, Academic Connections hosts a myriad of events in addition to their normal service hours; such as Midnight Madness during finals week, in an effort to support students in preparation for mid-term and final examinations (II.B.1-9-Midnight Madness Flyer).

Analysis and Evaluation:

The evidence demonstrates the College meets this standard. The Library has the responsibility of supporting “life-long learning” for students. Library faculty guide students and support faculty by creating research guides, and conducting library orientations and workshops. The librarians provide the knowledge, experience and skills for selecting and accessing print and electronic resources and research tools to the campus community. The technical and information accessing skills acquired at the Library, in Library orientations, and Research Like a Pro workshops assist with preparing LATTC students for engaging with college-level information literacy skills.

In regard to Academic Connections, the move to Mariposa Hall provided the opportunity for the department to self-evaluate and restructure its goals and purpose on the campus. This resulted in a name change to more closely align the department with the purpose of being the hub and a
point of interconnection throughout the campus. The department has embraced its role of delivering academically rigorous basic skills course offerings and tutoring sessions to better prepare students in their academic advancement. The Tutoring Center is a vibrant open area where students are welcomed to self-study, work with other peers, and meet with tutors and instructors from across the campus. In summary, LATTC fully supports student learning and achievement via multiple sources and is committed to student and institutional success.

**Standard II.B.2.**
Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

**Evidence of Meeting the Standard:**

*Educational equipment and materials to support student learning and enhance the achievement of the mission* are identified by each discipline within the department(s) via multiple modes; Program Review, Curriculum, and via the Library Collection Development Process. These processes ensure that faculty have multiple means of identifying applicable materials for adoption and use.

Each year, during the campus program review cycle, the discipline and then department faculty identify their equipment and material needs. These needs are prioritized and sent to the division for divisional prioritization. As per the process, divisional priorities are sent to the Planning and Budgeting Committee for ranking and funding. (II.B.2-4-Example of Program Review Resource Request).

As part of the curriculum process, faculty members identify on the official Course Outline of Record (COR) applicable materials for adoption from the Library. As a part of the process, the campus Library Chair reviews each COR and as warranted, adopts library materials identified by faculty to support achievement of student learning (II.B.2-2-Course Outline Library Request).

The curriculum process includes recommendations to the library about the needs of the students who will be taking that course. This includes online and on campus students. While courses are updated every 3-6 years, faculty can request additional library resources at any time. Annual Program review is another opportunity for faculty and programs to request library resources.

Faculty members may provide the Library with a copy of their course textbook from the publisher for placement on Faculty Reserve for their classes. All library research databases are available via the Internet to students who take classes on campus and online. Students are provided links and directions from the college web site. Directions are also provided in the Online Student Guide.

The College has a Library Collection Development Policy that guides collection development, which is the process of selecting books, periodicals, and electronic resources for the Library. In
its collection development activities, the Library respects the principles of intellectual freedom as outlined in the American Library Association documents, the Library Bill of Rights and the Freedom to Read Statement (II.B.2-1-Collection Development Policy).

Responsibilities for developing the Library’s resources and collections are shared among the Library Liaisons. They support collection development in specific disciplines and subject areas. They work with input from faculty in their disciplines to provide information resources that support the campus curriculum to support student learning and enhance achievement the institutional mission (II.B.2-3-Library Liaisons).

Analysis and Evaluation:

The evidence demonstrates the College meets this standard. The processes at LATTC ensure faculty and/or applicable professionals evaluate and select appropriate and relevant Learning Support Materials. The overall program review process incorporates a final campus cumulative review of necessary materials and prioritizes their applicability through the linked budget prioritization process.

Standard II.B.3
*The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.*

Evidence of Meeting the Standard

**LATTC Library and integrated campus Open Computer Laboratory**

The Library uses surveys and pre/post session data collection to evaluate and ensure applicability and effectiveness of its services. Additionally, pre/post data are collected for each of the *Research Like a Pro* workshops (II.B.3-1-RLAP Pre/Post). In 2013, the Library participated in an Association of College and Research Libraries (ACRL) project focused on information literacy. The results of this project were used to inform improvement of the workshops (II.B.3-2-ACRL Poster).

Each academic year, the Library as a department completes the campus approved Program Review process. As such, the department staff and faculty review the student area outcomes and student learning outcomes of the department. Based on this review, the department uses the data to plan improvements for the subsequent year and request resources if applicable. As part of the program review process, each department is provided a *data pack* which includes campus climate survey results along with student survey data results which both inform the Library team with data regarding satisfaction with Library services. (II.B.3-6-Library Program Review).

In regard to Library services, the Library conducts an ongoing reference desk survey that is evaluated at the end of each semester. The results of this survey are used to increase satisfaction
related to use of the reference desk and skills of the reference librarian. The Library Department chair has the responsibility of collecting and analyzing the survey data and sharing the results with the Library team. The Library team then brainstorms and formulates improvements. This cycle corresponds with the campus Program Review cycle. Additionally, during the Program Review Cycle, each department is provided with a data pack which includes pertinent information such a copies of the campus climate survey and district student survey which both reveal satisfaction data related to the Library and its services. As a means of improvement, the Library plans to incorporate a paper/pencil survey at the reference desk aligned with one of its SLO’s as another metric to gather data regarding assessment of student learning outcomes in addition to the data collected in regard to the skills of the reference librarian. (II.B.3-3-Reference Desk Survey).

Academic Connections

Each academic year, the Academic Connections department completes the campus approved Program Review process. As such, the department staff and faculty review the student area outcomes and student learning outcomes of the department. Based on this review, the department uses the data to plan improvements for the subsequent year and request resources if applicable. As part of the program review process, each department is provided a data pack which includes campus climate survey results along with student survey data results which both inform the Academic Connections team with data regarding satisfaction with Tutoring services. (II.B.3-7-Academic Connections Program Review).

In regard to Tutoring services, the center collects ongoing survey data which is evaluated each semester. During program review, data, including surveys, are reviewed and improvement plans are created for the following academic year and program review cycle (II.B.3-4-AC Tutoring Survey).

Workshops and courses conducted in Academic Connections utilize a pre/post assessment methodology to gauge student learning of prescribed outcomes. In 2015, the courses in Academic Connections adopted post-assessment competencies as the course student learning outcomes to further develop the link between services offered and attainment of student learning (II.B.3-5-Post Test Results). As alignment of student learning support services continues, the implementation of the pre/post test assessment methodology will be looked to as a best practice and adopted by other areas of the campus.

Analysis and Evaluation:

The evidence demonstrates the College meets this standard. The Library, Academic Connections Tutoring, along with their courses and programs participate in program review and evaluate student and program learning outcomes every year. Additionally, the campus embraces the use of surveys and pre/post session data collection to ensure applicability and effectiveness. Annually during program review, data is reviewed and improvement plans are created for the following cycle.
Standard II.B.4.
When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness.

Evidence of Meeting the Standard

LATTC has limited collaboration with other institutions in regard to providing learning support services for its instructional programs. However, it does participate as a member of the Los Angeles Community College District in relation to purchasing of subscriptions from the Community College Library Consortium of California. Participating in the consortium allows LATTC to expand its purchasing power, as it is able to purchase subscriptions at a reduced cost. LATTC renews formal membership agreements on an annual basis (II.B.4-1-Sample Consortium Agreement).

Membership in the Consortium allows the LATTC Library to acquire new as well as maintain subscriptions to the online databases in its collection. The consortium also includes a product-review committee that evaluates information resources and makes recommendations about potential subscriptions.

The College assures the security, maintenance, and reliability of the services provided by the consortium where both parties agree to specific terms as outlined in the agreement.

Analysis and Evaluation

The evidence demonstrates the College meets this standard. LATTCs membership in the Community College Library Consortium allows the Library to purchase subscriptions at a reduced cost. Each year, the LATTC Librarians collect and analyze data in an effort to purchase databases based on the campuses diverse student educational needs. LATTC renews formal membership agreements on an annual basis.

Standard IIB: Student Learning Programs and Support Services Evidence Listing

1. (II.B.1-1-Book Adoption Request Form)
2. (II.B.1-2-List of Software in Library Open Lab)
3. (II.B.1-3-Research Like a Pro Workshop Request)
4. (II.B.1-4-Academic Connections Fall 2013Achievements Newsletter)
5. (II.B.1-5-Sample Tutoring Schedule)
6. (II.B.1-6-Tutoring Registration Form)
7. (II.B.1-7-PACTS Tier 2 Competencies)
8. (II.B.1-8-Academic Connections Website)
9. (II.B.1-9-Midnight Madness Flyer)
10. (I.B.1-10—Library Mission)
11. (I.B.1-11-Academic Connections Mission)
12. (II.B.1-12-Tutoring Survey Results)
13. (II.B.1-13-Academic Connections Seamless Pathway)
14. (II.B.2-1-Collection Development Guidelines)
15. (II.B.2-2-Course Outline Library Request)
16. (II.B.2-3-Library Liaisons)
17. (II.B.2-4-Example of Program Review Resource Request)
18. (II.B.3-1-RLAP PrePost)
19. (II.B.3-2-ACRL Poster)
20. (II.B.3-3-Reference Desk Survey)
21. (II.B.3-4-AC Tutoring Survey)
22. (II.B.3-5-Post Test Results)
23. (II.B.3-6-Library Program Review)
24. (II.B.3-7-Academic Connections Program Review)
25. (II.B.4-1-Sample Consortium Agreement)
Standard II.C. Student Support Services

Standard II.C.1.
The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution.

Evidence of Meeting the Standard:

The institution regularly evaluates the quality of student support services

Los Angeles Trade Technical College evaluates the quality of its student support programs and services through the annual program review process. These programs and services include Admissions and Records, Assessment Office, Athletics, Bridges to Success Center, Child Development Center, Counseling Services, Disabled Student Programs and Services (DSP&S), Extended Opportunity Programs and Service (EOP&S) and Cooperative Agencies Resources for Education (CARE), Financial Aid, Foster Youth and Kinship Care, GAIN/CalWORKs, Guardian Scholars, International Student Services, Outreach, Student Health Services, Student Activities/Student Life, and the Veterans Resource Center.

Program review is an outcomes-based self-evaluation process designed with questions and linkages that integrate an annual review of the programs with alignment to institutional and program planning, budgeting, learning outcomes, and resource allocation. Evaluation of support services begins with the assessment of student learning outcomes (SLOs) for those services having direct student contact; and service area outcomes (SAOs) for those services with indirect student contact. Support service programs have all defined their outcomes and have all assessed at least one SLO or SAO (II.C.1-1-Student Service Program SLOs and SAOs; II.C.1-2-Student Services Assessments of SLOs and SAOs). Data from the SLO and SAO assessments, results of student satisfaction surveys, and results of student completion of programs all inform the process of evaluation of programs known as program review. All student services programs complete reviews every year (II.C.1-3- Annual Program Review Calendar; II.C.1-4-Annual Program Review for Student Services 2010-2015) and a comprehensive program review evaluation at the end of the five-year cycle (II.C.1-3-5-year Program Review Cycle). State funded categorical programs such as EOPS/CARE, DSP&S, Student Success and Support Program (SSSP), and CalWORKs include ongoing assessment and evaluation as required by their funding sources in preparing annual reports for the State (II.C.1-6- EOPS/CARE, DSP&S, SSSP, CalWORKs Program Plan 2010-15).

In response to the need to improve the matriculation process, the College launched Bridges to Success (BTS) Center as a one-stop center that provides students with a menu of services designed to make the matriculation process seamless including application assistance, orientation, assessment and counseling services (II.C.1-13-Link to LATTC Bridges to Success Website). Student Satisfaction for this area including: assessment and placement services and orientation is 76.7% and 77.3% respectively (IIC. X LACCD 2014 Student Survey).
In addition to the annual program planning process, the Financial Aid Office assesses its effectiveness through statistical data. For example, the District provides to all of its colleges monthly statistical data of financial aid applications, files packaged, and enrollment information to evaluate and compare relative to prior years (II.C.x Financial Aid monthly statistical data). This statistical data is used to determine whether financial aid applications have increased or decreased, and whether additional resources, including staffing will be required to keep up with the demand of the program. From 2012-13 to 2014-15 financial aid applications and students packaged have increased over 35%. Data collected is also used to a) determine whether students are applying in a timely manner for financial aid and b) whether additional financial aid outreach is necessary to ensure students are aware of the application cycle and deadlines (II.C.x data examples). Additional statistical data are generated by the financial aid director on an annual basis aggregated by type of federal and state financial aid programs, including the number of recipients and dollars awarded/disbursed to students (II.C.x data examples). The data is discussed with staff and analyzed to determine resources needed based on program demands. As a result of these analyses, a Financial Aid Lab was created on campus to provide students a staffed lab for assistance with completing the FAFSA online. Adjustments were also made to the processing procedures to increase the number of students packaged for the start of the semester. Student satisfaction with Financial Aid services has increased from 56.7% in 2012 to 65.3% in 2014.

In addition to assessment data, student support services programs and services utilize the biennial data from the LACCD student survey (II.C.1-8-Fall 2010, Fall 2012 and Fall 2014 Student Survey) and Campus Climate Survey (II.C.1-9-2011, 2013, 2015 LATTC Campus Climate Satisfaction Survey) to evaluate the quality of programs and services. The fall 2014 student survey shows that student satisfaction with college support services improved from 2012 to 2014 in all areas (II.C. 2012 and 2014 LACCD Student Survey).

*Demonstrates that these services support student learning*

Service area outcomes or service learning outcomes demonstrate that the services provided support student learning. The evidence of these outcomes is contained in the assessments of SAOs and SLOs (II.C.1-7-Assessments of Student Services Program 2010-15). Examples of services supporting student learning are EOPS/CARE, which increased the number of orientations for new students and became the largest program in the state of California. One of the Financial Aid Office’s student learning outcomes focused on students learning how to improve their GPA and an understanding of satisfactory academic progress. Pathway Counselors assess Tier I competencies in PACTS Plan sessions with first semester students in Advanced Transportation and Manufacturing, Design and Media Arts, and Construction, Maintenance and Utilities.

The College does not have correspondence education courses. The College offers resources for online students that are comparable to services provided on campus. Students enrolled in DE courses apply, register for classes, pay fees, and view grades online (EV- SIS Page). All library research databases are available via the internet to DE and on-campus students (EV-Library Databases). Online students are directed to an Online Student Support website where they have
access to student support services that reflect those services available to students on campus. Students are provided links and directions from the college website and LMS website (EV-Online Student Guide http://college.lattc.edu/online/, Ev-Moodle https://moodle.lattc.edu).

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

In addition to the Moodle site, a comprehensive list of all available services can be found in the online catalog and the College website (II.C.1-10-LATTC 2014-16 Catalog and II.C.1-11-Link to Student Services Website).

Demonstrates that these services enhance accomplishment of the mission of the institution

The Program Review document requires programs to identify alignment of the department’s mission statement with the college’s mission statement, assessment findings, program effectiveness and program goals. Specifically, question A.3 of the program review asks each program or service to identify the connection to the mission (II.C.1-6 Admissions and Records 2014-15 Program Review). For example general counseling provides academic, career, transfer and personal counseling that supports students to “meet their career development and academic goals”. As another example, the Office of Student Life provides opportunities for civic engagement through the annual Student Election process which “prepares our students to participate effectively in our society”.

This process allows student services departments to 1) assess whether services are effectively linked to evidence/data in support of student learning 2) plan program improvements; and 3) allocate or request resources. The College’s Student Success Committee had as a goal for 2014-15 to “complete and monitor the progress of SSSP and Student Equity Plans” (II.C.1-14- Student Success Committee Agenda). Additionally, the college undergoes an annual external peer evaluation of these plans (II.C.1-15- Trade Tech SSSP Feedback). Lastly, the LATTC Scorecard will include metrics for student support services (II.C.1-16- Student Success Committee Minutes March 2015) as another tool to evaluate the quality of student support services and demonstrate the support of student learning. At the end of the 2014-15 fiscal year, LATTC had 70% of new
non-exempt students complete all three components of Student Success and Support Program requirements – assessment, orientation and counseling (II.C.x District Annual SSSP Report)

Analysis and Evaluation:

The evidence demonstrates that the College meets this Standard. The college evaluates the quality of student support services and ensures, regardless of location that services support student learning and enhance the mission of the institution. The Program Review process allows for reflection and assessment of Service Area Outcomes and Student Learning Outcomes. Through this evaluation process, changes are implemented in student support services that support student learning and success. The college and division are improving every year as a result of the program review process, especially in the area of assessment data. The implementation of the web-based eLumen application and the institutional expectation that all data will be collected through this platform by summer 2016 will provide the ability for student support services to continue to assess the quality of programs and services offered.

Additional capacity in providing online services to students is a need that is also being addressed. The college recently implemented online orientation and online advising available to all students. Students can also access financial aid information by phone, email correspondence and social media (II.Cx Facebook webpage). Online tutoring is currently only available for EOPS (II.C.1-12-Link to LATTC EOPS Online Tutoring). An online chat for counseling is currently being developed.

Standard II.C.2.
The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting Standard:

Identifies and assess learning support outcomes
All student support services have defined student service learning outcomes (SLO) and service area outcomes (SAOs) for student support services posted on the assessment website (II.C.2-1-SLO and SAO Assessments). Service learning outcomes and service area outcomes are mapped to the college’s institutional learning outcomes (ILO) and strategic educational master plan. The data collected through this process is used for continuous improvement in student support services programs. During the program review process, student support service programs reflect on the data collected, identify areas for improvement, and identify targeted strategies to incorporate into the improvement plan. Program review is also used to identify department resources necessary to implement plans and outcomes.

The assessment of service learning outcomes (SLOs) and service area outcomes (SAOs) rely on indirect methods such as surveys and institutional data provided by the college and/or district. As an example, Bridges to Success receives a monthly report from the District Institutional
Effectiveness and Student Support Office with the number of students who have completed orientation, assessment and counseling as required by SB 1456 Student Support and Success Program (II.C.2-3 SSPP Monthly Data Report). Services that provide more individualized support to subpopulations of student groups such as Puente use student achievement data to assess program effectiveness (II.C.2-3 SAO Assessment Puente). These data are used to determine the effectiveness of student support services offered at the College.

*Provides appropriate student support services and programs to achieve those outcomes*

Through the review of student discipline cases (II.C.x student discipline spreadsheet) and monthly usage reports from the student health center (II.C.x student health center usage), the college identified the need to provide additional mental health services to meet the needs of its’ students. In 2014, the college entered into a sole source contract with St. John’s Family and Well Child given their ability to provide increased mental health services and other services to meet the needs of the College’s student population.

Prior to the implementation of SB1456, the college moved from providing the Accuplacer exam to the TABE exam. This allowed the college to better assess students at the lowest levels. Based on the high need for remediation, the college was able to implement a strategy through Academic Connections that aligned refresher courses (credit and non-credit) with the corresponding TABE levels and sequenced these courses to help students move through remediation (II.C. Academic Connections table).

*Uses assessment data to continuously improve student support programs and services*

In Fall 2014, student support services and programs aligned services, SLOs/SAOs and assessment methods with the competencies in Tier I of the PACTS framework (II.C.2-4 EOPS SLO-SA0 Statements). Assessment data is also collected and reviewed on a regular basis in support of meeting the required outcomes of SB 1456. This includes orientation, assessment and counseling data through monthly reports provided by the LACCD Educational Programs & Institutional Effectiveness Division (EPIE). LATTC is able to monitor outcomes monthly. In addition, campus level data can be accessed at any time. Through this data review, LATTC was able to determine the sequence of matriculation services that would best meet the needs of the students. For example, with the implementation of pathway counselors, there has been an increase in the number of student education plans completed. The integration of technology in several departments has led to significant improvements in delivery of services and/or student satisfactions. For example, the online application and transcript request in Admissions and Records has led to higher student satisfaction from 71.1% in 2012 to 85.4% in 2014. The implementation of online tutoring for EOPS led to an increase in student participant GPA’s over 3.5. In prior years, the first few weeks of the semester were disjointed as evidenced by the number of students waiting for services. In 2014, the College implemented Bridges to Success Center and Ready/Go Week. The centralized location for students increased access to the services needed to begin the start of the semester. The assessment of each registration cycle and through the program review process leads to improvements in delivery in services.

An example of using assessment data to continuously improve student support programs and services can be seen in the area of counseling. Based on the student usage rate of counseling
services and low completion rates, the College determined that embedding counselors into pathways would provide more direct services to students where they study (II.C.2-6-Counseling Model of Embedding into Pathways Summer 2014). These counselors are physically located in the instructional area for the five launched pathways and provide all counseling related services needed.

Analysis and Evaluation:

The evidence demonstrates that the College meets this Standard. The Student Services Division is committed to improving its support and services through data driven decision making processes. The division has participated in the annual program review process and engaged in discussion around student service learning outcomes and service area outcomes each year. Including the validation process of counseling, financial aid and Bridges to Success. The support and training from Institutional Effectiveness has played an integral role in the division actively engaging in assessing it’s learning outcomes.

Assessment is a topic at department meetings, student services council and student service retreats. The college identifies and assesses learning support outcomes and uses assessment data to continuously improve student support programs and services. While the College meets this Standard, the quality and quantity of prior student learning assessment data has been uneven, leading to problems with consistent use of data driven decision-making processes and improvements. Student support programs and services are anticipating a formalized assessment process which will provide additional needed guidance.

In the spirit of continuous improvement, the need exists to identify benchmark data points in alignment with the strategic and educational master plan, institutional set standards and student success scorecard. The Institutional Effectiveness office will play a critical role in assisting the division with these conversations and providing training.

**Standard II.C.3.**

The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Evidence of Meeting the Standard:

Equitable access to all of its students

Los Angeles Trade Technical College promotes success for all students and is committed to ensuring that student needs are met regardless of service location by providing student services both on campus and via the college website. Information can be found through the college’s website for all student support programs (for example, applying to the college, registration, programs of study, college catalog). Many areas provide access via the website or student information system to forms and/or processes students need to complete (II.C.3-1-College Catalog p. 13-19, 39-47; II.C.3-2 Student Services Website). Student Support Service webpages
contain information on office location, permanent staff, hours of operation, contact information and services provided in each area. These webpages are maintained by a dedicated staff member in each area and updated regularly.

In Fall 2014, Student Support Services standardized office hours to create greater consistency and access for students to services. During peak registration periods, extended hours are provided (ev: Ready/Go Week hours). All student support services are housed in two primary locations on campus – Juniper Hall and Mariposa Hall (IIC.3 x - campus map from ready/go week). The College has ensured students are able to easily locate the two buildings by marking the ground connecting the two buildings (IICx picture of ground between Juniper Hall and Mariposa Hall).

In order to serve students who are unable to come to the campus; information is available via telephone. Forms and services are available via email, social media and the College’s website. The website allows students to access their individual records and to complete many matriculation functions, including applying for admission, tracking financial aid award status, signing up for orientation sessions, accessing unofficial transcripts and registering for classes. Students access many of these functions via the Student Information System (II.C.3-3-Student Information System – logon) or eSARS.

Counseling, University Transfer Center, EOPS, DSPS all have designated generic email addresses that allow students to submit inquiries and have a staff member respond within 24 hours. Students can schedule appointments online for core services such as orientation. As an example, students can ask questions regarding financial aid via Facebook and receive a response within two business days (II.C.3.4-Sample Facebook FA Request with Response). Requests sent via email to the financial aid office receive a 24-hour response (II.C.3.5-Sample Email FA Request with Response).

The College communicates with students in multiple ways including email, school messenger, Facebook, and Twitter. Direct communication from the president to all students is done through email every week (IICx Larry’s student email blast). Los Angeles Trade Technical College’s office Facebook page started in 2008 and has over 7,000 likes and 45,000 visits (II.C.x LATTC Facebook screenshot). College programs and services can post photos, information, events and activities to this site. Students can find timely information on news and events, open classes, workshops, scholarship opportunities, and even emergency communications. In late 2009, the Los Angeles Trade Technical Official Twitter page was added as another way to communicate with our students (II.C.x Twitter screen shot).

Under the DPSS civil rights guidelines, all CalWORKs participants have the right to request services in his/her designated primary language. Bilingual staff in the Bridges to Success Center are available to assist students in English and Spanish.

Appropriate, comprehensive, and reliable services
To accommodate students during the peak registration times, all primary matriculation services are offered through the Bridges to Success Center. This one-stop center assists new and
continuing students with application assistance, orientation, assessment, counseling, course registration, paying for parking and fees and obtaining a student identification card. Other support services are organized and marketed through Ready/Go Week activities (II.C.3.6-Ready/GO Week Flyer).

In addition to these coordinated efforts, there is a separate computer lab dedicated solely to financial aid that assists students with completion of the FAFSA and BOG fee waiver (II.C.3.7-Picture of FA Lab). The Bridges to Success Center serves as the hub for all outreach, recruitment and concurrent enrollment with LATTC K-12 partners and students. This includes dual/concurrent enrollment opportunities for high school students and other core matriculation services.

In 2014, LATTC entered into a contract with St. John’s Well Child and Family Center to operate the student health center and provide comprehensive healthcare services. This includes first-aid services and expanded mental health services (II.C.3.8-List of Services in Contractual Agreement with St. John’s). In addition to the expanded services provided on campus, students and their families have direct access to the Traynham St. John’s Well Child and Family Center full service clinic located across the street from the College. Categorical programs are comprehensive models that include counseling support, financial support, and workshops tailored to meet the needs of students. Students participating in the EOPS have a higher success and retention rate compared to the College overall retention and success rate (EOPS 88.8% retention and College 86.1% and EOPS Success rate 73.5% and College success rate 68.1%) (II.C.X College Fact book p. 51).

The college has committed to additional staffing support to ensure reliable services in areas such as Student Life, Foster Youth, Counseling and EOPS. In 2014, office hours for the Associated Student Organization where expanded into the evening hours with the addition of a faculty advisor for the ASO. Five additional counselors were hired in 2014-15 to support EOPS and General Counseling. Equity funds have been used to provide additional staffing and services to address outcome gaps in DSPS, Foster Youth and Umoja.

Analysis and Evaluation:

The evidence demonstrates that the College meets this Standard. Los Angeles Trade Technical College provides appropriate and reliable student support services. The services are comprehensive in covering the diverse needs of the student population. Students have access to all services on campus during prescribed hours. While comprehensive services are offered on campus, increasing the ability to access and complete forms and other transactions online will improve access for students. forms and services online could be made available online.

**Standard II.C.4.**

_Co-curricular programs and athletics programs are suited to the institution’s mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound_
educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard:

Co-curricular programs and athletics programs are suited to the institution’s mission

Los Angeles Trade-Technical College offers opportunities for students to participate in a variety of co-curricular activities and athletic programs. The Office of Student Life is dedicated to developing student activities and co-curricular programming, including supporting the Associated Students Organization (ASO) and the Inter-Club Council (ICC). These two groups provide programming on campus that contribute to the social and cultural educational experience for students (II.C.4-1-List of ASO Activities 2010 through 2015) and as evidenced in the preamble to the student government constitution: “We the students of Los Angeles Trade-Technical College, in order to guide and encourage cultural, social, athletic, and scholastic activities, to promote the welfare of the students and to provide a representative student government…” (II.C.4-2-ASO Constitution).

The ASO strives to reach all students and attempts to meet the many diverse needs representative of our student population (II.C.4-5-ASO Constitution; II.C.4-6-ASO Bylaws). There were 27 chartered clubs in 2014-15 covering student interests representing academic disciplines, social interests, ethnic and/or racial groups and other varying interests (II.C.4-3-List of ASO Chartered Clubs). The activities of the ASO and its clubs meet the college mission by “…preparing our students to participate effectively in our society.” The Student Life Office in concert with the ASO is responsible for administering the annual ASO student elections and LACCD Student Trustee Election (II.C.4 Number of voters 2010 to 2015).

Los Angeles Trade Technical College currently offers athletic programs in Men’s and Women’s basketball, Men’s and Women’s swimming, Men’s and Women’s Volleyball and Men’s and Women’s Water Polo. These student athletes must follow specific rules and regulations as set forth by the California Community College Athletic Association (CCCAA), including academic policies and integrity. All freshman athletes must be enrolled in 12 units during their season of participation. Of the 12 units, nine must be academic (II.C.x). Sophomore athletes must have passed 24 units, 18 of which must be academic, with a minimum grade point average (GPA) of 2.0 before playing their second season of competition (II.C.x). Student education plans (SEP) must be on file by October 15 for fall competition and March 1 for spring competition (II.C.x). The College believes athletics help to shape students through competition and learning team work that meets the mission by “…preparing our students to participate effectively in our society.”

The Office of Student Life and Athletic programs are reviewed through the program review process in the same manner as all academic, administrative and student services programs to ensure they meet College standards (II.C.4-4-Athletics Program Review 2010 through 2015/Student Activities Program Review).
Sound educational policy and standards of integrity
The Los Angeles Trade Technical College Associated Student Organization follows the policies, procedures and processes prescribed for its operations (II.C.4-7-Title 5 California Education Code Sections 76060-76067; II.C.4-8-Ralph M. Brown Act; II.C.4-9-LACCD Board of Trustees Rules on ASO; II.C.4-10-LACCD Administrative Regulations on ASO; II.C.4-11-LATTC ASO Processes). Student leaders participate in leadership training at the campus and with the district (II.C.4-12-Agenda ASO Training 2010 through 2015).

The integrity of the College Athletic program is governed through the CCCAA constitution, articles, and bylaws. Items covered are eligibility, seasons of sport, recruitment, playing rules, conference membership, awards, post-conference competition, and medical policies (II.C.x). Within the CCCAA rules is the decorum policy, which is the code of behavior for all participants in sponsored athletic events (II.C.x). The CCCAA requires all staff who are directly involved with athletics, including the athletic trainer, coaches (head and assistant), counselor, dean and athletic director (AD) to complete an annual exam regarding compliance with CCCAA articles and bylaws (II.C. x Compliance Exam Results). College presidents are also encouraged to complete the exam (II.C.x). A minimum score of 80 percent required for staff to be involved with athletics.

All athletic teams are staffed with coaches and assistant coaches, if appropriate, according to the AFT faculty contract. Furthermore, all coaches abide by requirements as outlined by the Commission on Athletics and the South Coast Conference bylaws established for each sport. (II.C.X COA constitution and South coast Conference bylaws). The College also provides student athletes with access to support needed to be successful including counseling and educational plans. In Fall 2015, an Athletic Onboarding process was implemented to orient all athletes (both new and returning) competing in fall athletic programs to the services provided by the college and allowed us to cover eligibility, decorum and other important athletic policies (II.C.4x Athletic Onboarding Agenda).

Institution has responsibility for the control of these programs, including their finances
ASO programs are supported by a $7 membership fee, paid online and/or in person at the Business Office or Bridges to Success Center. All credit students must pay this fee in order to utilize ASO services. Any student, upon enrolling is eligible to become a paid member of the Associated Student Organization. These funds are controlled by the College and the Associated Student Organization follows District Regulations in the use of these funds. (II.C.4 S Regs). The ASO establishes a budget by July 1st of each year based on income received through the payment of the $7 membership fee. ASO funds remain separate from college general funds (II.C. Audit report).

College athletics is supported financially in two ways: an allocation from the College’s general fund operating budget and the teams engage in fundraising. The College provides the budget for athletics, which includes allocations for transportation, equipment, meals, and officiating fees (II.C.x; II.C.x; and II.C.x). Fundraising by each individual sport helps with additional supplies and other unanticipated costs (II.C.x).
Analysis and Evaluation:

The evidence demonstrates that the College meets this Standard. The College is committed to co-curricular and athletic programs. In order to provide additional structure and support for co-curricular programming, the college hired a part-time faculty advisor with a focus on training and leadership development, while the college conducted the hiring process for an Associate Dean that will be responsible for the area of Student Life. Delineating the role of the Office of Student Life and that of the ASO, developing the processes and structures that clearly delineate the role of ASO and the Student Life as it relates to events and activities and overall leadership development will be expanded.

To provide additional support for student athletes, an adjunct counselor was assigned in Fall 2015 to the athletics department. The counselor meets with the student athletes to ensure they maintain unit and academic eligibility. The College has a strong focus on student success that will continue to be a focus for students involved in co-curricular and athletic programs.

Standard II.C.5.
The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard:

Provides counseling and/or academic advising programs to support student development and success
LATTC has twenty-four full-time faculty counselors: 6 in general counseling; 6 in EOPS; 5 pathway counselors; 3 in DSPS; 2 in Gain/CalWORKs; 1 transfer center director and 1 counselor supporting Puente and International Students. Additional counseling capacity to support athletics, veterans and the new student onboarding is provided through adjunct counselors. The student Counseling ratio in Fall 2013 was 904:1 (II.C.5 Student Success Scorecard).

To ensure the College serves its’ students, the counseling department provides counseling services in a variety of programs and through multiple modalities. During peak registration times, counseling services are increased so that all counselors are available to provide drop-in counseling services. In another effort to offer additional counseling services, includes the assistance of students with financial aid appeals and petitions. Additional adjunct counselors have also been hired to increase student access to counseling services in all programs and services with a counseling component.

Students can access advising information from several sources. The College homepage offers links to the academic programs and student services including the college catalog and schedule of classes. Advising support is also provided through career counseling guidance assistants and
counseling interns. The counseling department has also been working on a faculty advising model.

The College’s counseling services include academic, personal, and career counseling in individual, group and online that aid in student success. Counseling sessions include: educational planning, evaluation of transcripts, review of transferability of courses, degrees, and certificates; major preparation; prerequisite checks; academic progress; and Pathways to Academic, Career and Transfer Success (PACTS) Plan sessions for students in pathways. Counselors are active participants in all College matters related to student success, including the addition of the counseling chair as a voting member to the Student Success Committee in Fall 2014.

Additionally, counselors support student development through counseling instruction courses. Through the curriculum process, the District Academic Senate approved the request of the district Counseling discipline to change the subject title of all “Personal Development” courses to “Counseling.” This change became effective in fall 2015. Within the Counseling Services portion of the catalog, a new counseling courses paragraph explains what counseling courses are and how they contribute to student success (II.C.x LATTC Catalog). These courses include:

- Counseling 2
- Counseling 4
- Counseling 20
- Counseling 20E
- Counseling 22

Prepares faculty and other personnel responsible for the advising function
All full-time counseling faculty participate in Counseling department meetings that review important information and provide in-service training within the department. Adjunct faculty are invited to participate in these meetings as well. Given the depth and breadth of information the department needs to cover in each meeting, the department added an additional department meeting in Fall 2015. The department meets twice per month, providing for additional opportunities for the campus community to meet with counseling faculty regarding updates to programs and on topics of concern. Counseling faculty in categorical and other special programs participate in their respective department meetings as well (agendas – EOPS, DSPS, Pathway, etc.).

Counseling faculty all meet the minimum qualifications as outlined by the state (IIC.x Minimum qualifications) for counseling. Counselors working in EOPS and DSPS possess the additional training and education required for those programs. College specific information is provided to adjunct and tenure track faculty in one-on-one and group training sessions (II.C. Saturday training session ppt). Counseling faculty also participate in trainings regarding relevant technology. Additional training through district and statewide trainings and trainings (LACCD Counselor Conference) is encouraged. Counselors regularly attend annual conferences hosted by local universities including UC, CSU and private universities, as well as other opportunities that enhance the ability of counselors to support the development and success of students.
The use of the graduate interns allows the department to continue its connection to the university graduate community and prepare incoming professionals to the field. These interns also provide support to assist the counselors with day-to-day duties, while gaining valuable experience. The presence of these interns has complemented counseling department services in a variety of ways, including the assistance with personal development courses as well as transfer and career related activities (II.C.x #14).

*Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study*

In response to Senate Bill 1456 and the need to provide orientation, assessment and counseling to all new, non-exempt students, counselors provide group-counseling sessions in the Counseling Institute workshop as part of the onboarding process. Students receive an abbreviated Student Educational Plan, exposure to the six pathways and assistance with class registration. Quantitative data is available to demonstrate the number of students’ receiving these services (II.C.xx District SSSP data)

Program specific counselors provide students with additional information regarding the College’s programs of study. Counselors located within the instructional pathways as outlined in the College’s PACTS framework provide detailed program of study information for students within these instructional pathways. They also review the Tier I competencies related to student success (II.C.x PACTS Framework).

Students enrolled in DE courses can access counseling services through the Moodle learning management system. Students can link to the counseling department webpage as well as communicate with a counselor through the generic email address (counseling@lattc.edu). Students can send an email and receive a response within 24 hours. The department is expanding these services to include an eChat system that would provide synchronous communication with a counselor.

**Analysis and Evaluation:**

The evidence demonstrates that the College meets this Standard. The College provides counseling and academic advising to all students. Counseling programs and services are accessible and available to all students. First-time college students are directed to the Bridges to Success Center to attend a Counseling Institute workshop where an abbreviated student education plan is created. Returning and continuing students are directed to the general counseling department, specialized program or to a pathway counselor for help and assistance. In addition to general counseling department services, the College provides counseling and academic advising in specialized programs, such as EOPS, GAIN/CALWORKs, University Transfer Center, DSPS, Veterans, Foster Youth services, International Students, Puente and Umoja. The College also provides in-person support for students on academic and progress probation.

The counseling and academic advising areas continuously assesses and evaluates programs and services through the annual program review process (II.C.X Counseling program review).
includes assessment of student learning outcomes and service area outcomes, which are used to improve the quality of programs and services (II.C.X sample counseling SAO with improvement benchmark).

The College is also committed to professional development of its faculty and staff. Counseling faculty are encouraged to continue professional learning activities. These activities include attending workshops and seminars (II.C.X 3CSN training), conferences (II.C.X. UC, CSU, Achieving the Dream, Student Success Conference,)., and district training (II.C.X district counseling retreat). The College requests all participants to communicate how the information gathered will benefit the mission of the college (II.C.X conference form) and benefit to the college (II.C.X. sample of complete conference form).

As the College continues with launching additional pathways, meeting the needs of current students and providing the services connected to the Student Success and Support Program (SSSP) and other programs, the level of counseling faculty and support will need to be addressed. The College will need to expand the availability of online services including eChat and other counseling related services to address the needs of students.

**Standard II.C.6.**
The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals.

**Evidence of Meeting the Standard:**

The Los Angeles Community College District Board Rule 8100 establishes admissions criteria for all district colleges, including Los Angeles Trade Technical College (II.C.x Board Rule 8100). This open admissions policy supports the mission of the College. The College is open to anyone possessing a high school diploma or who is 18 years of age or older, and is able to benefit from the programs and services offered at the College. Students eligible for admission are defined in the college catalog as high school graduates, non-high school graduates, transfer and international students (catalog). This Board Rule also provides for the admission of students in elementary or secondary grades as special full-time or part-time students as long as specific criteria are followed. These criteria include the following: 1) written permission from the school of attendance principal, 2) parental consent, 3) a determination that the student is able to benefit from community college instruction, and, 4) space being available in the classes in which the student seeks to enroll.

Los Angeles Trade Tech College also admits K-12 students through the Early College Program which provides students the opportunity to concurrently enroll in college courses while still in high school. The purpose of the program is to provide advanced scholastic and educational enrichment opportunities for eligible students. Students who desire to participate in concurrent enrollment must be recommended by their principal or counselor and have parental permission.
In addition to the College application, students must meet with their high school counselor to complete the Supplemental Application for Admissions (II.C. X Website and forms).

All new, non-exempt must complete the college assessment exam, Accuplacer. Additionally, all concurrent enrollment students who wish to enroll in English and Math must take the College Assessment and have a placement on or above English 101 and/or Math 125. The scores provide a recommended placement that counseling faculty review with students.

The PACTS framework was designed and implemented to provide decided and undecided students with clear pathways to degree, certificate and transfer including the following:

- Pathway Overview Videos which describe the programs of study available in Advanced Transportation and Manufacturing; Design and Media Arts; Construction and Maintenance Utilities (II.C.6 Pathway Video). These videos are targeted to decided and undecided students.
- PACTS Plan sessions where counseling faculty and pathway navigators review the courses required for specific programs of studies including the major requirements and additional requirements for the Associate of Arts degrees and/or transfer (IIC.6. PACTS Plan)

Students also learn about pathways to complete degrees in the following ways:
- The College catalog provides students with information on available programs of study and requirements. This information is also posted on the College website.
- Orientation and counseling sessions through the Bridges to Success Center as part of the onboarding process where students receive program fact sheets and additional information on credit pathways in academic and career technical programs as well as credit and non-credit offerings through Academic Connections for those needing remediation and/or skill enhancement.
- Specialized counseling provided in EOPS, DSPS, Foster Youth, GAIN/CALWORKs, International Students and Veterans.
- Pathways to transfer information are available through the Transfer Center and Pathway counselor for the Liberal Arts and Sciences Pathway. The Transfer Center website has information on articulation agreements and transfer requirements (IIC.6 Transfer Center Website). Additionally, the Center has resources including university catalogs, workshops, campus tours and university representatives.

Unless a prerequisite exists or specifically exempted by statute or regulation, every course is open to enrollment by any person admitted to the college. Enrollment is established through a district-wide system and priority is based on students meeting criteria as established by state statute for the following groups EOPS, DSPS, Veterans, Foster and CalWorks as well as completion of orientation, assessment and counseling as prescribed by SB 1456.
The college has 112 programs which are explained in the college catalog and the website. Program fact sheets are located on the college website and include a program overview, program learning outcomes (PLOs), required courses to earn the certificate and/or associate of arts degree. Each program fact sheet also contains a QR code allowing a student to access the information from their smart phone. Many of the programs are organized into pathways. (see IIAX for information on PACTS). These include Advanced Transportation and Manufacturing (ATM), Design and Media Arts (DMA), Construction, Maintenance and Utilities (CMU), Applied Sciences, Liberal Arts and Sciences and health Sciences. These pathways do not have additional admissions policies; however, in an effort to advise students on pathways at LATTC, in Fall 2014 the college launched Pathway Overview sessions that provided students with an orientation to the programs of study within a pathway, the faculty in each pathway including the embedded counselor and career options. In addition to the Program Overview sessions, once a student is enrolled in a first semester course, a counselor and instructional faculty member conduct a PACTS plan session which provides students with a comprehensive student educational plan (SEP) example. In addition to the necessary coursework a student needs to complete, the student also receives information regarding their level of competency in the four areas of Tier I.

The Associate Degree for Nursing and Cosmetology programs have additional requirements for entry to and successful transition to career which are reviewed with students. For students with prior felonies, which might prevent them from receiving state licensing and/or credentialing; LATTC provides workshops and other resources (expungement workshops).

Analysis and Evaluation:

The evidence demonstrates that the College meets this Standard. In order to provide clear pathways for students, the College implemented the PACTS framework. While this provides direction for students, the College still has a population of students that are undecided. This population of students require additional time and/or interventions to define their goals. Undecided students are advised to enroll in math and/or English courses based on their Accuplacer scores; however these students must identify a program of study by their third semester and/or 15 units per SB1456.

In order to improve the advisement of students to clear pathways for degrees, certificates and transfer goals, the college moved to a model of embedded counselors (now referred to as pathway counselors) in the six launched pathways in 2014. This same year, the college saw an increase in the number of certificates increase.

Each term, the enrollment process is reviewed. Each registration cycle is evaluated and changes implemented in subsequent registration cycles. Initially, the college had a 2 day orientation, assessment and counseling process; however reviewing the data and including feedback from faculty and students; the process moved from two days to a half day. Additionally, the order of services was changed to meet the needs of the College’s students.

Evidence
Standard II.C.7.
The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard:

The College has adopted and strictly follows admission policies consistent with its mission as a public community college. The policies comply with California Code of Regulations, Title 5. The admissions policies are published in the College catalog and in the Registration Guide on the Schedule of Classes webpage. The Los Angeles Community College District (LACCD) uses CCCApply as the electronic admissions application district wide (II.C.x Board approval of move to CCCApply). This admission application system is utilized throughout the state of California and provides LACCD with the opportunity to use one application for admission to any of the District's colleges. The Admissions and Records Office ensures the seamless transfer of paper applications to CCCApply. The Admissions and Records Office participates in the annual program planning, comprehensive program review, and outcomes assessment processes to ensure program evaluation informs the implementation of new practices and ensures the effectiveness of the application instrument (II.C.x A&R APP, II.C.x program review, and II.C.x last SAO assessment report). The effectiveness of Admissions practices and tools are evaluated at the college level through the annual program review process as well as by the district-wide Admission & Records Committee (II.C.x minutes) and district-wide Student Success and Support Program (SSSP) Committee (II.C.x minutes).

Assessment is a critical component of the matriculation process and a core function of the Student Success and Support Program (II.C.x catalog description of matriculation and II.C.x SSSP program plan). At Los Angeles Trade Technical College, the Assessment Center offers placement testing year-round, on a first come, first served basis to all matriculating students. Non-matriculating students are also offered the opportunity to complete assessment testing for placement in the English, English as a Second Language, and/or the Mathematics course.
sequence. The placement test is administered in a computer lab, on campus only. Students who need an accommodation for a disability are tested in the DSPS office.

The College uses instruments from the California Community College Chancellor’s Office (CCCCO) list of approved assessment instruments, which are validated using the Standards, Policies and Procedures for the Evaluation of Assessment Instruments Used in the California Community Colleges (II.C.x Standards document). This list is published to offer a listing of instruments that have been validated for use in California community colleges as a part of the placement process for English, English as a Second Language (ESL) and Mathematics. The CCCCCO assessment workgroup advises the Chancellor’s Office on state wide assessment issues, and conducts the biannual review of assessment instruments submitted by the colleges and test publishers for CCCCCO approval. (II.C.x List of approved instruments California Community Colleges Approved Assessment Instruments, Spring 2015).

The College uses locally-established cut scores based on a multifactorial score from identified placement instruments to determine placement within each course sequence. Periodic review of assessment cut scores to ensure that the cut scores established for student placement remain effective for accurate placement of new students in English and/or mathematics classes is performed by the College (II.C.x APMS placement report).

New students are assessed for placement in English, mathematics, and English as a Second Language course sequences. Los Angeles Trade Technical College uses the following state Chancellor’s Office approved assessment instruments: Accuplacer for Native Language Students of English and Math; ACT Compass ESL, for English as a Second Language (ESL). (English, Math and ESL placement practices have been validated and approved by CCC Chancellor’s Office. English and mathematics assessments are completed using Accuplacer, a computerized, state approved assessment tool. Compass/ACT was used for English as a Second Language placement from 2007 until October 9, 2015. Accuplacer ESL will be used for English as Second Language placement starting mid-October 2015. Online preparation tools are available to assist students with the test preparation. Online preparation tools are available to assist students with the. LATTC accepts placement scores from the other colleges within the LACCD and other community colleges, if the test has been taken within the last two years. Placement testing is computerized and offered year-round. Students receive an assessment summary that may be used to select their courses and to plan their educational goals.

While not a state approved assessment instrument for Los Angeles Trade Technical College, the Test for Adult Basic Education allows the College to assess the remedial skills in English and Math for our student population. This test is used as a diagnostic tool only. This is a standardized nationwide exam that is validated by CTB/McGraw Hill.

Students enrolled on online courses complete the same college application through CCCapply. The assessment test is not available online; therefore students are encouraged to take an assessment test at a community college or testing site closest to them.

Analysis and Evaluation:
The evidence demonstrates that the College meets this Standard. The institution regularly evaluates its admission and placement instrument for effectiveness and to minimize biases. The California Community College Chancellors office validates placement instruments. Assessment tools and practices are being examined through the equity lens to minimize biases and is a focus in the current LATTIC equity plan.

The college uses locally established cut scores. The English and Math disciplines evaluated their respective cut scores in 2015 and 2013 respectively. Given the high remediation needs of the College’s student population and the high stakes associated with the Accuplacer exam, the TABE locator was implemented. This allowed the College to reach students with lower assessment scores and provide remediation in English and math through Academic Connections.

In Summer 2015, the College moved to full implementation of Accuplacer for all new, non exempt students as part of the onboarding process (assessment, counseling and orientation process). Given the available online resources and courses available through Academic Connections, the College recognized the need to adjust the retesting policy. The College revised its retest policy to allow students to retest once a term. The number of Accuplacer tests administrated has increased from 1,606 students from January to June 2014 to 7,080 students from the same timeframe in 2015 and increase of 340% from 2014 to 2015. Students reported a 76.7% satisfaction with Assessment and Placement Services at the College.

Evidence

1. Evidence: Board approval of move to CCCApply
2. A&R APP
3. catalog description of matriculation
4. SSSP program plan
5. ACO website
8. OAC data report
9. Senate Bill 1309

**Standard II.C.8.**

The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard:
The College maintains student records permanently, securely and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. As part of the LACCD Student Information System, student records are backed up and maintained at the Educational Services Center. Both the District and Los Angeles Trade Technical College, comply with federal and state law through established policies and procedures governing student records and the control of personally-identifiable information (II.C.x LACCD Board Rules, Chapter VII—Article VII 7700, 7703.13, 7705: 2.137). The College adheres to the confidentiality standards required in the Family Educational Rights and Privacy Act (FERPA) and California Code of Regulations, Title 5 (II.C.x Title 5 of the California Code of Regulations Code Link: 2.136). No student records, including directory information are released without the written consent of the student concerned except as authorized by law. All student records maintained by the various offices and departments of the College, other than those specifically exempted by law, are open to inspection by the student concerned.

The Admissions and Records Office maintains all student records both permanent and optional records in a secured area ensuring their security and confidentiality. Student records are imaged and saved on the College server. The college adheres to District Board rules in regards to the classification and destruction of records respectively (II.C.8 x Board Rule 7708; 7709). Pursuant to Title 5, sections 54606-546008 and 59020-59029, records are classified as permanent (Class 1), optional (Class 2), or disposable (Class 3). The LACCD Board created a Classification of Admission and Records Documents. Class 1 documents are stored permanently in the database after they have been scanned, and original paper records are reclassified as Class 3. The College retains Class 2 records indefinitely unless reclassified as Class 3. Class 3 records are stored for three years in the College warehouse and then are destroyed. Paper records that have not yet been scanned are stored in locked containers in College offices accessible only by staff. Admissions and Records staff attend the LACCD general counsel’s workshops on confidentiality, security, and maintenance of student records (II.C.x ppt of OGC training). At the Admission and Records office counter, all students are required to provide picture identification, such as a driver’s license, passport, or student identification to confirm their identity. Students may access their own English and math placement results as well as academic transcripts by using the Web-based Student Information System (SIS), which is password protected. Los Angeles Trade Technical College staff have access to these records as authorized by LACCD Administrative Regulation B-28 using the Student Information System, which is also password protected (II.C.x LACCD Administrative Regulation B-28: 2.138).

To obtain access to the Student Information system, staff members must receive authorization. This access is only granted after the request form has been reviewed and approved by the Department Supervisor, appropriate Vice President, and the college Information Technology Director (II.C.8 DEC Access Form). The Student Information System requires individual staff members to login and enter a user name and unique password to view or perform transactions. The College assigns various levels of access to personnel based on their respective scope of responsibilities. Information Technology maintains this access list. (II.C.8 DEC Access) In particular, temporary and student employees are strictly prevented from having privileged access to change their records or those of their classmates. The District SIS has a reporting system which allows for the tracking of transactions on student records by user identification.
Admissions and records staff attend the LACCD general counsel’s workshops on confidentiality, security, and maintenance of student records (II.C.x ppt of OGC training). Student records are imaged and saved on the College server. College staff members are assigned different security levels to access to records. At the Office of Admission and Records counter, all students are required to provide picture identification, such as a driver’s license, passport, or student identification to confirm their identity. Students may access their own English and math placement results as well as academic transcripts by using the Web-based Student Information System (SIS), which is password protected. Los Angeles Trade Technical College staff have access to these records as authorized by LACCD Administrative Regulation B-28 using the Student Information System, which is also password protected (II.C.x LACCD Administrative Regulation B-28: 2.138). The District has policies for keeping student records, providing transcripts, and securing those records (Board Rule, Chapter VIII, Article IV). Students are provided information on how to request transcripts in the catalog (Catalog, p.215) and online (Online Grades and Transcripts).

The Admissions and Records Office tracks student requests for transcripts. Students submit a request (Transcript Request Form) to Admissions and Records either in hard copy or electronically (online portal to request transcripts). The request is entered into DEC to document the date of submission, and physical copies are either picked up or mailed as requested by the student. In 20XX13, the District outsourced online official transcript ordering through National Student Clearinghouse, a company providing online ordering through a secure network. The majority of students (85.4%) say that they are satisfied with the services provided by Admissions and Records (LACCD Student Survey Results 2015, #19a).

The College scans paper records in the Viatron imaging system. Viewing access to imaged documents is limited to authorized personnel in Admissions and Records, Counseling, Assessment Center and Financial Aid. Administrative access to the imaging system is limited to authorized personnel in Admissions and Records, Counseling, Assessment Center, Financial Aid and Information Technology. For additional security, the vendor, Viatron Systems, keeps a copy of the records on the secure document imaging system. Incoming documents from 2009 to present will be scanned by Admissions and Records Staff. To provide further protection against identity theft, all students are identified by a student ID number that is not their social security number.

Social Security numbers are not required when a student applies to the college; however, if a student applies for financial aid a social security number is needed. The Financial Aid office uses social security numbers to identify students. The student is required to show their Social Security # and have it attached to their student record through the Admissions & Records office.

In 2014, Los Angeles Trade Technical College moved from Mosaic to St. John’s Family and Well Child to provide student health center services (refer to section II.C.). Los Angeles Trade Technical College owns all student health records and St. John’s Family and Well Child is the custodian of those records (II.C.8 Agreement with St. John’s Family and Well Child). St. John’s Family and Well Child is responsible for including appropriate documentation and responsible
medical record practices that maintain security and privacy of records as required by HIPAA. The Electronic Medical Records system is backed up daily by the College’s Information Technology (IT) Department on the Health Center server under the direction and protection of IT staff. The release of records requires a written consent, signed by the patient, directing the Health Center to release records in accordance with federally mandated guidelines (II.C.x Health Insurance Portability and Accountability Act Link: 2.139).

Student financial aid records are imaged and saved on the College server. Staff are assigned different security levels to access financial aid records. As discussed above in the section on the Office of Admissions and Records, all students are required to provide picture identification to confirm their identity at the Financial Aid Office counter. Since financial aid records are accessed with social security numbers, keypads have been added on all counter computers for students to key in their social security numbers; thus, avoiding the student having to state her or his personal information aloud.

The College maintains assessment results in a secure database with access limited by individual login. All areas providing counseling services track student appointments in the Student Appointment Record System (SARS) database, which is generated by the SARS-GRID program, a student appointment scheduling package from SARS Software Products, Inc. SARS Counseling Notes are protected, requiring a Counselor sign-on password in order to access a student’s counseling record. The SARS database has limited access that requires user login to computers connected to its server. Programs and services that utilize district software follow the same access guidelines as described above. Additionally:

- In the CDC, children’s files are maintained for 8 years, which is the California requirement, in locked confidential cabinets. Parents may make a written request to obtain a copy of their child’s file.
- In Athletics, student medical forms are kept in the athletic trainer’s office and Form 1 and Form 3 are kept in the athletic office and scanned.
- The Financial Aid Office adheres to Federal and State law and regulations and follows FERPA and the Buckley amendment with regard to the student record policy.
- Applications for Associated Student Organization positions are filed away in a locked office.
- The EOPS/CARE has developed an in-house database to maintain information about its students. Access to the database is controlled and only given to those who need it. The program conducts regular training to ensure that all staff are aware of the importance of maintaining student privacy and adhere to all applicable federal and state laws as well as local board policies.
- In CalWorks, each student is given an individual confidential file in the CalWORKs Office. Counselors and staff assess student files to obtain student information as needed. Files are locked up in the cabinet at the CalWORKs Office when they are not in use. Records are not released to any parties. All student workers are required to sign a confidentiality form before the start of their work assignment.
The College publishes and follows established policies for release of student records. The college follows FERPA standards on confidentiality and release of records to parents and others. Written authorization from the student is required for release of records (release form, catalog p. 26). All student records other than those specifically exempted by law are open to inspection by the student concerned. A student may challenge in writing the accuracy or appropriateness of these records through the office of Admissions and Records. Directory information is released based on student authorization through the college application or Release of Directory Information form to individuals and the military for recruitment purposes.

Analysis and Evaluation:

The College ensures a high standard for confidentiality, security, and maintenance of student records. Student academic and registration records for all LACCD campuses are maintained within the LACCD Student Information System by District staff. Data are backed up daily and are recoverable through appropriate District protocols. Students access their own information by entering their student identification number and personal identification number through the student portal. LACCD employees access student records through the District interface or DEC (named after the company that created the program) using their user name and password.

The Financial Aid Office data and digital images are housed on their own separate servers outside of the College’s server and are managed by the College’s IT staff. The servers are backed up weekly by College IT staff. All College staff members, who work directly with student records, are trained in record confidentiality and security.

The College publishes and follows established policies for release of student records. District policies are also in place to limit authorization of access to student records except under specific circumstances and for the protection of confidential student information.

Standard II.C Evidence List:

1. LACCD Board Rules, Chapter VII—Article VII 7700, 7703.13, 7705: 2.137
2. Title 5 of the California Code of Regulations Link: 2.136
3. II.C.x Is there a form for this? If so a copy for evidence would be appropriate
4. example of the A&R log
5. ppt of OGC training
6. LACCD Administrative Regulation B-28: 2.138
7. Health Insurance Portability and Accountability Act Link: 2.139
8. 2.140 Family Educational Rights and Privacy Act [FERPA] Link: 2.140
9. HIPAA Security of Records Code: 2.141
10. Security of Records Code form signed by students
11. All underlined items
12. FERPA (E-105)
13. Student consent to release
14. College Catalog
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Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that the responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

Standard III.A. Human Resources

Standard III.A.1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard:

There are processes in place to recruit and select qualified certificated full-time and adjunct faculty and administrators through the LACCD Board Rules (III.A-1-1-LACCD Board Rules Ch. X Art. III). Classified managers, supervisors, and staff follow the LACCD Personnel Commission rules for recruitment and selection (III.A.1-2-LACCD Personnel Commission Hiring Procedures). These structures are publicly available, developed and modified as needed to meet programmatic needs and are consistently applied across the institution (III.A.1-3-LACCD Human Resources Guide R-000; III.A.1-4-LATTC Academic Affairs Documents website).

Minimum qualifications for faculty are established by the State of California (III.A.1-5-Faculty State Min. Qua.). Additional qualifications for faculty are determined locally to meet specific criteria within program areas (III.A.1-6-LACCD Human Resources Guide R-100). The Faculty Hiring Prioritization Committee reviews departmental applications for new and replacement faculty positions, ranks applications in priority order to meet the College’s mission, and submits a list to the president to approve of positions (III.A.1-7-LATTC Faculty Hiring Prioritization Committee Website). Alphabetical listings of job classifications exist for classified employees that include individual job class specifications and entrance qualifications (III.A.1-8-Personnel Commission Classified Job Descriptions).

The College uses its program review process to determine new positions to fill. Replacement positions are vetted with the respective collective bargaining unit for faculty and the Academic Senate. Employment information is publicly available (III.A.1-9-LACCD Employment...
Opportunities) and additional local recruitment efforts are utilized to attract the most qualified applicants possible. Newly hired personnel have a probationary period to ensure that they are able to perform based on their qualifications reported during the hiring process (III.A.1-11-LACCD Personnel Commission Probationary and Permanent Status).

Analysis and Evaluation:

The evidence demonstrates the College meets this Standard. It is critical to the College that there are qualified faculty, staff and administrators to carry out its mission and implement student success strategies. Clearly defined job descriptions are publicly available when job announcements are posted on the District’s employment opportunities websites. The College has established clear procedures to hire qualified faculty, staff and administrators. These procedures follow LACCD Board Rules, Human Resources guidelines, state minimum qualifications, and Personnel Commission rules to ensure the hiring of quality employees. By following the policies and procedures, the College ensures that the hiring process is consistently applied regardless of the open position and the members of the selection committee.

The hiring process does not differentiate for DE applicants.

**Standard III.A.2.**

*Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning.*

**Evidence of Meeting the Standard:**

Faculty hiring includes active involvement of multiple academic factions within the College, including the hiring department, the academic administration, the faculty collective bargaining unit, the Academic Senate, and the College president. The Academic Senate has developed and approved the faculty hiring procedures that are used to ensure that state, District and local hiring policies are observed (III.A.2-1-LATTC Academic Senate – Faculty Hiring Procedures).

The process to fill an approved faculty position begins with a Notice of Intent to Fill Academic Position followed by the formation of a certificated selection committee and the development of a job announcement (III.A.2-2-Sample Faculty Job Announcement). Job announcements for available faculty positions are posted for public view and include minimum and desired qualifications, requisite degrees and certifications, required duties and responsibilities, and a clear statement of the need to develop and update curriculum and student/program learning assessments (III.A.2-3-LACCD Human Resources Guide R-000; III.A.2-4-Faculty State Min. Quals.). General information and resources are also available on faculty job announcements.

Subject-specific pedagogy is important for student success because it supports and focuses on the student learning process. Effective teaching at the College is defined and evaluated by the Evaluation of Faculty According to Effective Teaching Practices (III.A.2-6-LATTC Faculty Evaluation Handbook).

Analysis and Evaluation:

The evidence demonstrates the College meets this Standard and Eligibility Requirement 14. The classroom is an integral part of student success; thus, the College strives to ensure that new faculty hires have the expertise and experience to develop and review curricula while simultaneously assessing student learning. As such, the College has established a faculty hiring process, in collaboration with the Academic Senate, to ensure the recruitment of qualified and knowledgeable professionals. Well-defined job descriptions list as part of duties and responsibilities the development and revision of syllabi, curriculum, student/program learning outcomes, program review, and innovation. The selection process is a shared process that involves several constituent groups of faculty representatives from the discipline, the Academic Senate, the faculty union, the dean overseeing the discipline, and a trained equal employment opportunity representative who collectively forward the best candidates to the vice president of academic affairs and workforce development and the president for final selection.

During the interview process, applicants for faculty positions are expected to model a presentation on a specific subject and respond to questions from the hiring committee to identify subject matter knowledge—the majority of the committee are content-experts (III.A.2-6-LACCD Human Resource Guide Faculty Selection HR R-120). Teaching modalities and their effectiveness is evaluated during the hiring process either by the interview, writing sample, and/or the presentation. All members of the selection committee are given an evaluation form used to rate the applicant throughout the hiring process.

**Standard III.A.3.**

administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard:

New and replacement positions for certificated administrators and support staff responsible for educational programs are reviewed and evaluated annually during program review to ensure academic integrity and institutional effectiveness. Requests for staffing resources are extracted from program review to be evaluated using the Faculty Hiring Prioritization Committee (FHPC) for faculty positions and the Position Review Work Group (PRWG) for non-faculty requests (III.A.3-1–FHPC Process; III.A.3-2–PRWG Process). The FHPC is an Academic Senate
Committee and the recommendation from this committee goes to the full Senate for ratification and then to the president for approval (III.A.3-3-President’s Approval of FHPC Recommendations). The PRWG meets after the Executive Team considers requests for positions to recommend non-faculty hires to the president for approval (III.A.3-4-President’s Approval of the PRWG Recommendations).

The College is focused on hiring quality individuals. If the selection pool does not result in quality applicants, the hire does not go forward. The College follows processes established by the LACCD for recruiting and selecting certificated administrators (III.A.3-5-LACCD Human Resources Guide R-100) and support staff (III.A.3-6-Personnel Commission Hiring Procedures). This includes developing measurable criteria that are clearly defined in job announcements for minimum and desirable qualifications and required degrees and certifications or the equivalent. The process includes a request in the form of a Notice of Intent to Fill Academic Position for certificated administrators or a Classified Staffing Request for support staff positions. Selection committees are made up of administrators and staff along with members from the Academic Senate (for certificated administrators), appropriate bargaining unit representatives and a trained Equal Employment Opportunity representative (III.A.3-7-LACCD Human Resources Guide R-110).

Qualified candidates are invited to participate in a competitive interview process. The president also interviews the top candidates for certificated administrator. The name of recommended candidate is forwarded to LACCD Human Resources for certification before a formal offer of employment is made. All new hires are evaluated at established intervals to validate that the selection represents the best investment on behalf of students for both the institution and the employee. All new hires are oriented to the College and to their area of work.

Analysis and Evaluation:

The evidence demonstrates the College meets this Standard. In order for faculty to successfully matriculate students through programs of study, the College selects qualified administrators and staff to support instruction and provide the wrap around services to support student success. Furthermore, the participation of various constituent groups in the screening process ensures that well-rounded candidates are put forward to the president for final selection.

In addition to the minimum and desirable qualifications, the College emphasizes the value for diversity. Administrators and other employees responsible for educational programs and services must have the ability to communicate and work effectively amongst each other, partners, and students to successfully perform their duties.

Standard III.A.4.

*Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.*
Evidence of Meeting the Standard:

To be considered as a candidate for employment in any capacity, applicants must submit to the LACCD a completed application for employment electronically (III.A.4-1-Link to LACCD Certificated Employment; III.A.4-2-Link to LACCD Classified Employment). Degrees must be from appropriately accredited institutions. Faculty members establish their qualifications by demonstrating possession of the degree/certification or experience specified in the job announcement. In rare circumstances, candidates need to establish their qualifications through an equivalence process that is not intended as a means to waive exact qualifications.

When equivalency must be determined, the Chancellor, in consultation with the District Academic Senate, has established procedures under which faculty members may seek a determination that they possess qualifications that are equivalent to the minimum qualifications delineated in the job announcement (III.A.4-1-LACCD Board Rules Ch. X Art. III; III.A.4-2-LACCD Personnel Commission Hiring Procedures; III.A.4-3-LACCD Human Resources Guide R-100; III.A.4-4-Personnel Commission Special Qualifications Requirements; III.A.4-5-LACCD Employment Opportunities for Academic Positions).

Analysis and Evaluation:

The evidence demonstrates the College meets this Standard. The LACCD Board Rules, Human Resources guidelines, state minimum qualifications and Personnel Commission rules clearly state that all eligible candidates must hold degrees that are recognized by U.S. accrediting agencies. This information is publicly available on the LACCD Employment Opportunities for Academic Positions website and the Personnel Commission Special Qualifications Requirements website. The equivalency process that candidates must follow is clearly outlined in order to establish equivalency for degrees earned from non-U.S. institutions.

In order to verify the qualifications of applicants, applicants must submit their resume, letter of intent, three references, and unofficial transcripts with their online application. The documents submitted with their applications are reviewed by the selection committee. The final candidates are asked to bring sealed transcripts to their interview to validate their minimum academic qualifications and the Chair of the selection committee contacts references to validate experience and desirable qualifications. In the event that degrees from non-U.S. institutions are used to demonstrate minimum qualifications, candidates must provide official copies of transcript evaluation forms. Foreign transcript evaluations forms are only accepted if they are completed by agencies approved by the commission for foreign transcript evaluation (III.A.1-10-State of CA Commission on Teacher Credentialing Foreign Transcript Evaluation).

Standard III.A.5.
The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to
assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

**Evidence of Meeting the Standard:**

Faculty, administrators and classified staff are regularly evaluated to ensure the effectiveness and quality of instruction and services provided (III.A.5-1-LACCD Human Resources Database of Evaluations; III.A.5-2-LATTC Payroll/Personnel Report of FT Classified Employees Evaluation Month and Evaluation Status). The majority of the employees are represented by collective bargaining agreements that include provisions for performance evaluation, including the right to challenge outcomes through the grievance process. LACCD Personnel Commission rules specify Education Code sections and delineate the laws and rules that must be followed for performance evaluations of classified staff.

The overall goal of faculty evaluations is to aid faculty members in becoming more effective teachers. The evaluation process allows the faculty member under review and the College to recognize performance improvements and to increase awareness of teaching strengths and areas of improvement. Noted areas of growth may be addressed through professional development activities offered on campus, faculty dialogue, or other methods. The Office of Academic Affairs & Workforce Development maintains records on faculty evaluations and is responsible for ensuring that all probationary, tenured, and adjunct faculty are regularly evaluated as stipulated in the faculty contract (III.A.5-3-Academic Affairs List of Faculty Evaluations).

Newly hired full-time faculty members are probationary and evaluated through a multi-year probation process. A successful culmination results in tenure at the end of the fourth year. Evaluation committees are formed for each probationary faculty hire that evaluate the effectiveness of the faculty member based on classroom observations, student evaluations, and other data agreed to within the department (III.A.5-4-AFT Faculty Guild Art. 42 Tenure review and evaluation of contract (probationary) faculty).

Evaluations for tenured faculty are conducted every three academic years and generally alternate between a basic evaluation and a comprehensive evaluation. While the basic evaluation is conducted between the faculty member and department chairperson, the comprehensive evaluation is conducted by a committee. Comprehensive evaluations follow similar procedures as those used in evaluations of probationary faculty. Adjunct faculty are only subject to basic evaluations. (III.A.5-5-AFT Faculty Guild Art. 19 Evaluation.) The College has created a comprehensive Faculty Evaluation Handbook that includes an overview of faculty evaluation, premises of the evaluation process, roles and responsibilities, a description of resource materials, and steps in the evaluation process. The handbook also includes all evaluation resource materials, checklists and forms. (III.A.5-6-LATTC Faculty Evaluation Handbook website; III.A.5-7-LATTC Faculty Evaluation Handbook).

Evaluations of classified staff and administrators are conducted annually as prescribed by respective collective bargaining unit agreements (III.A.5-8-AFT Staff Guild Art. 16 Procedure for Performance Evaluation; III.A.5-9-Los Angeles/Orange Counties Building and Construction
An Evaluation Alert System (EASY) has been implemented to notify supervisors via email and in the time entry/approval system during an employee’s birth month that evaluations are due (III.A.5-13-Evaluation Alert System (EASY) through the Employee Self-Service Portal). Notifications to supervisors continue at regular intervals until the supervisor has completed an evaluation and has logged it into the system. The College’s vice presidents conduct yearly self-evaluations and receive a comprehensive evaluation that includes faculty, staff and peer feedback every three years (III.A.5-14-Personnel Commission Laws and Rules 702; III.A.5-15-LACCD Evaluations Forms; III.A.5-16-LACCD Employer/Employee Relations Handbook; III.A.5-17-LACCD Board Rule10105.12; III.A.5-18-Vice President and President Evaluations).

**Analysis and Evaluation:**

The evidence demonstrates the College meets this Standard. To evaluate faculty, administrators and classified employees effectively and regularly, the College follows the evaluation processes and schedules defined in the respective collective bargaining agreements, Board Rules, and Personnel Commission rules. The Office of Academic Affairs & Workforce Development tracks faculty evaluations.

Evaluation of classified employees has been streamlined, with reminders to supervisors, through the LACCD Evaluation Alert System (EASY). The system sends notifications through the Employee Self-Service Portal to each supervisor when each employee evaluation is due. The criteria for evaluating employees is clearly delineated in the collective bargaining agreements and Personnel Commission rules and are aligned to the employee’s assigned duties and expertise. An element of the evaluation process is the recommendations, improvements, and growth area in order to provide feedback to the employee. These components also serve as the basis for subsequent evaluations and ongoing coaching. Administrators must sign off to verify the evaluation is accurate and complete. The Executive Team also recently began receiving a report to internally monitor and ensure employee evaluations are being completed.

**Standard III.A.6.**

The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

**Evidence of Meeting the Standard:**

Faculty, academic administrators, and other personnel directly responsible for student learning are made aware at the earliest possible stage that a requirement of their position is to participate in program review, accreditation, and student learning outcome assessments; to revise course outlines; and to be active on campus committees (III.A.6-1-Sample Job Descriptions Faculty and
Administrators). These requirements are stated as duties and responsibilities in job announcements and are incorporated into the evaluation process.

Evaluation forms are agreed to as part of each collective bargaining agreement. On the evaluation forms for all faculty under the category of Professional Contributions is a rating to determine if the faculty member meets, exceeds, or needs to improve in the area of Participates in Student Learning Outcomes (SLO) Assessment Cycle (for classroom faculty this includes approved SLOs on class syllabi) (III.A.6-2-AFT Faculty Contract, Appendix C Section II, p.193; III.A.6-3-Evaluation Forms for Faculty, Administrators and Classified Staff Guild).

Analysis and Evaluation:

Evaluations of faculty and administrators include accountability measures for learning outcomes to continuously strive to improve the teaching and learning process and experience for students and staff. All faculty and staff have opportunities on an annual basis during program to assess specific pre-determined outcomes to guide improvements needed for the subsequent year. This information helps to inform the employee evaluation for members in any given department.

**Standard III.A.7.**

*The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.*

**Evidence of Meeting the Standard:**

Program review is the foundation used for annual planning, to develop the schedule of classes, and to determine appropriate levels of faculty to meet the needs of the student population. The Faculty Hiring and Prioritization Committee annually reviews departmental applications for new and replacement faculty positions that result from program review. It ranks applications in priority order to meet the College’s mission. The recommended list is submitted to the president for approval of positions (III.A.7-1-LATTC Faculty Hiring Prioritization Committee website).

A year-round instructional program dictates that a schedule of classes is prepared and released at least four times per year. Full-time faculty must meet a full teaching load obligation over the course of an academic year. State Education Code mandates full-time to part-time ratio, also referred to as a Faculty Obligation Number (FON), of 75 percent of classroom hours being taught by full-time faculty and 25 percent of the classroom hours being taught by part-time faculty. LATTC has met or exceeded this obligation for the past five years (III.A.7-2-California Code of Regulations Title 5, Section 51025 Faculty Obligation Number (FON); III.A.7-3-LATTC FON).

Faculty who do not advance to tenure status and faculty who separate from teaching full-time are replaced. At the time of the vacancy the Academic Senate, the AFT faculty chapter president and
the College president (or designee) convene to determine the status and timeline for the replacement. Although replacements are made to maintain the level of full-time faculty, the replacement is not necessarily in the exact discipline where the vacancy occurred.

**Analysis and Evaluation:**

The evidence demonstrates that the College meets this Standard and Eligibility Requirement 14. LATTC maintains sufficient numbers of qualified faculty. The College strongly believes in the need for full-time faculty to deliver its programs and services. Per state guidelines, the College maintains the requisite number of fill-time faculty.

**Standard III.A.8.**

*An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.*

**Evidence of Meeting the Standard:**

The Payroll/Personnel Office provides each new adjunct faculty member a Welcome New Employee Packet to assist faculty setup and access to College resources, including LACCD health benefit plan available to eligible temporary and adjunct faculty and their dependents (III.A.8-1-Welcome New Employee Packet). The faculty collective bargaining unit (AFT) has developed an Adjunct Survival Guide that includes information on topics relating to the classroom, work conditions, benefits, pay, and more. This guide helps adjunct faculty understand the rules and regulations that affect them (III.A.8-2-Adjunct Survival Guide). The Office of Academic Affairs & Workforce Development has a webpage devoted to faculty resources providing links to tips and tools for adjunct and full-time faculty.

As part of their orientation, adjunct faculty are also invited to attend Faculty Convocation—the kick-off event that begins each new academic year. The event is planned and presented by the College president and the Academic Senate. The event program includes formal welcomes and presentations from the president, the vice presidents and constituency group representatives. The Faculty Convocation is an opportunity for faculty and adjunct faculty to review the mission/vision, strategies, initiatives, and College deadlines.

Department chairs provide oversight to adjunct faculty within their departments. As mentioned in III.A.5, adjunct faculty are subject to a basic evaluation before the end of their second semester of employment and at least once every six semesters of employment thereafter. (AFT Faculty Guild Art. 19.E Evaluation of Temporary Adjunct Faculty). Adjunct faculty may request a comprehensive evaluation following a basic evaluation, and this request is granted if it follows an evaluation in which the adjunct faculty member’s performance was rated “needs to improve” or “unsatisfactory.”
Adjunct faculty have a professional development obligation as defined in the faculty collective bargaining agreement (Cite AFT Contract section). They can use participation at Convocation towards satisfying their professional development obligation. Adjunct faculty are also informed through email and campus mail about on-campus and off-campus professional development opportunities. They have access to the same professional development resources as regular full-time faculty, such as training resources and activities, and funds for conference attendance. Detailed information about professional development opportunities and resources available to all faculty, as well as other employees of the College, is discussed in III.A.14.

To further integrate adjunct faculty into the life of the institution, adjunct faculty are invited to participate in the decision-making processes of the College. They are invited to participate on participatory governance committees, and can also be elected to become the Adjunct Faculty Representative on faculty governance bodies and in each instructional department (evidence). As an Adjunct Faculty Representative for a department, adjunct faculty can be involved in all matters within the department. Adjunct faculty are also invited and encouraged to participate in the Accreditation process (evidence).

Analysis and Evaluation:

The evidence demonstrates the College meets this Standard. Adjunct faculty are provided with orientation upon starting their assignments. They are informed about how to set up, access resources, participate in the participatory governance process, and how to fulfill their professional development obligation. They are provided oversight and are evaluated according to the process stated in the AFT contract. Adjunct faculty are invited to many of the same opportunities to participate in the life of the institution that full-time faculty have. The College is committed to ensuring opportunities for adjunct faculty to engage with the College community.

Standard III.A.9
The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.

Evidence of Meeting the Standard:

The College maintains a sufficient number of qualified staff to fulfill its mission. Supervisors, deans/managers and vice presidents for each division are responsible for determining appropriate staffing levels. As position vacancies occur, supervisors and managers will recommend to the respective vice president what action should be taken that will be in the best interest of the unit and the population served. The intent is to maintain the level of staffing, but as with the full-time faculty replacements, the staff replacement may not be in the exact classification. Once it is determined what position will be replaced, the vice president meets with the constituency leader for that staff group and consults on that particular replacement. This agreement is noted on the classified staffing request (III.A.9-1-Classified Staffing Request Noting Consult).
If a department believes that there is a need for additional staffing, it will justify this through the program review process including a section detailing the need (III.A.9-2-Program Review Non-faculty Personnel Requests). These proposals are forwarded to the executive team, made up of the president and the vice president from each division. A dialogue is then initiated with participatory governance constituency group representatives and the LATTC Position Review Work Group for consensus on new hires (III.A.9-3-LATTC Position Review Work Group Meeting Notes). An example of the College meeting its staffing needs has been in facilities and information technology. As these areas have expanded and developed due to bond funding received by the College, they have also grown in staffing (III.A.9-4-Physical Plant Staffing and IT Staffing in 2009 versus 2015).

Analysis and Evaluation:

The evidence demonstrates the College meets this Standard and Eligibility Requirement 8. The president determines replacement hires based on the program review process, which provides decision makers with information about whether staffing levels are sufficient. Replacement position are typically filled and/or reallocated to a different staff area. Expansion positions are considered as part of program review. There is a participatory process to determine what expansion hires to recommend to the College president.

**Standard III.A.10.**
The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution’s mission and purposes.

Evidence of Meeting the Standard:

The College executive team is comprised of the president, vice president of Academic Affairs & Workforce Development, vice president of Administrative Services and vice president of Student Services. A broader leadership team that includes the executive team is comprised of 13 certificated deans (seven from Academic Affairs & Workforce Development; five from Student Services; one from Institutional Effectiveness) and five classified managers who oversee the programs and units throughout the College. Together, they provide effective and efficient instructional program and quality student services, with the requisite administrative support, to meet the needs of the student population.

All who are selected to serve in administrative positions follow processes that are in place for recruiting and selecting qualified certificated administrators (III.A.10-1-LACCD Board Rules Ch. X Art. III), and classified managers (III.A.10-2-LACCD Personnel Commission Hiring Procedures). These processes are available to the public. They are developed and modified as needed to meet programmatic needs and are consistently applied across the institution (III.A.10-3-LACCD Human Resources Guide R-000; III.A.10-4-LATTC Academic Affairs Documents website; III.A.10-5-LATTC Position Review Work Group Meeting Notes).
Analysis and Evaluation:

The evidence demonstrates the College meets this Standard and Eligibility Requirement 8. The College has spent effort in the past two years hiring the administrators needed to implement the Strategic Educational Master Plan, which is focused on the PACTS plan. A few years ago, the administrative team was sparse in number. A great deal of effort was put into growing the team from 13 administrators in 2012 to 18 in 2015. While most of the expanded positions are not general fund supported, this additional administrative support provides the impetus for the College to fully realize its student success plan.

Standard III.A.11.
The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard:

The LACCD has written personnel policies and procedures. The LACCD Human Resources Department and the LACCD Personnel Commission Personnel publicizes these policies and procedures in accordance with state and federal laws (III.A.11-1-LACCD Human Resources Guides; III.A.11-2-LACCD Personnel Commission Laws and Rules). The LACCD Employee/Employer Relations Department publishes and posts information that employees can review on the topics of employee discipline, employee recognition, fitness for duty, dismissal procedures, and grievance procedures (III.A.11-3-LACCD Employer-Employee Relations Handbook).

Multiple bargaining unit agreements also define processes employees need to know to help them succeed (III.A.11-4-Link to Union Contracts). Further, the LACCD and the College make information about regular training and human resources policies and procedures available to employees, including information about training opportunities for personal and professional growth (III.A.11-5-LATTC Payroll/Personnel website).

The College has representatives from the College administration on the LACCD Human Resources Council (Council), which reviews proposals and changes to LACCD personnel policies and procedures (III.A.11-6-Agenda Listing Members of the HR Council). Any changes to personnel policies and procedures are vetted through the District consultation process.

Analysis and Evaluation:

The evidence demonstrates the College meets this Standard. Board Rules establish the authority for LACCD Human Resources and the Personnel Commission to establish procedures related to personnel issues. LACCD Human Resources publicizes policies and procedures through Human Resources Guides and Personnel Guides on the Human Resources website. The Personnel Commission publishes Personnel Commission Rules on their website. The District Employer-
Employee Relations Department published the Employer-Employee Relations Handbook. In order to ensure the fair and consistent use of these policies and procedures, the College works closely District Employer/Employee Relations, District Human Resources, and the Personnel Commission.

**Standard III.A.12.**

*Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.*

**Evidence of Meeting the Standard:**

LACCD Human Resources has policies designed to ensure fairness in all employment procedures. The Personnel Commission administers these policies for classified employees. Fair employment policies and procedures that adhere with state and federal laws are available to the public to review (III.A.12-1-LACCD Discrimination and Harassment Summary of the LACCD Policy; III.A.12-2-LACCD Mandatory Sexual Harassment Prevention Training for Supervisors; III.A.12-3-LACCD Employee Assistance Program (EAP) website).

One of the College’s primary objectives is to recruit qualified individuals from all segments of society, and to select and advance employees based on merit after equitable and open competition. Furthermore, all employees and applicants are treated fairly and equitably without regard to age, sex, race, ethnicity, religion, national origin, sexual orientation, marital status, political affiliation, or disabling condition. The LACCD Office of Diversity Programs, in conjunction with the District Employer/Employee Relations Department, supports the College’s effort by providing information and training to supervisors on fair employment practices. They also assist in resolving issues related to harassment, sexual discrimination, grievances and interpersonal conflicts (III.A.12-4-LACCD Office of Diversity Programs Website; III.A.12-5-LATTC Compliance Office website; III.A.12-6-LATTC Complaint Procedures; III.A.12-7-LACCD Unlawful Discrimination Complaint Form).

**Analysis and Evaluation:**

The evidence demonstrates the College meets this Standard. The College, in accordance with Board Rules, includes an Equal Employment Opportunity Officer (EEO) in hiring processes for all permanent employees. The College Personnel Office provides a summary of the non-discrimination and non-harassment LACCD policies to all new employees. This summary, as well as additional policy resources related to diversity, equity and inclusion, is also available on the website of the Office of Diversity Programs. The College participates in district-wide programs, including Sexual Harassment Prevention training required for all supervisors every two years. The College participates in the district-wide Employee Assistance Program to make support available to individual employees and to provide important information to groups of employees through targeted workshops or webinars.
**Standard III.A.13.**
The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard:

The College upholds a written code of professional ethics for all of its employees that comprises Board of Trustees rules of conduct (III.A.13-1-LACCD Board Rule 1204 Code of Conduct - Ch I, Art. II. 1204.13), the Classified Employees Handbook, (III.A.13-2-LACCD Classified Employees Handbook), and the LATTC Statement on Professional Ethics. (III.A.13-3-LATTC Statement on Professional Ethics). In addition, to further foster ethical behavior in its employees, the College established standards and responsibilities for all of its employees (III.A.13-4-LATTC Code of Ethics). New employees receive a welcome packet that includes these expectations for personal and professional ethics (III.A.13-5-LATTC Welcoming New Employee Packet). Employee evaluations include conduct as a part of the employee’s evaluation (evidence).

Analysis and Evaluation:

The evidence demonstrates the College meets this Standard. It adopted a code of professional ethics that establishes standards and responsibilities to encourage ethical conduct and best ethical practices among College employees. The District developed the Classified Employees Handbook, which details the standards of conduct and ethics for classified employees. The College Academic Senate adopted the Statement of Professional Ethics developed by the American Association of University Professors and revised it with additions for specific applications to LATTC. If employees violate professional ethics, they receive a negative employee evaluation…

**Standard III.A.14.**
The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard:

The College’s fourth strategic priority in its Strategic Educational Master Plan is faculty and staff professional development (III.A.14-17-SEMP Strategic Priority #4). In fall 2014, the College formed a workgroup to develop a professional development plan to address strategic priority #4. This workgroup consists of the vice president of Academic Affairs, the dean of Institutional Effectiveness, the faculty union chapter president, the Academic Senate vice president, and the Chair of the Faculty and Staff Development Committee (FSDC). The workgroup recommended the establishment of a professional development unit. As a result, the College created the professional development unit within the Office of Institutional Effectiveness in spring 2015 to
lead in planning professional development for the College. To carry out one of the actions of strategic priority #4, the workgroup also developed The LATTC New Faculty Teaching Academy—a week-long training for new and recently-hired faculty to learn about the College; effective teaching-learning practices and learning outcomes; and their role as LATTC faculty (evidence of training).

The FSDC helps carry out strategic priority #4 by providing information about and supporting the development of on-campus professional development activities by planning June Flex Days and hosting and coordinating trainings (III.A.14-4-LATTC Faculty and Staff Development Committee Minutes). Faculty and staff can submit requests to the FSDC to sponsor workshops led by faculty and/or staff, and they can also submit requests to the FSDC to have the College offer specific training or workshops. The FSDC also reviews requests for professional development identified through annual program review (evidence from meeting minutes). The committee then coordinates with the appropriate vice president to determine which professional development offerings to have for the year. Information about professional development opportunities are available on the FSDC website. Workshops, programs, and training provided through the FSDC are evaluated for their effectiveness (III.A.14-5-LATTC Workshop Evaluation Survey Form). The committee reviews these evaluations to improve the professional development activities for the next year (evidence—meeting minutes?).

Academic Technology provides technology training for faculty and staff (III.C.1-8-Academic Technology Center Schedule of Activities). It evaluates its activities to improve its offerings and trainings (III.A.14-6-Evaluations of ATC Trainings). A deeper discussion of the ATC is provided in III.C.1

Support and encouragement is also provided to employees to pursue off-campus professional development. Employees can submit a conference request form to pursue off-campus professional development opportunities that help them in their work. If the activity is determined by the employee’s supervisor to be appropriate to the employee’s professional growth, the conference request form is submitted to the president for approval (III.A.14-15-Sample Conference Request Form). If approved, an employee is reimbursed or given some funds up front to pay for the costs of pursuing the off campus-professional development opportunity. For faculty, the funds (approximately $25,000 available each year) come from the Professional Growth Committee, a committee of the faculty union. For staff and administrators, funds come from the general fund (III.A.14-16-Funds for Professional/Staff Development).

**Examples of Ongoing Professional Development at the College**

Prior to the start of every academic year, the College Academic Senate and administration work together to develop professional development activities at Convocations for faculty and staff. These activities are developed to help employees understand and be better prepared to help achieve the College’s goals for the upcoming year. Evaluations of these activities are reviewed and used to improve and plan the next year’s Faculty and Staff Convocations (III.A.14-1-Evaluations from Convocation).
The College also meets monthly for a Day of Dialogue where a specific topic that affects the entire institution is explored and discussed creating an opportunity dialogue and institutional learning. Results of the Day of Dialogue are summarized and disseminated institution-wide (III.A.14-2-Day of Dialogue website). Participants at Day of Dialogue are invited to complete an evaluation after each Day of Dialogue. The results are posted and used to improve upon the next Day of Dialogue (III.A.14-3-Results of Evaluations from Day of Dialogue).

Specific examples of other ongoing professional development opportunities at the College include:

- Faculty, administrators and staff can earn Security Awareness Training Certificates (III.A.14-7-LATTC Security Awareness Training Certificate) and CPR certification (III.A.14-8-LATTC CPR Training) following training.
- Moodle self-orientation course syllabus training and distance education certification for faculty (III.A.14-9-LATTC Moodle Self-orientation Course Syllabus Training; III.A.15-10-LATTC Distance Education Instructor Approval Checklist).
- Lynda.com online training. The College acquired licenses in 2014 for Lynda.com. The online video library service provides on-demand professional development training for employees. Through Lynda.com, employees can earn certificates after completing training to learn software, and creativity and business skills to achieve personal and professional goals taught by recognized industry experts (III.A.14-11-Lynda.com Entry Screen).
- Specialized training arranged based on employee interest through the LACCD Employee Assistance Program (EAP) (III.A.14-12-LATTC Employee Assistance Program).
- Workshop opportunities within the LACCD and at the College for classified staff, including Microsoft MOS certification preparation that is based on specific collective bargaining unit agreements and can result in a pay differential (III.A.14-13-Attendance in MOS Trainings).
- LATTC is also launching a program for employees to earn badges upon completion of targeted training programs (III.A.14-14-Example of Activities Completed and Employee's Badge Details).

Analysis and Evaluation:

The evidence demonstrates the College meets this Standard. The College provides professional development opportunities for all employees on an ongoing basis. Training sessions are assessed to determine the degree to which the employee has met training objectives and in some cases a certificate of completion is awarded. The College plans for professional development through the Academic Senate, the FSDC, the ATC, the LACCD EAP. In recognizing that professional development planning could be improved, the College developed the new professional development unit within the Office of Institutional Effectiveness to streamline future professional development planning and more directly align it to the Strategic Educational Master Plan.
The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard:

The institution makes provisions for keeping personnel records secure and confidential. Paper copies of employee personnel records are physically housed at the LACCD Office of Human Resources (HR) and follow the procedures articulated in California Education Code Section 44031(a) – Personnel Files (III.A.15-1-California Education Code 44031(a) – Personnel Files). Employees may make an appointment to view them in keeping with LACCD Board Rules (III.A.15-2-LACCD Board Rule on Employee Access to Personnel File Ch. X Art. I 10105). Electronic personnel records are password protected in the LACCD computer system, SAP (III.A.15-3-Employee Personnel Records Housed SAP-HR).

The confidentiality of applicant records during the hiring process is secured by having participants sign confidentiality agreements (III.A.15-4-LATTC Campus Review Committee Member’s Agreement). Trained Equal Employment Opportunity representatives sit on every selection committee and reinforce the importance of confidentiality. They collect all materials shared during the hiring process and return them to the Personnel Office files.

The LACCD SAP Human Resources system has an employee self-service portal that provides online access to each employee’s own personnel information. There are also California Education Code statutes and statements agreed to in collective bargaining unit agreements that are adhered to regarding employee personnel files (III.A.15-5-AFT Faculty Guild Contract Art. 24 Personnel Files; III.A.15-6-AFT Staff Guild Contract Art. 18 Personnel Files; III.A.15-7-Building Trades Contract Art. 22 Personnel Files; III.A.15-8-Local 721 Contract Art. 21 Personnel Files; III.A.15-9-Local 911 Contract Art. 20 Personnel Files).

Analysis and Evaluation:

The evidence demonstrates the College meets this Standard. LACCD Human Resources, per Board Rule 10105, maintains personnel records in a restricted and secured area. Employees may review their personnel file according with their collective bargaining agreement and the California Education Code. Employees may make an appointment with LACCD Human Resources to access their files. Digital personnel records are stored in the Systems Applications and Products (SAP) Human Resources system and are available to certain groups of employees for evaluation and management purposes. Employees also have access to their electronic personnel records through the Employee Self-Service Portal.
Standard III.B. Physical Resources

Standard III.B.1.  
The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard:

Physical Resources are Safe  
The College contracts with the Los Angeles County Sheriff’s Department (LASD) for all law enforcement services. They provide 24 hour, seven-day-a-week security coverage for the campus; security officers and cadets continuously tour the campus on bicycle, by foot and via vehicle patrols (III.B.1-1-Sheriff Staffing). The Sheriff’s major objective is to provide a safe and secure campus community for students, faculty and staff (III.B.1-2-Mission College Sheriff). The LASD jurisdiction covers all property owned and/or operated by the College (III.B.1-3-Sheriff’s Office Website). The LASD also supervises the Student Cadet Program. Student workers from this program provide dispatch services at the campus station, patrol the parking lots, and provide shuttle/escort service to transport students, faculty and staff to and from parking lots to the campus, as needed (III.B.1-4-Sample Sheriff’s Activity Logs).

An information guide is visibly posted in every classroom to assist College employees and students in responding to different emergencies that may be confronted in the course of performing their duties or while attending classes (III.B.1-5-Emergency Information Guide). This guide is a summary of the College’s Emergency Operations Plan (EOP) (III.B.1-6-Emergency Operations Plan). The website for the office of Environmental Health & Safety contains a map showing evacuation routes for the college (III.B.1-7-Evacuation Map). Included on the map are the locations of the Emergency Phone Stations.

Physical Resources are Sufficient  
The College’s Strategic Educational Master Plan (SEMP) establishes the initial conditions upon which the Facilities Master Plan (FMP) is based. The FMP was developed to assure that facilities are programmed and maintained to support current and future instructional programs and services. The plan drives new construction, land acquisition, facility modernization, stated scheduled maintenance, and technology. To ensure physical resources are sufficient, programmatic needs determine the type of environment required for optimal student learning. The nature of the College CTE programs determines the number of classroom desks, lab stations and/or the type of equipment required. These needs are identified by discipline faculty, and are based on enrollment figures, academic, employment, and economic trends. An example is the recent offering of the Barbering certificate program. Whereby, faculty in the department provided an in depth analysis of external industry requirements; as well as internal needs to be able to operationalize the program needs (III.B.1-8-Barbering Curriculum). Any other emerging needs are to be requested through the annual Program Review process (III.B.1-9-PR1415).
According to the space inventory and based on State ratios of space for projected weekly student contact hours (WSCH) for the next five years, the College has sufficient space to conduct its daily operations. Below is a table with the current Assignable Square Footage (ASF) based on 2015 space inventory (III.B.1-10-2015 Space Inventory).

<table>
<thead>
<tr>
<th>Space classification</th>
<th>Current ASF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory</td>
<td>281,134</td>
</tr>
<tr>
<td>Classroom</td>
<td>93,491</td>
</tr>
<tr>
<td>Office spaces</td>
<td>92,111</td>
</tr>
</tbody>
</table>

**Assures Access**
The College assures access to its facilities in accordance with the requirements of Title II of the Americans with Disabilities Act of 1990. All newly constructed buildings are approved by the Division of the State Architect (DSA) and must meet American with Disabilities Act (ADA) access requirements. DSA evaluates submitted construction plans for code compliance of: fire alarm systems, fire sprinklers, doorway clearances, room capacities, structural calculations for the strength of structural elements in the facility; and, site accessibility for the disabled under the California Building Code (CBC) and the ADA. To ensure ADA compliance in the older buildings, the College has developed a transition plan to change some of its existing facilities in an effort to accommodate faculty, staff and students with physical disabilities (III.B.1-11-LATTC Executive Summary ADA Transition Plan). To carry out this work, LATTC has a designated Environmental Health & Safety (EH&S) specialist as the person on campus who acts as the ADA coordinator.

**Assures Safety**
To ensure a healthy and safe environment the College employs an EH&S specialist. The main role of the EH&S is to provide a healthy and safe environment for the campus community, to protect the campus infrastructure from all types of hazards and to prevent or reduce accidents/incidents in the workplace. The EH&S provides information, training, interpretation of regulations and standards, as well as the coordination and oversight of emergency planning. The EH&S maintains a website with safety-related topics (III.B.1-12-Environmental Health and Safety website).

The Physical Plant staff, conducts periodic building assessments to ensure they are safely operating. Safety repairs to the facilities are documented in the work order system and given the highest priority to protect all populations on the College campus. In addition, staff regularly monitor equipment to ensure it is proper working order (III.B.1-13-Sample Work Order List).

The College has a centrally monitored fire alarm system for all buildings. The main annunciation panel is monitored by the College Sheriff’s Office. The college maintains and tests the system to insure proper operation. Regulation 4 testing is done annually by an outside Regulation 4 certified contractor (III.B.1-14-Hedricks Annual Fire Alarm). Fire extinguishers are located throughout the campus. Annual servicing of extinguishers is performed by a certified contractor (III.B.1-15-Redhawk Agreement). The College also conducts emergency evacuation drills every
semester, such as fire and earthquake. These drills familiarize both students and staff with the procedures for dealing with an actual emergency (III.B.1-16-Emergency Drills). A map with evacuation areas is posted in all classrooms (III.B.1-17-Evocation Plan).

**Assures Security**
There are several hundred strategically placed security cameras on campus. The cameras offer a sense of security for the campus community and a deterrent to crime (the inventory document is not made public, but it can be provided on request). The campus has a Mass Notification System in place for use in the event of an emergency. This system operates over IP and is dynamic in multiple modalities to deliver messages to students, faculty, and staff. Modalities include: Text Messaging, Public Address, E-mail, Voice mail, and Voice Over Telephone. In the event of a campus emergency, the LACCD has a districtwide mass notification system known as Blackboard Connect. The new mass notification system allows for messages to be sent campus wide (III.B.1-18-Notification Systems Text/Voice-Blackboard Connect and School Messenger).

**Assures a Healthful Environment**
The LATTC Work Environment Committee (WEC) meets once a month. The WEC ensures the College provides conditions for a safe, healthful, and sanitary work environment conducive to effective teaching and learning, and effective performance of the administrative functions necessary to support the College’s educational activities. The WEC serves as the College Facilities Committee as well (III.B.1-19-Work Environment Committee Action Items). The LATTC Safety Committee is a subcommittee of the WEC and plays a vital role to keep the campus healthy and safe. The WEC works closely with the Physical Plant staff to address issues that may pose a health and safety risk as soon as they arise (III.B.1-20-Work Environment Committee Minutes).

The College offers courses at several off-site locations that include Green Dot Schools - KIWA center, Los Angeles Department of Water and Power, Eisner Pediatric Center, to name a few. College personnel go onsite to locations and are asked to report back if there are any issues with the off-site facility. The College recently developed a checklist for the off-site location to complete confirming that the site complies with College requirements for health and safety (III.B.21-Off-site Checklist. With regard to off-site classes, the technology needs of the class are considered and the hosting site is expected to meet and support the required technology needs of the class. Students who attend classes off-site have access to student support services, such as the library databases and online tutoring as well as other support services addressed in Standard IIC.

**Distance Education**
Program review is the method used to determine College needs to accommodate online courses. The College underwent a comprehensive multi-million dollar upgrade of its infrastructure several years ago (III.B.1-22-IT Upgrade Plan).

**Analysis and Evaluation:**
Evidence demonstrates the College meets this Standard. To ensure building accessibility, the College adheres to State regulations governing building standards for its new and existing buildings. The newer buildings on campus have been built to code, and there is a plan in place to
bring other buildings up to code (COPY OF PLAN). Additionally, the College has established internal quality control checks to ensure the health and safety of buildings and equipment. In doing so, college staff continually looks for ways to evaluate and implement the most effective tools for establishing, upgrading and maintaining the facilities and grounds. Safety and security measures include the installation of cameras throughout the facilities, an emergency voice notification system and evacuation routes and drills conducted yearly.

The combined roles of WEC, EH&S and the Physical Plant staff work to help identify and seek resolutions to any physical resource problems as soon as possible. However, in actuality when campus staff report issues often there is not feedback provided to let the individual know the resolution to the problem. The College maintenance staff needs to improve their communication. Physical plant should also provide training to the campus on the use of the work order system.

The College facilities are operated in a safe, healthy, secure and accessible manner. Security is on campus 24/7/365 to ensure that the campus is maintained safely and securely. The College has substantial security camera coverage that is monitored throughout the day. Availability of mass notification systems has allowed the College to be able to communicate in all classrooms and offices throughout the campus in the event of an emergency. The College maintains IT safety and security systems in an effort to reduce their vulnerability. According to the 2015 space inventory report, the College has enough space to conduct its daily operations.

**Standard III.B.2.**
The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

**Evidence of Meeting the Standard:**

*Plans, acquires or builds, maintains, and upgrades or replaces its physical resources*
The Strategic Educational Master Plan (SEMP) is one component in the College’s broad-based effort to plan and ensure that the institution builds, maintains, upgrades, and (when necessary) replaces its physical resources. Based on growth projections, the SEMP also includes space needs and qualifications projections for the College for each space category, academic discipline, and taxonomy of programs (TOP) code. The SEMP broadly identifies the long term needs of the College’s programs and services and as stated in III.B1, the SEMP establishes the initial conditions upon which the Facilities Master Plan (FMP) is based (III.B.2-1-Strategic Educational Master Plan; III.B.2-2-Facilities Master Plan). Furthermore, in adherence to California Ed Code Sections 71028, 81800, and 81821(e); the College is required to have a governing board-approved facilities master plan prior to any construction or renovation of facilities. The sections specifically state, "The Board of Governors shall review and approve academic master plans and master plans for facilities for each community college district" (III.B.2-3-Space Inventory Handbook 2007). The FMP provides the detail showing the location for the existing facilities, the existing square footage, the vision going forward for college programs and services, and the
impact a projected increased student population and traffic will have on the surrounding community with the inclusion of an Environmental Impact Report (EIR) (III.B.2-4-LATTC EIR).

In 2001 the Los Angeles Community College District (LACCD) launched a massive building program through voter approved bonds. The goal was to renovate, replace and add structures to the existing colleges. Through funding from Proposition A, AA and Measure J, the college received $582,291,240 to modernize and renovate the campus (III.B.2-5-LATTC Bond Program Budget). Since inception of the bond program, some College buildings have been either newly built and pre-existing buildings have undergone some form of renovations/refurbishments. Construction of new buildings included not only the physical infrastructure, but also, furniture and equipment based on program needs. Following is the list of major construction, demolition, renovation and/or refurbishment projects:

<table>
<thead>
<tr>
<th>Building Name</th>
<th>Original Construction Year</th>
<th>Renovation/Refurbish Year</th>
<th>Demolition Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>24th Street Parking (East Parking Structure)</td>
<td>2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aloe Hall</td>
<td>1971</td>
<td></td>
<td>2015</td>
</tr>
<tr>
<td>Aspen Hall</td>
<td>2010</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cedar Hall (basement)</td>
<td>1975</td>
<td>2015</td>
<td></td>
</tr>
<tr>
<td>Central Receiving</td>
<td>2008</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child Development Ctr.</td>
<td>1975</td>
<td>2008</td>
<td></td>
</tr>
<tr>
<td>Culinary Arts Multipurpose</td>
<td>2018</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cypress Hall (HVAC)</td>
<td>1964</td>
<td>2015</td>
<td></td>
</tr>
<tr>
<td>Electrical Substation</td>
<td>2016</td>
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<tr>
<td>Elm Hall</td>
<td>1926</td>
<td>2015</td>
<td></td>
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<tr>
<td>Juniper Hall</td>
<td>2010</td>
<td></td>
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<tr>
<td>Laurel Gymnasium (air circulation)</td>
<td>1968</td>
<td>2015</td>
<td></td>
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<tr>
<td>Magnolia Hall</td>
<td>1925</td>
<td>2012</td>
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<tr>
<td>Magnolia Hall Utility</td>
<td>2012</td>
<td></td>
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<tr>
<td>Mariposa Hall</td>
<td>1979</td>
<td>2013</td>
<td></td>
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<tr>
<td>Oak Hall (2nd Floor)</td>
<td>1966</td>
<td>2008</td>
<td></td>
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<tr>
<td>Olive Street Parking</td>
<td>2013</td>
<td></td>
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<tr>
<td>Redwood Hall</td>
<td>1937</td>
<td></td>
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<tr>
<td>Sage Hall</td>
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<td>Sequoia Hall</td>
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<td>Toyon Hall</td>
<td>1971</td>
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<tr>
<td>Willow Hall</td>
<td>1966</td>
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Some of the most recent major projects include:
• Mariposa Hall – the building modernization included replacement of the existing building envelope and interior renovations including reconstruction of the existing basement.
• South Campus Project - The project consists of two five-story buildings (Aspen Hall and Juniper Hall) with more than 120,000 square feet of office and classroom space.
• Olive Street Parking - To help address student parking woes, a six-level, 250,000 sq. ft., provides 805 parking stalls to students, faculty and staff.

In an effort to keep the public and the campus informed as to the status of ongoing construction projects funded under Propositions A, AA, and Measure J, the LACCD employs a Campus Project Manager/Construction Manager, who prepares a monthly progress reports (III.B.2-6- Monthly Bond Projects Reports). To ensure understanding of the true costs of owning and maintaining existing and new proposed buildings, the District put all new construction in moratorium. A study was conducted which provided a review of the status of existing and proposed facilities, benchmarked existing facilities operations, and developed processes to measure, monitor and control both facilities costs and utilization (III.B.2-7- CompPlanforTotalCostOwnership). As a result of this study, the District implemented an amended Budget Allocation Mechanism to ensure each college receives an annual base allocation to fully fund minimum administrative staffing and maintenance and operations costs based on an average cost per gross square footage. Phase I increased the colleges’ basic allocation to include minimum administrative staffing as well as and maintenance and operations (M&O) costs. Phase II called for allocation changes that identify college needs (including M&O), provide funding for colleges to deliver equitable access for students, and ensure that colleges are provided with sufficient funding to achieve their missions and maintain quality instruction and student services  (III.B.2-8-CompPlanforTotalCostOwnership, p8, D4-5 Operating Standards and Measures for Monitoring and Assessment of College Condition).

Assures the effective utilization and the continuing quality of assets
The College annually evaluates the effective utilization of its physical resources by utilizing the facility reports in the Fusion database. Fusion provides the College with a report showing the
efficiency percentage for each building. The Space and Capacity/Load Ratio report identifies current classroom space, laboratory and office space, and projects future instructional space based on enrollment growth trends (III.B.2-9-Fusion Space Utilization Report). To help extend the life of and quality of College-owned assets, the Physical Plant department uses a Computerized Maintenance Management System (CMMS) to receive, assign and track work requests received for repairs to buildings, grounds and equipment. The CMMS system, has the capability to track an assets’ warranty information, planned maintenance and/or repairs to equipment based on the system’s inventory and maintenance requirements. The reports from this program demonstrate the College’s preventive and scheduled maintenance (III.B.2-10-CMMS Work Order System and Reports). To evaluate the effectiveness in meeting the needs of programs and services provided by the maintenance and operations staff, surveys are used to assess the satisfaction of the responsiveness, cleanliness, maintenance, and safety of college facilities. (III.B.2-11- Plant Facilities Satisfaction Survey).

Programmatic equipment needs are addressed through the College’s program review process. To ensure continuous support to fund unanticipated instructional and non-instructional equipment and materials, programs submit resource requests during the planning phase of program review. This process requires that all requests follow pre-established guidelines, be based on data evidence, support program growth/improvements and provide an analysis of their alignment with the SEMP priorities (III.B.2.12-PR Resource Requests for Repair, Space and Classroom Equipment).

Analysis and Evaluation:

Evidence demonstrates the College meets this standard. Long term needs of the College are addressed through the College’s SEMP and FMP. The SEMP establishes the initial conditions upon which the FMP is based and although both plans consider the needs of programs and services, they have very distinctive purposes. The SEMP focuses on the College’s educational mission and its programmatic implications. The FMP guides the physical development of the campus. Together, both plans ensure that the needs of the instructional and non-instructional programs are met and provide a picture of where the College is today and where it wants to go in the future. Funding for the FMP was made possible through the passage of Proposition A, AA and Measure J. Since 2001, the College has seen dramatic improvement in its facilities. These voter-approved measures supported the need for adding more up-to-date instructional facilities and renovating the aging and often lack-luster condition of the existing ones.

Programmatic equipment needs are addressed through the College’s Program Review Process. Through this process, programs are able to request new purchase and/or replacement equipment purchases based on evidentiary data contingent upon justification of the purchase and/or equipment replacement and a clear identification its alignment with the college’s SEMP strategic priorities. Furthermore, to help extend the life of college-owned equipment, the College’s CMMS system allows the maintenance workers to keep track of preventive maintenance needs, plan maintenance schedules and timelines and/or conduct repairs to equipment based on the system’s inventory.
To evaluate how effective College facilities meet the needs of the programs and services, the College conducts an annual space inventory which provides evidence as to the current and needed space to conduct daily operations. Furthermore, to provide the College with a clear picture of the total cost of ownership of its buildings, the District conducted a comprehensive evaluation of the total cost of ownership for all nine campuses. The analysis included a review of the current building plans and existing square footage, a benchmark of maintenance and operation expenditures, current cleaning and maintenance standards and quality expectations, cost of change in square footage, utility expenditures per square feet, the benefits of the state’s deferred maintenance/scheduled maintenance program, and utilization of CMMS system to allow for improved tracking of facilities expenses. The combination of all of these elements provide a comprehensive look at the total cost of ownership of College facilities.

**Standard III.B.3.**

To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

**Evidence of Meeting the Standard:**

*Plans and evaluates its facilities and equipment on a regular basis; taking utilization and other relevant data into account*

External controls include evaluation and plans of facility use in compliance with California Education Code Section 81821(e), which requires an annual inventory of all college facilities. Also referred as “space inventory,” this report provides planning and management data about existing physical facilities. The resulting building and room data is used for planning, scheduling, assigning and accounting for the various types of available spaces (III.B.3-1-Space Inventory Handbook, p5; III.B.3-2-2015 Space Inventory Report). Furthermore, the space inventory provides essential information for examining utilization of facilities and, as a consequence, the planning for, allocation of, and addition to the statewide Five-Year Construction Plan prepared each year. The space inventory format consists of a facilities inventory list, reports and summaries. The inventory list provides a room summary for each building plus identifying quantitative data. The reports are organized with various formats that provide detailed information on facility identification, room and standard classification data. In addition, the reports provide detail on the number of rooms, assignable square feet, number of stations and other facilities data. The summaries give college, district and statewide totals from report data. To comply with this yearly requirement, the College utilizes FUSION (Facilities Utilization, Space Inventory Options Net), a system that tracks the condition of buildings, provides an assessment of their current status and develops cost modeling reports for maintenance projects. Fusion provides a method for inventorying, estimating and tracking facilities usage and deficiencies (III.B.3-3-Fusion Deficiency Report).

Internal controls include the SEMP, FMP and Program Review Process. As mentioned in IIB2, the College’s SEMP and FMP, are the plans that outline long term programmatic needs and requirements of the different programs. The FMP delineates all proposed projects and
improvements to existing facilities based on available funding. The annual program review process is the venue used by programs to request ongoing needs as a result of unexpected growth, equity gaps, requirements, etc. This process requires that programs submit annual planning documents including goals and action plans defining resource needs. Prior to receiving funding, these annual plans must be prioritized and vetted by appropriate bodies. These documents must also be in alignment with the evidentiary data and program review analysis (III.B.3-4-PR1415 and Resource Requests).

The Office of Academic Affairs reviews classroom needs for instruction culminating in a classroom allocation list. After all credit and noncredit classes are scheduled, contract education classes and then non-instructional activities are booked (III.B.3-5-Sample Room Scheduling).

Analysis and Evaluation:

Evidence demonstrates the College meets this standard. The College has external and internal mechanisms to ensure continuous review and planning of its facilities. Based on Ed Code, the College’s yearly space inventory serves as a tool to assess space utilization, project future facility needs, and plan for capital outlay construction among other things. Similarly, the SEMP, FMP and program review processes serve as the internal mechanisms to plan and fund for emerging programmatic priorities. The SEMP steps back from the detail of individual programs and outlines broad goals and strategies and identifies a timeframe for achieving quantifiable results. The FMP provides a framework for what can be accomplished with funds at hand, but will also look beyond at a future where additional expansion will be necessary.

As a result of these combined evaluation mechanisms, in recent years, the College has seen dramatic improvements in its facilities, grounds and equipment and has managed to capitalize on its centrally located facilities and urban setting. To this regard, the college has not been built as fortress; rather, was built to reflect its open door policy both in terms of educational opportunities and physical resources. The current inviting architecture and its expansive windows connect the interior environments- classrooms and offices with the campus landscape. An open inviting expression to the College’s desire to create a campus with an implicit idea “we are open for you.”

**Standard III.B.4.**
*Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.*

Starting in 2001, the District had an unprecedented bond program allowing it to renovate existing facilities and build new ones to current standards. Three separate bonds were issued from 2001 to 2008 for a combined total of $5.7 billion, resulting in funding for over 600 new construction and renovation projects for all nine colleges and the Educational Services Center (ESC). The District’s long-range capital plans support each college’s institutional improvement goals and include total cost of ownership projections for new facilities and equipment.

Evidence for Meeting the Standard
The October 2011 Master Building Program Budget Plan laid the foundation for an integrated planning and budgeting process driven by each of the nine colleges’ Educational Master Plans. These Educational Master Plans served as the basis for development of the colleges’ Facility Master Plans, each of which addressed the long-term, often 20-25 year, building and infrastructure needs of the applicable college. (III.B.4-1 LACCD Master Building Program Budget Plan, 10/19/11, p. ii-vii)

The District has worked to strengthen its long-range capital planning and ensure that projections include the total cost of ownership for new facilities and equipment. In January 2012, the Review Panel concluded that “…overall, the Building Program has achieved a good level of success in that a substantial majority of the projects have been successfully completed – compared to the projects experiencing problems (e.g., cost or time overruns, sunk-costs and re-design, litigation, etc.)…the Building Program has the potential to achieve the Program’s goals within the funds provided.” (III.B.4-2 Independent Review Panel Report, 1/4/12, p. 7)

The Review Panel recommended that “…with every new or renovated building proposed to the Board of Trustees, a total cost of ownership analysis should be included that projects the District’s budgeted operating costs for maintenance and operations (M&O), capital renewal, and staffing.” (III.B.4-3 Independent Review Panel Report, 1/4/12, p. 38)

In March 2013, the District developed a comprehensive plan for total cost of ownership which identified total cost of ownership elements, reviewed the status of existing and proposed facilities, benchmarked existing facilities operations, and developed processes to measure, monitor, and control both facilities costs and utilization. (III.B.4-4 Comprehensive Plan for Total Cost of Ownership, LACCD, 3/20/13)

The District’s April, 2013 Special Report to the ACCJC addressed the Total Cost of Ownership (TCO) issue raised in the LACCD Bond Audit issued by the State Controller. The report clearly demonstrated the District’s consideration of TCO systematically. The District defined the Total Cost of Ownership elements as 1) acquisition; 2) daily maintenance; 3) periodic maintenance; 4) utility costs; 5) capital renewal costs; and 6) end-of-life costs to inform its decision-making about facilities and equipment. (III.B.4-5 Accreditation Special Report, LACCD, 4/1/13); (III.B.4-6 FMPOC Meeting Minutes, 3/26/14); (III.B.4-7 Total Cost of Ownership presentation, 3/26/14)

The District continues to research maintenance and operations (M&O) costs to identify more cost-effective and cost-savings measures for adoption, to reduce TCO. Examples include the District Technology Implementation Strategy Plan; Connect LACCD Project; Facilities Lifecycle and Custodial and Building Maintenance Analysis; Custodial Services Enhancement Program; and Districtwide Energy Measurement and Demand Response Analysis. (III.B.4-8 Technology Implementation Plan, 4/17/13); (III.B4-9 Connect LACCD Feasibility Report, 6/14/14); (III.B.4-10 Facilities Lifecycle Review and Custodial and Building Maintenance Analysis, 5/28/14); (III.B.4-11 Custodial Services Enhancement Program, 7/23/14); (III.B.4-12 Districtwide Energy Measurement and Demand Response PowerPoint, 10/22/14)


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In April 2014 the Board approved the Facilities Master Planning & Oversight Committee’s (FMPOC) resolution to “Affirm its Commitment to Protect Capital Investments through Understanding and Management of Total Cost of Ownership” to ensure this policy guides the District’s long-range planning. (III.B.4-13 Board Minutes, 4/30/14)

The Board, at the recommendation of FMPOC, has implemented an incremental approach to the Connect LACCD project, which was established to improve the technology infrastructure connecting its headquarters and satellite facilities. Utilization and use of statistics are routinely reviewed and evaluated as a part of the Total Cost of Ownership. (III.B.4-14 Board Agenda, 7/9/14); (III.B.4-15 Board Agenda, 4/15/15)

Analysis and Evaluation:

The College meets this Standard. Propositions A and AA and Measure J gave the District unprecedented funding, but also required an unanticipated level of planning and oversight. Total cost of ownership issues raised in 2012 have been resolved, and as a result, the District has strengthened its long-range capital planning process, leading to better oversight, coordination, and ongoing efficiencies in support of its educational and strategic goals. The Board’s April 2014 passage a resolution related to Total Cost of Ownership demonstrates its ongoing commitment to controlling and reducing these costs for the benefit of the District and students.
Standard III.C. Technology Resources

Standard III.C.1.
Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution’s management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard:

LATTC provides appropriate and adequate technology resources to support the institution’s management, operations, academic programs, teaching and learning, and support services. The College continually evaluates new instructional technology and technology business solutions through the program review process and the Work Environment Committee Technology Subcommittee. Program review processes are used to plan, develop, review, approve, and implement college wide and departmental technologies. The Work Environment Committee Technology Subcommittee reviews and evaluates standards for hardware, software, and network related equipment, prior to any purchase or implementation. The first standards review will be completed by December 31, 2015. By the end of 2015, those standards will be implemented and applied to all future purchases (III.C.1-9-LATTC Technology Standards-DRAFT).

District Services
District Informational Technology (IT) services plans and maintains a reliable and robust network for local area inter-and-intra campus networks, as well as institutional access to the public Internet and the World Wide Web (III.C.1-4-LACCD SAP System Architecture). More than 40 full-time and part-time employees work at the central district location of the LACCD under the direction of the Chief Information Officer (III.C.1-2-Organization Chart of LACCD Educational Services Center IT Department). Infrastructure supported by the District Educational Services Center (ESC) includes:

- Student Information System (SIS) - also called DEC, is used by students, faculty, and staff to register for classes, view and download class rosters, and execute exclusions. In addition to enrollment, the SIS allows students to print unofficial transcripts, check financial aid status and course offering schedule, view placement results, obtain W9 tax forms and register to vote. PeopleSoft Campus Solutions is the software solution that will replace the existing DEC system
- Electronic Schedule Change System (ESC) – allows users to submit and track changes to the schedule of classes
- Electronic Curriculum Development (ECD) System - allows users to create courses for academic programs as well as modify, reinstate, and archive courses
- Student Email System – is provided to students for official communication and includes access to cloud-based storage and Microsoft Office 365 applications
- SAP – human resources, accounting, procurement, and finance enterprise system and includes: SAP Employee Self Service (ESS) Portal with Cross Application Time Sheet (CATS) - an automated employee time reporting and approving system; and Computerized Maintenance Management System (CMMS) - a work order system with
advanced reporting features

- Distance Education—the Moodle learning management system has supported courses taught in online, hybrid and face-to-face (web-enhanced) modalities. A third party vendor has provided Moodle hosting. The college is transitioning to the Canvas learning management system in 2016 (III.C.1-3-Front Page Screen Shot of Each System)

College Services

The College has over 50 computer labs running various software application programs supported by the IT department. Computer labs run software ranging from simple programs that develop basic computing skills to complex industry-specific software application programs that prepare students for industry-recognized credentials and/or certificates requiring sophisticated computer skills and knowledge (III.C.1-7-IT Inventory of Software). In addition to the academic computers, over 700 computers are used by faculty and staff to perform their daily tasks. (III.C.1-5-IT Comprehensive Inventory, p. 10).

Over 1,000 phones and 300 internet protocol (IP) speakers have been installed for the College voice communications and mass notification in case of emergency. The College has a wireless network that is heavily used with over 4,000 client connections being made on a daily basis during fall 2014. The system includes 100 network switches and core switches in each data center in Mariposa Hall and Magnolia Hall to support the College network infrastructure. The IT department supports the College website using Microsoft SharePoint and employee email systems using Microsoft Exchange. Additionally, the department supports and coordinates outsourced services including Moodle, Mahara, LATTC on Facebook, iTunes U, Career Coach, online Bookstore, interactive campus maps, district-wide student email, library online databases, and Pearson testing programs for student success (III.C.1-7-IT Inventory of Software).

There are 13 full-time classified staff members in the IT department, including an IT manager and a daily operational supervisor (III.C.1-6-LATTC IT Department Organization Chart). The IT department supports the College website using Microsoft SharePoint and employee email systems using Microsoft Exchange. Additionally, the department supports and coordinates outsourced services including Moodle, Mahara, LATTC on Facebook, iTunes U, Career Coach, online Bookstore, interactive campus maps, district-wide student email, library online databases, and Pearson testing programs for student success (III.C.1-7-IT Inventory of Software).

The IT department helps faculty and staff reset user passwords and modify permissions to access DEC screens based on an approved SIS authorization form that is submitted from departments on campus. A Personal Identification Number (PIN) is issued to a student for accessing the student SIS portal. Admissions and Records staff assist students who need PIN passwords reset through DEC.

The College established an Academic Technology Unit (ATU) in 2013 to provide instructional technology support through enhanced technology training and support services. The ATU provides the following services:

- Technology support for faculty teaching face-to-face, online, hybrid, or enhanced formats, including workshops on best practices which are accessible in multiple
modalities

- Individual, hands-on training on the latest tools and equipment used in the classroom, e.g., lecture capture systems, smart room technology, student response systems, web development, and online course management
- Faculty instructional media support and training for AV technology, video recording and editing, video-conferencing, graphic presentations, document scanning, digital signage and implementation of all classroom AV technology
- Workshops on both instructional and administrative software used at the College
- Research on new technologies that can improve the quality of instruction, whether delivered face-to-face or online
- Support and supervision of the open computer lab
- Coordination and management of an online media library
- Maintenance and repair of audio/visual (AV) technology
- Equipment and services to support courses, instructional activities and academic events (III.C.1-8-Academic Technology Center Schedule of Activities)

Analysis and Evaluation:

The evidence demonstrates the College meets this standard. LATTC students have access to technology that enhances their high quality technical and professional learning experience so they can achieve their educational goals while learning to use technology to advance their careers. Faculty and staff have access to technology and training that supports their work.

The new SIS system will transform the way the District delivers services to students, faculty, and staff. With enhanced functionalities, it allows access from anywhere and at anytime via its web-based services. The District leads the development, deployment, and support of centralized administrative functions and "middleware" platforms necessary to support connectivity between software services delivered by other District resources.

The passage of bond Propositions A and AA and Measure J provided the necessary funding for a massive college-wide technology upgrade. The College invested almost $20 million to fully upgrade all infrastructure, hardware, and software. The IT department coordinates with District IT services to ensure that the College is pursuing best practices in the use of technology and that it is leveraging the resources available to support the needs of the institution. Campus IT Services provides back-end support for the College’s computing systems. The continuous training and support through the ATU guides faculty in the use of technology for classroom and supplemental instruction that supports and encourages innovation in teaching and learning.

**Standard III.C.2.**
The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

**Evidence of Meeting the Standard:**
To continuously plan for, update, and replace technology, the College developed a computer replacement plan that promotes continuous improvements in computing technology. The plan provides a regular schedule for hardware updates to ensure that College programs and services have access to technology that is relevant and current (III.C.2-2-LATTC Technology Replacement Process-DRAFT). The College’s technology implementation strategies are guided by the LACCD Technology Implementation Plan, which provides technology vision through 2020 (III.C.2-1-LACCD Technology Implementation Plan).

The College also uses the results from annual program review to inform its technology decisions. Through program review, users can align requests for technology resources to their outcomes. The program review process encourages innovation and allows users to seek out new and enhanced technology resources as a means to achieve program improvement (III.C.2-3-Program Review Document).

To ensure that the quality and capacity of its distance education technology is adequate, the College has contracted with a third party vendor to host its Moodle learning management system. As new versions of the software have been released, the College has upgraded its learning management system site to ensure that users have access to recent software improvements and updates. The college plans to transition fully to the Canvas learning management system in 2016. Canvas was selected as the California Community College (CCC) Online Education Initiative’s (OEI) learning management system in 2015. Transitioning to the OEI’s common learning management system will provide the college with access to additional statewide resources and upgrades.

Trained Staff
In order to effectively monitor, maintain, repair and upgrade campus technology, the College provides funds and opportunities for staff from the IT department, ATU, and the Website to attend conferences and District technology meetings to sharpen and enhance their skills (III.C.2-7-List of Conferences Attended by Staff Since 2010).

Software
The IT department is responsible for maintaining and upgrading all software licenses on a yearly basis. For many years the College faced problems with maintaining software licenses. Often there were one-time funds available for the initial software purchase, but no ongoing funds identified to renew and/or upgrade software. The College solved the problem by allocating funds to the IT department budget. Furthermore, agreements with software companies, including institution-wide site licenses, have been secured to ensure regular updating of software. The College currently has agreements with Microsoft, Adobe, and other companies to ensure that the software will be maintained and upgraded on a regular basis (III.C.2.5-Spreadsheet of Contracts and License Renewals).

Work Order System
The College uses a work order system for monitoring issues and informing improvements (III.C.2-4-Samples of CMMS Work Order System and Reports). These work orders allow users
to submit requests online and provide the staff with the ability to manage and seamlessly address those issues in a timely manner.

**Smart Classrooms**
The College follows the LACCD-established standard for smart classrooms. The College is implementing that through the deployment of a centralized, smart classroom management system (III.C.2-6-LACCD Smart Classroom Standards). The campus media technicians provide regular maintenance, repair and upgrades to the campus smart classrooms to ensure that they are fully operational.

**Website**
The College web designer provides support and regularly updates the College website to ensure that it provides current information in a format that is easily accessible to users. The College has also hired a consultant to assist with website improvement and to develop a plan for continuous updating of the website.

**Analysis and Evaluation:**
The evidence demonstrates the College meets this standard. The College has developed plans to ensure that technology is regularly updated. It has provided additional opportunities for users to innovate through its program review process. Furthermore, the College IT and ATU staff are trained to regularly monitor, maintain, repair and upgrade campus technology to ensure that it is functioning effectively.

**Standard III.C.3.**
*The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.*

**Evidence of Meeting the Standard:**

**Safety and Security**
To ensure physical security, the College uses lockdown devices to secure campus computers, as well as an extensive network of security cameras inside and outside of its labs, classrooms and offices to deter and prevent theft or damage. All campus laptop computers have tracking software installed on them to increase the possibility that, if lost or stolen, those devices can be recovered. The College also recently implemented the use of key cards in its newer buildings to control access to technology resources. Key card access is required for entry to the Information Technology Department and the Academic Technology Unit offices. The College’s Lightweight Directory Access Protocol (LDAP) Single Sign-on and Active Directory allow for students to securely access multiple services. In addition, a wireless login is required to ensure that only authorized users can access the campus network (III.C.3-1-LACCD IT Security Policy).

**Reliable Access**
The single sign-in process provides access for all and allows for students to remotely access multiple services that are available online. Students and faculty are provided with email accounts and Microsoft cloud-based computing and storage services. The College also contracts for a Learning Management System that can be accessed via the Internet by students enrolled in online, hybrid and web-enhanced courses.

The College established policies and procedures to ensure that its systems can operate in the event of an emergency or system failure (III.C.3-2-LATTC and LACCD System Backup Schedule). The IT department performs emergency backups of power and storage. This includes the regular backups of the campus digital media players and its digital media library. The College Learning Management System, which is hosted by a third party, is also backed up hourly. In addition, the District also back-ups the student information system as well as all district administrative supported data and functions.

**Analysis and Evaluation:**

The evidence demonstrates the College meets this standard. The College provides a high level of safety and security while maintaining reliable and consistent access for users at all locations. Physical security is ensured through the use of security cameras, tracking systems, key card access and lockdown plates. Users are able to access online services through a secure single sign on process and are provided with reliable communication services through robust email and cloud-based tools.

**Standard III.C.4.**

*The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.*

**Evidence of Meeting the Standard:**

**Training**

The ATU and IT Department provide technology training to students, faculty, staff, and administrators. This training includes face-to-face, hybrid and online workshops developed by the ATU and the IT Department. The College also subscribes to the Lynda.com library of online training courses and recommends online training to staff, faculty, and administrators in an effort to target professional development areas based on need. Lynda.com can provide data detailing the number of videos watched in total hours and the number of certificates earned. The College also provides technology-based workshops and activities on contractually obligated Flex days, so that faculty can gain technology competencies while fulfilling their Flex obligation.

Student technology orientations to the learning management system, ePortfolios and the student email system are given at the start of every semester. Learning management system orientations are provided to students through the web in the formats of video and print tutorials. Students can also self-enroll in an online course that guides them through the main areas of the learning
management system. In addition, video tutorials on using the student information system and student email set-up are also available via the web.

The program review process is used to help identify areas where technology training and professional development can be improved through the development of new training opportunities. The number of workshops developed and offered is also determined by the extent to which faculty are using a particular technology and whether or not that number is increasing (IIIC.4-2-Number of Faculty Using Technology 2010/2011/2012/2013/2014/ 2015). In addition, training needs are determined by the deployment or acquisition of new hardware or software technologies.

To ensure that College technology training is appropriate and effective, evaluation surveys are given to attendees to complete at the end of workshops. The feedback collected from these evaluations is reviewed to ensure participant satisfaction and to improve future workshops.

**Technical Support**
To ensure that the College provides effective technical support to faculty and staff, the College and District provided training and workshops for IT and ATU staff. The IT and ATU staff also participate in trainings provided by vendors and attend off-campus conferences, workshops, and webinars to ensure they are familiar with the latest technologies and innovations (IIIC.4-1-List of Training for IT Staff Since 2010).

The ATU Open Lab staff provides support and assistance to students using email, Moodle and other college web based services. The ATU Online Help desk handles trouble tickets from students and students are referred to the Academic Technology Unit for further assistance and support.

In order to teach online, faculty must obtain Distance Education certification based on criteria established by the College Distance Learning Committee (DLC) (IIIC.4-4-Standards for DE Certification).

**Analysis and Evaluation:**
The evidence demonstrates the College meets this standard. The College provides extensive technology support and training through numerous modalities to ensure that faculty, staff, students and administrators have appropriate instruction and support through training that is customized to meet their needs. In addition, faculty have the opportunity to seek out training through the College’s online training resources

**Standard III.C.5.**
The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

**Evidence of Meeting the Standard:**
The College has a number of policies in place that guide the appropriate use of technology at the institution. Some of the policies are established by the District, while other policies are developed through College committees.

- The DLC is charged with developing policies related to online teaching and learning. Once approved at the DLC, those policies are sent to the Educational Policies Committee (EPC) to approve. Once approved by the Committee, the policies are sent to the Academic Senate for final approval.
- The Work Environment Committee develops policies that govern the use of technology as it relates to their application in the workplace. The Work Environment Committee reports to the College Council and the AFT Faculty Guild. Once the WEC approves technology related policies, they advance to the College Council for final approval.
- While policies are developed through a committee process, the procedures for ensuring compliance with these policies are developed and carried out administratively.
- The District has established several administrative regulations regarding the use of email, computer systems, and college networks that the college has implemented and enforced. (IIIC.5-1-Distance Education Policies; IIIC.5-2-Policy for Online Grading and Roster Submission; IIIC.5-3-Email Policy; IIIC.5-4-District and College Computing Policy E76; IIIC.5-5-District E9; IIIC.5-6-District E100; IIIC.5-7-Board Rule XX Distance Education; IIIC.5-8-Percentage Load DE Policy; IIIC.5-9-Email as Official Communication Policy; IIIC.5-10-All Students Have Email Policy; IIIC.5-11-E-Portfolio Active Student Policy; IIIC.5-11-DE Absenteeism Policy)

**Analysis and Evaluation:**

The evidence demonstrates the College meets this standard. The College has established policies through its Academic Senate and College Council to ensure that the use of technology is appropriate in the teaching and learning process. The College committee approval process ensures that the campus has the opportunity to engage in dialogue regarding the implementation of policies related to technology use and gives an opportunity to those who will be affected by the policies and opportunity to provide input.
Standard III.D. Financial Resources

Planning

Standard III.D.1.

Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability.

Evidence of Meeting the Standard:

Resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness

LATTC receives an allocation from the LACCD annually which supports student learning programs and services; adjustments are made upward or downward during the year, due to enrollments and state funding changes (III.D.1-1-LATTC Final Budget; III.D.1-2- LACCD Budget Allocation Model). The budget allocation model also includes funds for administration, maintenance and operations, and a set aside for scheduled maintenance of its facilities in the unrestricted general fund and the restricted general funds (III.D.1-3-Unrestricted General Fund by Sub-major Commitment Item; III.D.1-4- Restricted General Fund Appropriations). While the College can always use more resources, the allocation received has been adequate for LATTC to support its programs and services; the College accomplishes its enrollment goal within its budget allocation each year (III.D.1-5-Unrestricted General Fund – Annual Open Orders and Ending Balances; III.D.1-6- Enrollment Reports).

Distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services

The College has an established process to allocate resources, and through program review, to request additional resources. All requests for additional resources must be made as a part of the department program review in order for it to be considered for funding. Resource requests from program review are made in two categories - permanent staffing requests and non-staffing requests. The LATTC Planning and Budget Committee developed a process to prioritize resource requests, which includes a scoring rubric to measure the merits of each resource request. The components of the resource request scoring rubric are: linkages to outcomes assessment, College mission, Strategic Educational Master Plan, accountability and collaboration. Each department and division ranks its resource requests using the rubric as a guide. Every member of the Planning and Budget Committee is allowed to rank the resource requests and, while honoring the division rank, the Planning and Budget Committee develops a comprehensive list of resource requests that is vetted through the entire College community and taken to the College Council for approval. (III.D.1-7- Program Review; III.D.1-8-Resource Requests Form; III.D.1-9-Scoring Rubric for Resource Requests; III.D.1-10- List of Prioritized and Funded Resource
Requests). The rubric has been refined over the last four years, and further refinement should result from the Planning and Budget Committee annual evaluation of this process (III.D.1-11-PBC Retreat Notes).

*Plans and manages its financial affairs with integrity and in a manner that ensures financial stability*

LATTC has a transparent budgeting process. Each August the Planning and Budget Committee receives a detailed budget of the College’s general fund. The Planning and Budget Committee receives budget projection updates monthly at its meetings, and when additional funds become available through the year, the Planning and Budget Committee makes recommendations to College Council on how to distribute those funds (III.D.1-12-PBC Recommendations to College Council on Use of Additional Funds). In 2011, when the dramatic reductions hit the college, the Planning and Budget Committee invited the entire campus to participate in a special meeting to achieve the goal of reducing the budget by $1 million (III.D.1-13- Budget Reduction from College-wide and Planning and Budget Committee Meeting). The process used to propose the 2011 reductions involved each division listing potential non-instructional areas that could be reduced; they then presented the challenges, or consequences the institution would incur by reducing the budget in that area. The emphasis of funding for that year was on preserving instruction. There have been no budget reductions in instructional non-salaries since 2009 (III.D.1-14-Instructional Non-salary Budget in 2009 versus 2015).

One challenge the College faced was developing a system to renew and annually upgrade software that was often purchased with one-time funds. Departments were often required to be creative and resourceful, with already limited funding, to upgrade to current versions of software when available and necessary. It was decided three years ago to give IT the responsibility to annually renew and upgrade software so departments would not have to be concerned about losing their ability to run critical educational technology functions (III.D.1-15-List of Software and Contracts for IT to Renew). The funding for instructional software comes from the Prop 20 Lottery set aside.

One of the strategic priorities of the College is to develop and test a pathway funding model. The Planning and Budget Committee has developed the framework for this model and the model is being piloted in 2015-16 by the Design & Media Arts Pathway (III.D.1-16- Design & Media Arts Pathway Funding Model). We are enthusiastic about this endeavor because it is the attempt of the College to determine what the real costs are to offer its Pathways to Academic Career and Transfer Success programs and services.

*Analysis and Evaluation:*

The evidence demonstrates that the College meets this Standard. The College has formalized processes and practices to ensure that available financial resources are used to support student learning programs and services that improve the outcomes for students and the effectiveness of the institution. The College demonstrates sound financial planning and execution annually through meeting its enrollment targets within the budget allocated by the District. The allocation formula of the LACCD distributes resources based on enrollment and funding for key areas of
the institution including maintenance and operations. The College has been making strides annually on the allocation of resources through its program review process, with improvements that are incorporated annually based on an evaluation of the program review and resource allocation process. Over the past program review cycle, the College has funded each category of requests: one-time, ongoing and personnel.

It is anticipated that when a viable pathway funding model is developed, the College will be well-equipped to manage its resources more strategically, with the ability to reduce pathway funding in times of budget constraint and expand pathway funding in times of budget expansion. As a College, LATTC works together in good times and in bad times to meet its obligations within the confines of its budget. The College has demonstrated that, even during the time of substantial budget reductions, priorities were established to assure positive outcomes for students and the continued financial viability of the College.

**Standard III.D.2.**
The institution’s mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

**Evidence of Meeting the Standard:**

**Mission and goals are foundation for financial planning and integrated with and supports all institutional planning**
The College mission and goals are the foundation for financial planning. Each year during program review, departments must review their mission and align the department/division mission to the mission of the College. Financial planning is integrated with and supports all institutional planning with financial requests going through program review; linking funding requests to the mission is a component of the rubric that is used to prioritize requests. (III.D.2-1-Conceptual Framework for Planning; III.D.2-2-Program Review Form).

**Policies and procedures to ensure sound financial practices and financial stability**
The College processes that ensure sound financial practices and financial stability revolve around a review of the monthly projection of expenditures versus budget (III.D.2-3-LATTC Monthly Financial Projection). This document is prepared by Administrative Services, and it is reviewed at the Planning and Budget Committee each month so that information can be shared with all College constituents (III.D.2-4-Planning and Budget Committee Agenda). The Planning and Budget Committee reports monthly to the College Council, and a summary of Committee actions and a report is published in the College Council Newsletter, which is distributed throughout the campus (III.D.2-5-College Council Newsletter).

**Financial information is disseminated throughout the institution in a timely manner**
All employees have access to financial information through SAP (the LACCD enterprise system). Training is available annually to anyone interested in knowing how to access financial information (III.D.2-6-Dates of Training on Accessing Budgets).

Analysis and Evaluation:

The evidence demonstrates that the College meets this Standard. The College mission drives the planning process. The program review process drives the allocation of resources each year. Department’s link goals and planning directly to the College mission, and the connection with the mission is a component in measuring the strength of a resource request. All resources requested (personnel, supplies and equipment, increasing ongoing department needs) are prioritized and vetted through a campus participatory governance process as part of the program review process. The College has transparency in its budgeting processes. LATTC makes information readily available and reports and reviews its financial condition monthly to the College and the District. LATTC takes the accountability for the management of its budget seriously and as a result, balances its budget and meets its enrollment targets annually.

Standard III.D.3.
The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard:

Defines and follows its guidelines and processes for financial planning and budget development
The Board of Trustees of the LACCD establishes the budget calendar for the coming year. LATTC budget planning begins with each department reviewing the listing of full-time employees and budget line items for accuracy and reallocation (III.D.3-1-Budget Preparation Notice). Departments are only allowed to reallocate in the non-salary line items. Requests for additional funds cannot be made through this process; the process for allocation of additional funds is via the program review resource request processes (III.D.3-2-Process to Prioritize Resource Requests). A clear example of this work is the increase in funding for Information Technology (IT); with a combination of funded resource requests, access to Proposition 20 Lottery funds and reallocation of funds from Physical Plant, IT has been able to realize its plan for maintaining and remaining current with instructional technology, with the first year of major funding taking place FY 2012/13 (III.D.3-3-IT Budget 2012 versus 2015).

All constituencies have appropriate opportunities to participate in the development of institutional plans and budgets
The College utilized the skills and resources of the Student Success Committee to formulate a plan to allocate new funds that would accompany the Student Success and Support Program (SSSP) Plan and the Student Equity Plan (SEQ); both programs include additional funding and the college must allocate these funds based on the legislative intent, allowable uses and connection of the funding to the plans. Once the plans were drafted by the Student Success
Committee, the plans, including the budgets, went out to the entire campus for review and comment (III.D.3-4-Student Success Committee Minutes).

The College community has appropriate opportunities to participate in budget planning and development. Individuals in departments have the chance during program review to analyze and discuss information about the department including budgets (III.D.3-5-Participants in Program Review.) Additionally, through representation on the Planning and Budget Committee and the College Council, all faculty and staff can access information on planning and budget through their constituency meetings (III.D.3-6-Membership on Planning and Budget Committee and College Council). The Planning and Budget Committee has had a goal for the last two years to send the minutes out to its membership within three days of the meeting so that information is available for constituents to take back to their membership (III.D.3-7-PBC Self-Evaluation for 2015).

Institutional planning takes place through a variety of committees including the Academic Senate Program Review Committee, the Planning and Budget Committee, the Student Success Committee, and the College Council. The opportunity to participate not only includes representation from all constituency groups, but opportunities throughout the year to participate. Examples of this include the Day of Dialogue each month, the College Council meetings (open to all with agendas, minutes and other materials received by the Council members distributed to all LATTC faculty and staff on a monthly basis), and through special town hall meetings to review critical information and decisions. On an annual basis, before the College Council votes on the list of prioritized resource requests, the Planning and Budget Committee sends the list out to the entire campus for review for two weeks (III.D.3-8-Email from PBC to the College Review of Prioritized Resource Requests). The Student Success Committee also sends out its plan college-wide prior to taking it to College Council for a recommendation (III.D.3-9-Email from SSC to the College Review of Student Success Plan).

Analysis and Evaluation:

The evidence demonstrates that the College meets this standard. The program review process guides College financial planning and budget development, including prioritizing resource requests. All constituencies have appropriate opportunities to participate in planning and budget development through their departments, participating in committees, through campus-wide events, and responding to PBC and SSC communications soliciting feedback on plans. The College has developed systems for planning, budgeting and allocation of resources that are available for all to review.

Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard:
Planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements

The College plans its allocation of resources based on the governor’s proposed budget that is published in mid-January each year. By May of each year, the LACCD Board of Trustees prepares its annual tentative budget and by September its Final Budget (III.D.4-1-LATTC Final Budget). In addition, each year the College estimates the amount expected form generating its own funds through transcript fees, parking citations, rental of facilities, contract education, etc. The College estimates these additional resources conservatively at the beginning of the year and make adjustments as these funds become available throughout the year. The College has partnerships with city municipalities to deliver training through contract education (III.D.4-2-LATTC Dedicated Revenue 2010 through 2015). The College has successfully competed for grants through local, state and federal governments as well as private foundations. These additional resources are used to expand programs and services, develop curriculum and establish innovative programs. These resources combined fulfill the expenditures anticipated on an annual basis (III.D.4-3-Listing of Grants). To further reflect budget associated with planning, the College has developed a pathway funding model, Strategic Priority #5, that will budget for each pathway’s needs within a defined set of parameters and the PBC will explore ideas to generate additional revenue (III.D.4-4-Strategic Priority #5).

Analysis and Evaluation:

The evidence demonstrates that the College meets this Standard. The College practices fair distribution of resources based on its objectives. Instruction and support of instruction take precedence. The College has been successful in generating additional revenue through its enterprise programs in Transportation, Construction, Fashion and Cosmetology. The College has successfully competed for grant funding for many of its programs. The future of this realistic assessment is being developed though the Pathway Funding Model that the PBC has created and is testing in the 2015-16 year. It is the College’s attempt to determine the true cost of offering programs. The funding model should also provide a framework for the allocation of resources in times of additional funding as well as in times of reduced funding.

Fiscal Responsibility and Stability

Standard III.D.5.
To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence for Meeting the Standard:

Well-established and appropriate control mechanism and widely disseminates dependable and timely information for sound financial decision-making
The Board established and regularly updates board rules which address financial management and internal control structures. Board Rule 7608 requires the Chief Financial Officer/Treasurer (CFO) to generate interim financial reports, including current income and expenditures, which are submitted to the Chancellor monthly from October through June. The Chancellor, in turn, provides a District quarterly financial status report to the Board, in addition to monthly reports provided to the Budget and Finance Committee (BFC). These reports are widely disseminated and inform sound financial decision-making at the District and colleges. (III.D.5-1 Board Rule 7608); (III.D.5-2 Financial reports to the Board); (III.D.5-3 Financial reports to BFC; BFC minutes)

Board Rule 7900 establishes the Internal Audit Unit as “an independent appraisal function within the LACCD to examine and evaluate the activities of the District…Internal Audit will report audit findings to the Board of Trustees’ Audit/Budget Committee no less than annually.” This Board Rule requires the Internal Audit Unit to ensure that “…financial statements and reports comply with Board policy, applicable government regulations and generally accepted accounting practices…internal accounting controls are adequate and effective…[and] operating policies promoting compliance…are enforced.” (III.D.5-4 Board Rule 7900); (III.D.5-5 Board Rule 7900.10-7900.12); (III.D.5-6 Presentation of audit to BOT)

The District Budget Committee (DBC), Board Budget and Finance Committee (BFC), Board of Trustees, and the colleges receive financial information on a set schedule. Information on resource allocation, debt management, and financial management is routinely provided to the BFC and DBC so their committee members can be fully informed when making policy recommendations to the Board of Trustees and Chancellor. (III.D.5-7 LACCD Financial Report Information and Frequency, 2015)

The Office of Budget and Management Analysis develops districtwide revenue projections, and is also charged with the management of District resources. Since 1993, the District has followed a set budget development calendar which ensures full engagement of the colleges, Board of Trustees, and District office staff. The budget development calendar is evaluated and updated annually; the current version reflects oversight enhancements brought about by upgrades to the District’s financial operational system (SAP). The District also disseminates and trains employees to use its “Budget Operational Plan Instructions” manual to reinforce internal control procedures. (see Standard III.D.10). (III.D.5-8 LACCD Budget Development Calendar 2015-16, 6/26/15)

The District received an unmodified external audit, with no identified material weaknesses, for 2013 and 2014. The District has consistently had unqualified financial statements and unmodified external audit reports for the past 30 years. (III.D.5-9 LACCD Financial Audit, 6/30/14, p.82 & 87); (III.D.5-10 LACCD Financial Audit, 6/30/09); (III.D.5-11 LACCD Financial Audit, 6/30/10); (III.D.5-12 LACCD Financial Audit, 6/30/11); (III.D.5-13 LACCD Financial Audit, 6/30/12); (III.D.5-14 LACCD Financial Audit, 6/30/13); (III.D.5-15 LACCD Financial Audit, 6/30/14)
**Regularly evaluates and updates its policies, financial management practices, and internal controls to ensure financial integrity**

To ensure financial integrity of the District and the responsible use of its financial resources, District and college financial staff review best practices with both internal and external auditors, and revise procedures to strengthen internal controls. (III.D.5-16 LACCD Financial Audit, 6/30/14, p.83 & 91-118)

To ensure the District’s internal control structure has the appropriate level of oversight, the Internal Audit Unit sets yearly review plans, providing Corrective Action Plan updates to the Board Budget and Finance Committee (BFC) on a quarterly basis. (III.D.5-17 Internal Audit Plan FY 2008-09); (III.D.5-18 Internal Audit Plan FY 2009-10); (III.D.5-19 Internal Audit Plan FY 2010-11); (III.D.5-20 Internal Audit Plan FY 2011-12); (III.D.5-21 Internal Audit Plan FY 2012-13); (III.D.5-22 Internal Audit Plan FY 2013-14, 9/11/13); (III.D.5-23 Internal Audit Plan FY 2014-15, 9/17/14); (III.D.5-24 Internal Audit Plan FY 2015-16, 4/15/15)

The Internal Audit unit conducted a Districtwide risk assessment study and determined the need for a comprehensive database which would strategically identify, and mitigate, risks. This project is scheduled for implementation in FY 2015-2016. (III.D.5-25 Risk Assessment, 8/27/14)

The Central Financial Aid Unit (CFAU) continually monitors federal Perkins Loans and Nursing Loans. Student Financial Aid is audited annually by external auditors, as required by OMB Circular A-133, and is also subject to audits performed by grantors. The District has not received any material findings or questioned significant costs in the past ten years.

**Analysis and Evaluation:**

The College meets this Standard. The District has a well-integrated financial management process that regularly evaluates its financial practices and internal control structure to ensure the financial integrity of the District. The Chief Financial Officer/Treasurer and colleges work together to ensure that dependable and timely information for sound financial decision-making is consistently available to all parties. The provision of accurate financial information on a regular schedule has enabled the District to make sound financial decisions and ensure the responsible use of its financial resources.

**Standard III.D.6.**

*Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.*

**Evidence of Meeting the Standard:**

*Financial documents have a high degree of credibility and accuracy*

Financial documents have a high degree of credibility and accuracy. Monthly projections are reviewed with the VPAS each month before submission (III.D.6-1-LATTC Monthly Financial
The PBC reviews the monthly financial projection at its meeting each month. The PBC is informed of any updates that occur in the budget throughout the year (III.D.6-2-Minutes from PBC Meetings Regarding Review of Monthly Projections).

Financial documents reflect appropriate allocation and use of financial resources to support student learning programs and services

The College ensures the budget is adequate for instruction to meet the enrollment goals each year. Instructional supplies and equipment budgets have remained intact since 2009. A few departments had ongoing non-salary resources funded for the first time in 2014 (III.D.6-3-Budget for Instructional Supplies and Equipment 2009 through 2015; III.D.6-4-List of Funded Resource Requests 2013-14).

Analysis and Evaluation:

The evidence demonstrates that the College meets this Standard. Each month the College reports its projected financial status for the year. These reports are reviewed each month by the PBC. The College has demonstrated through its practices that instruction is the primary focus along with the support needed for students to be successful. The College honors the department prioritization of resource requests through the process because it is assumed the department and division have the best information about their needs.

**Standard III.D.7.**

Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard:

Responses to external audit findings are comprehensive, timely, and communicated appropriately

LACCD undergoes an external audit annually. The District office gives the College the list of any audit findings for the College so that it can prepare the corrective action plan. The College has received no external audit findings since 2011 (III.D.7-1-LATTC Audit Findings). When there were findings in the past, the College responded in a comprehensive and timely manner, and communicated the findings and corrective action plan through the senior administration (III.D.7-2-2011 LATTC Corrective Action Plan in Response to External Audit). Audit reports are available on the College website (III.D.7-3-Link to Audit Reports on LATTC Website). The same practice will be followed if there are any findings in the future. While the VPAS has not been in the habit of reporting out the results of external audits, these audit outcomes will be reported annually at the January PBC Retreat. Since they have not been formally reported prior, a full update on all internal and external audits was reported at the PBC at its September 2015 meeting (III.D.7-4-Minutes from PBC September 2015 Meeting).

Analysis and Evaluation:
The College has had no audit findings from external auditors since 2011. Prior findings were all fully addressed and there have been no repeat findings since 2009. In order to disseminate the audit findings to the wider campus community, audit findings will be reported out to the PBC at its retreat every year in January. This information will become a part of the formal report from PBC to College Council each February

**Standard III.D.8.**
The institution’s financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

**Evidence of Meeting the Standard:**

**Financial and internal control systems are evaluated and assessed for validity and effectiveness**
The District’s financial and internal control systems are evaluated and assessed annually by external auditors and internally on an ongoing basis and reported quarterly by the Chief Financial Officer (CFO)/Treasurer. The District has had unqualified financial statements and unmodified audit reports for over 30 years (see Standard III.D.5). For the fiscal year ending June 30, 2014, the District did not have any material weaknesses identified in any of its external audits (see Standard III.D.5).

Material weaknesses were identified in the District’s external financial audits ending June 30, 2008 through 2012. In response, the District significantly improved its internal controls and implemented corrective actions. The District’s corrective actions resulted in the identification of less severe and fewer weaknesses during this same period. The June 30, 2011 audit found the District had one material weakness and four significant deficiencies (see Standard III.D.5). By June 30, 2014, the District had no material weaknesses and one significant deficiency (see Standard III.D.5). It is worth noting that the single deficiency identified in both 2013 and 2014 was not related to internal financial controls (see Standard III.D.5).

Information from external District audits is provided to the Budget Finance Committee (BFC), District Budget Committee (DBC), Executive Committee of the District Budget Committee (ECDBC), Board of Trustees and the CFO, and is used to evaluate and improve the District’s financial management and internal control systems. (III.D.8-1 BOT agenda-audit, 12/3/14); (III.D.8-2 – BFC minutes-audit, 12/3/14);

All audit reports are reviewed and progress towards implementation of corrective action plans for all audit findings are tracked by the Office of the CFO on an ongoing basis. External auditors review progress of corrective actions annually (see Standard III.D.5).

The District has annual external audits for its Bond Program. Bond expenditures have been consistent with regulatory and legal restrictions since the Program’s inception. The Bond Program has never received a qualified or modified audit. (III.D.8-3 LACCD Bond Financial Audit, 6/30/09); (III.D.8-4 LACCD Bond Financial Audit, 6/30/10); (III.D.8-5 LACCD Bond Financial Audit, 6/30/11); (III.D.8-6 LACCD Bond Financial Audit, 6/30/12)
Material weaknesses were identified in the Bond Program’s financial audits ending June 30, 2008, 2009, 2010, and 2012. In response, the District implemented corrective actions and strengthened internal controls and. No material weaknesses were subsequently identified in Bond Program financial audits for 2013 and 2014. (III.D.8-7 LACCD Bond Financial Audit, 6/30/13); (III.D.8-8 LACCD Bond Financial Audit, 6/30/14) Financial and performance audits for the Bond Program are reviewed and approved by the Board of Trustees, the Board’s FMPOC, and the District Citizens’ Oversight Committee (DCOC). These committees also oversee and approve corrective actions to improve internal controls as needed. (III.D.8-9 BOT agenda, 12/__/14); (III.D.8-9 FMPOC agenda, 11/19/14); (III.D.8-10 DCOC agenda, 1/30/15); (III.D.8-11 DCOC agenda, 3/13/15)

Results of this assessment are used for improvement

The Board recently amended BR 17300, which authorizes the Director of the Internal Audit unit, as the Bond Program Monitor, to ensure the Bond Program is performing with the utmost integrity. (III.D.8-12 BOT agenda, 6/24/15)

The District’s Internal Audit unit regularly reviews all business and finance systems to ensure compliance with relevant policies, procedures, laws, and statutory regulations. During the FY 2014-15, this unit conducted procurement audits for all nine colleges and the ESC. In response to findings, the District undertook a series of procurement trainings, which were mandatory for college and ESC staff. (III.D.8-13 DBC Procurement Audits Summary Report, 6/10/15); (III.D.8-14 Procurement Training summary write-up, ___)

In 2003, the District implemented the Systems, Applications and Products (SAP) financial software system, as a result of the District’s evaluation of its financial and internal control systems. Initially, SAP integrated and automated accounting and financial transactions. In 2005 the system was expanded to include personnel and payroll functions. The resulting integrated system allows real-time tracking, approval and posting of all expenditures, and strengthens the District’s financial and internal control systems. (III.D.8-15 SAP Business Warehouse Finance Screenshot); (III.D.8-16 SAP Business Warehouse HR Screenshot); (III.D.8-17 SAP Business Warehouse Instructional Screenshot); (III.D.8-18 SAP Business Warehouse Procurement Screenshot); (III.D.8-19 SAP Business Warehouse Time Screenshot) In FY 2011, the District updated and reissued its accounting manual, which was designed to “…assist campus personnel with the preparation and management of documents, requests, and procedures that are handled in the Accounting and Business Office.” The manual is disseminated and used districtwide and has resulted in better internal controls along with a reduction in transaction processing time. (III.D.8-20 Business Office & Accounting Policies and Procedures Manual, updated 2/21/12)

Analysis and Evaluation:

The College meets this Standard. The District regularly evaluates its financial and internal control systems and assesses them for validity. The District substantially improved its internal
controls in response to the ACCJC visiting team’s recommendation that “…the resolution of the material weakness and significant deficiencies cited in the 2010 financial audit be fully effected by the completion of next year’s audit and appropriate systems be implemented and maintained to prevent future audit exceptions…” (III.D.8-21 ACCJC letter to District, 7/3/13)

By February 2014, the ACCJC stated that “the LACCD has provided evidence that it has addressed District Recommendations 1 and 2 and…resolved the material weaknesses and significant deficiencies cited in the 2010 financial audit. Appropriate systems have been implemented to prevent future audit exceptions.” The District continues to use the results of its assessment for improvement by implementing corrective actions for any findings or deficiencies noted in external audits, program audits, and grant funding sources. District policies and procedures are routinely reviewed and revised. (III.D.8-22 ACCJC letter, 2/7/14)

**Standard III.D.9.**
*The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.*

**Evidence of Meeting the Standard:**

*Sufficient cash flow to maintain stability, to support strategies for appropriate risk management, and to implement contingency plans to meet financial emergencies and unforeseen occurrences*

The District has a strong financial position. The Board reviews and adopts the District’s Final Budget every September. (III.D.9-1 Final Budget 2015-2016 PPT, 9/2/15)

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*Balances presented as restated due to implementation of GASB Statement No. 65 (III.D.9-4 LACCD Financial Audit, June 30, 2014, p.6)

In December 2014, the District’s bond rating was upgraded by Standard and Poor’s from AA to AA+. (III.D.9-5 LACCD Press Release on Bond Rating, 12/1/14)

Strong fiscal controls, coupled with an improved State economy, have left the District in a healthy financial condition. The District’s financial position and its planning activities to maintain financial stability for the past six years are described in the Executive Summary and Overview sections in the District’s Final Budgets. (III.D.9-6 Final Budget 2009-10, pp. i and 1); (III.D.9-7 Final Budget 2010-11, pp. i and 1); (III.D.9-8 Final Budget 2011-12, pp. i and 1); (III.D.9-9 Final Budget 2012-13, pp. i and 1); (III.D.9-10 Final Budget 2013-14, pp. i and 1); (III.D.9-11 Final Budget 2014-15, pp. i and 1); (III.D.9-12 Final Budget 2015-2016, 9/2/15, p. i and pp. 1-9)

The District issued $80 million in Tax Revenue Anticipation (TRANS) notes in 2012-2013 to provide operating cash for working capital expenditures prior to receipt of anticipated tax payments and other revenue. At the end of June 2013, $80 million in principal and $1.275 million in interest was due the next year. As of June 30, 2014, the TRANS debt was paid in entirety. Prior to this, the District had not issued any TRANS debt since 2004. Current cash flow projections do not indicate the District will need to issue any TRANS debt in the near future. (III.D.9-13 LACCD Financial Audit, June 30, 2014, p. 46)

Sufficient cash flow to maintain stability, to support strategies for appropriate risk management, and to implement contingency plans to meet financial emergencies and unforeseen occurrences

District reserve levels have increased in recent years. Each year, the District Budget Committee and the Board review reserve levels as part of the planning process to ensure financial stability for the District. Prior to 2012, the District maintained “…a District Contingency Reserve of 5% of total unrestricted general fund revenue at the centralized account level, and 1% of college revenue base allocation at the college level.” (III.D.9-14 Final Budget 2011-12, Appendix F, 8/5/11, p. 3)

In FY 2012-2013, the District had increased reserves to: “…District General Reserve of 5% and a Contingency Reserve of 7.5% of total unrestricted general fund revenue at the centralized account level, and 1% of college revenue base allocation at the college level.” (III.D.9-15 Final Budget 2012-13, Appendix F, 8/6/12, p. 4)

In the same year, the Board committed to increasing the deferred maintenance reserve fund from 1.5% of its annual budget to 2%. (III.D.9-16 Board Agenda, BT2, 5/23/12)

Since FY 2013-2014, the District has maintained “…a District General Reserve of six and a half percent (6.5%) and a Contingency Reserve of three and a half percent (3.5%) of total unrestricted general fund revenue at the centralized account level, and 1% of college revenue base allocation at the college level.” (III.D.9-17 Final Budget 2013-14, Appendix F, 8/21/13, p. 4); (III.D.9-18 Final Budget 2014-15, Appendix F, 9/3/14, p. 4); (III.D.9-19 Final Budget 2015-2016, Appendix F, 9/2/15, p. 3)

For 2015-2016, the District’s General Reserve is $41.48 million and represents 6.5 percent of the Unrestricted General Fund revenue budget. The District’s Contingency Reserve is $23.42 million and represents 3.5 percent of the Unrestricted General Fund revenue budget. (III.D.9-20 Final
Budget 2015-2016, 9/2/15, p. 8)

The District Contingency Reserve is used to “…meet emergency situations or budget adjustments due to any revenue projection shortfalls during the fiscal year.” Use of reserves must be approved by a super-majority of the Board in accordance with Title 5, Section 58307. (III.D.9-21 Title 5, Section 58307); (III.D.9-22 BOT Agenda 4/11/12); (III.D.9-23 BOT Agenda 7/10/13); (III.D.9-24 BOT Agenda 7/9/14)

In addition, there are reserves for deferred maintenance, centralized accounts—such as legal expenses, and workers’ compensation, to name a few.

Risk management
Adequate property and liability insurance protects the District from unexpected costs due to property loss or legal action. The District has property and liability insurance, per occurrence, up to $600 million and $40 million respectively. The District’s “All Risk” property deductible is $25,000 per occurrence, and liability self-insurance retention is $1.5M per occurrence. Trustees are covered by the District’s liability insurance. (III.D.9-25 LACCD Certificate of Liability, 6/26/15)

The District is self-insured for up to $750,000 for each workers’ compensation claim, $1 million per employment practices claim, and $1.5 million for each general liability claim. The District maintains workers compensation insurance coverage through USI, with an excess workers compensation policy underwritten by Safety National. (III.D.9-26 LACCD Financial Audit, June 30, 2014, p. 45)

For the year ending June 30, 2014, the District made total premium payments of approximately $2.9 million for general liability and property claims. (III.D.9-13 LACCD Financial Audit, June 30, 2014, p. 46)

The Board adopted a policy on liability claims (Board Rule 7313) which requires that “all claims against the District for damages or injuries be reported to the Board of Trustees and administered by either the Office of General Counsel, the Senior Associate Vice Chancellor for Human Resources or the Director of Business Services, or their designees, as directed by the Chancellor.” (III.D.9-28 Board Rule 7313, updated 10/1/08)

A report of pending litigation is made monthly to the Board of Trustees and potential settlement funds are set aside. Any settlements approved by the Board of Trustees are then communicated in writing by General Counsel or Risk Management to the CFO’s office to formally allocate those funds. (III.D.9-29 Board Letter, 6/24/15)

Analysis and Evaluation:

The College meets this Standard. The District has fully demonstrated its ability to maintain adequate reserves, and continues to raise targeted levels to address future unforeseen needs. There has only been one instance of issuing TRANS debt within the last decade, and the District
does not anticipate doing so again in the foreseeable future.

**Standard III.D.10.**

The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

**Evidence of Meeting the Standard:**

**Centralized District Oversight**

**Purchasing:** The District’s Contracts and Purchasing department procures goods and services not purchased directly by colleges. All contracts are reviewed to ensure they are in the District’s best interest in accordance with Board Rule 7100, as well as District policies and procedures related to procurement. (III.D.10-1 BR 7100); (III.D.10-2 Board agenda, 6/10/15); (III.D.10-3 Business Operations Policy and Procedures PP-04-00, PP-04-01, PP-04-07, PP-04-08, PP-04-09)

**Institutional Investments and Assets:** The District provides oversight in compliance with Board rules, District asset management policies and procedures, regulations, and any all contractual and funding requirements. (III.D.10-4 LACCD Financial Audit, 6/30/14 and 2013, p. 25-26); (III.D.10-5 LACCD Asset Management Policies and Procedures, 4/3/09)

**Budget Oversight:** In accordance with Board Rule 7600, the Budget and Management Analysis Unit develops internal budget operational plans and provides guidance to colleges during the budget development process. The District budget calendar is updated and approved by the Board annually, and budget procedures are revised regularly to comply with federal, state, and local laws. The Unit designates a financial liaison for each fund and program at the colleges to safeguard against overspending. (III.D.10-6 Board Rule 7600); (III.D.10-7 District Budget Operational Plan Instructions 2015-2016); (III.D.10-8 District Budget Calendar, 2015-2016); (III.D.10-9 College Financial Liaison Contact List, 2015-2016)

**Financial Aid:** The Central Financial Aid Unit coordinates the work of college Financial Aid offices and ensures college and District operations are legally compliant. The Unit implements standardized policies and procedures throughout the District; reconciles student loan programs, and provides guidance to college administrators and Financial Aid managers. (III.D.10-10 Financial Aid procedures manual)

**Specialized Employees:** The District has specialized employees who manage categorical, grants, and externally funded programs. Employees in the Specially Funded Program (SFP) classification establish operational policies and procedures for externally funded programs, and ensure compliance with all applicable rules and regulations. (III.D.10-11 SFP classifications)

All grant and externally funded programs also have a dedicated SFP (Specially Funded Program) accountant assigned to fiscal monitoring and oversight. (III.D.10-12 SFP Accountant List, June 2015)
Audits: Annual external audits are performed on all special or external funds, including Other Post-Employment Benefits (OPEB) funds, categorical program funding, and capital bond programs (see Standard III.D.5). All special funds are regularly audited and demonstrate the integrity of financial management practices. Expenditures from special funds are made in a manner consistent with the intent and requirements of the funding source. (III.D.10-13 LACCD Annual Audit, June 30, 2014 and 2013, p. 73-81, 86-90)

Auxiliary Organizations: The District Foundation is the sole auxiliary organization for which the District is directly responsible. In March 2015, the Chancellor created a Senior Director of Foundation position for the District. This position is tasked with strengthening and standardizing foundation operations, procedures and policies; improving compliance with nonprofit regulations; strengthening District and college foundation’s infrastructure, and coordinating Districtwide advancement efforts. (III.D.10-14 Senior Director of Foundation job description, 3/24/15); (III.D.10-15 LACCD Foundation Summit, 4/17/15); (III.D.10-16 Presidents’ Council, 6/5/15)

Decentralized District Oversight

Fiscal and Enrollment Management: District fiscal and attendance accounting staff meet with college senior staff on a quarterly basis to review FTES (enrollment) and college fiscal projections, providing a framework for sound college enrollment and financial practices. (III.D.10-17 Budget Expenditure Projections, 2nd Qtr 2008-09); (III.D.10-18 ELAC2Q RecapPkt, 3/12/15)

Auxiliary Organizations: All college foundations have operating agreements with the District. Foundations are required to provide regular financial reports, reimburse the District for services, and operate in accordance with State law and District and nonprofit regulations. (III.D.10-19 LACC Foundation Contract, 6/2015)

College foundations receive annual external audits as required by law. Any identified deficiencies result in a Corrective Action Plan, which is implemented in a timely fashion. In addition, all LACCD foundations received internal audits in 2013-14, which will continue on a recurring basis. Internal auditors highlighted findings common to all foundations, and recommended corrective actions, which are scheduled to be completed by Fall 2015. (III.D.10-20 Foundation Internal Audit Summary, 4/23/14); (III.D.10-21 Foundation Corrective Action Plans, 9/17/14)

Student ASO Funds: Finances for Associated Student Organizations (ASOs) are governed by Board Rules 9200–9300 and Administrative Regulations S-1 to S-7. College Presidents review and approve all proposed ASO expenditures. Beginning in 2014-15, a schedule of internal audits for college ASOs was established by the Internal Audit unit. As the internal audits are completed, outcomes will be completed and reported to the BFC. (III.D.10-22 BR 9200-9300); (III.D.10-23 Admin Regs S-1 to S-7); (III.D.10-24 Internal Audit Plan 2014-2015); (III.D.10-25 BFC docs 4/15/15-ASO Audits)
Analysis and Evaluation:

The College meets this standard. The District has a long history of compliance and sound financial management and oversight practices. Both colleges and the Educational Services Center (ESC) identify and correct deficiencies in internal controls and financial management practices when they are identified. Improved communication and coordination between District staff and the nine colleges will help ensure improved fiscal responsibility and compliance with all rules and regulations.

Liabilities

Standard III.D.11.
The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard:

Financial resources provides a reasonable expectation of both short-term and long-term financial solvency; when making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability

The District maintains financial solvency by ensuring that all obligations are identified with accurate valuations. The District systemically identifies and evaluates its obligations on an annual basis. When needed, third party actuaries are engaged to establish the amounts of obligations. (III.D.11-1 LACCD Financial Audit, p. 34-35, June 30, 2014)

The District has maintained a history of positive net position. As of June 30, 2014, the District’s total net position was $743.6 million, an increase of $43.1 million over June 30, 2013 (see Standard III.D.9).

As of June 30, 2014, the District’s working capital (current assets minus current liability) was $132.9 million, with a cash and cash equivalent balance of $138.6 million. The District’s non-current assets are greater than non-current liabilities. The balance is sufficient to cover all obligations payable by the District including compensated absences, general liability workers’ compensation, and other post-retirement employee benefits. (III.D.11-2 LACCD Financial Audit, p. 17-18, June 30, 2014)

The District uses its existing governance structure to exchange information and seek recommendations from the Board’s Budget and Finance Committee in order to ensure budget priorities align with the District’s Strategic Plan’s goals, Board of Trustees’ goals, and the Chancellor’s recommendations. (III.D.11-3 Final Budget 2015-2016, 9/2/15, pp. 1-10)

The BFC reviews the five-year forecast of revenues, expenditures and fund balances to inform
the District’s next fiscal year’s budget. (III.D.11-4 Long Range Forecast, BFC, 3/11/15)

Similarly, the DBC, the Chancellor’s Cabinet, and the Chancellor make budget recommendations to the Board Budget and Finance Committee (BFC), prior to adoption of the final budget. (III.D.11-5 DBC minutes, 4/22/15)

The District’s budget planning priorities are informed by the Chancellor’s proposed recommendations, the funding of the District’s reserve policy, the alignment with the District’s Strategic Plan’s goals for restoring access and improving student success and equity, and securing the short-term and long-term financial strength of the District. (III.D.11-6 Final Budget 2015-2016 PPT, 9/2/15, p. 15)

Identifies, plans, and allocates resources for payment of liabilities and future obligations

The District’s Final 2015-2016 budget priorities address long-range financial obligations such as meeting the Full-time Faculty Obligation, addressing increases in CalSTRS and CalPERS contribution, expansion of basic skills program delivery, covering salary increases, and ensuring funding is adequately provided for facilities, maintenance, instructional support, and other operation needs. (III.D.11-7 Final Budget 2015-2016 PPT, 9/2/15, p. 8)

In June 2015, the Chancellor recommended that the Board Finance Committee (BFC) approve $3.9 million for the completion and roll-out of the District’s Student Information System (SIS), an essential electronic system that delivers student services and supports teaching and learning and $2.5 million in critical facility infrastructure repair and maintenance at the ESC in the 2015-2016 budget. This $6.5 million investment is in line with District’s Strategic Plan and Board goals which support student success. The Board’s subsequent approval involved consideration for the District’s long-range financial priorities while balancing short- and long-term operational needs. (III.D.11-8 Deferred Maintenance Unfunded Projects 2014-2015, Attachment II & III, BFC, 6/10/15)

As of June 30, 2014, the District’s total net position is $743.6 million, which is an increase of $43.1 million over June 30, 2013. This continues a history of positive net position. As of June 30, 2014, the District’s working capital (current assets minus current liability) is $132.9 million, with a cash and cash equivalent balance of $138.6 million. If taking into consideration the debt and interest payments made by Los Angeles County on behalf of the District, working capital increases to $273.9 million ($132.9M + current portion of interest payable $87.3M + current portion of long-term debt $53.7M). The District’s non-current assets are greater than non-current liabilities by $158.8 million (III.D.11-2-LACCD Fiscal Audit Report June 30, 2014: Net Financial Position). The balance is sufficient to cover all obligations payable by the District such as, compensated absences, general liability workers’ compensation, and other postretirement employee benefits.

Analysis and Evaluation:

The College meets this Standard. The District adheres to well-considered reserve and fiscal management policies, which are congruent with the District’s Strategic Plan, and ensure financial
solvency in the short- and long-term. The proposed 2015-16 budget reflects a $65.43 million projected ending balance.

**Standard III.D.12.**
The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

**Evidence of Meeting the Standard:**

*Plans for and allocates appropriate resources for the payment of liabilities and future obligations: Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations*

Budget planning includes funding of contingency reserves (3.5%), general reserves (6.5%), and a deferred maintenance reserve (1.5%). There are also special reserve set-asides for future obligations; a set aside for 2015-2016 salary increase as well as STRS and PERS contribution increases, and a set-aside for new faculty hires to meet FON obligations (see Standard III.D.11).

The District carefully calculates payment of its short and long-term liabilities. As of June 30, 2014, the District’s total long-term liabilities were $3.8 billion. The majority of this amount was general obligation (G.O.) bonds, but it also included workers’ compensation claims, general liability, compensated absences, and capital lease obligations. (III.D.12-1 LACCD Financial Audit, p.38, June 30, 2014)

The District calculates debt service requirements based on maturity for its three general obligation bonds. The District has issued various G.O. bonds from the authorization of its three bonds. Each bond issuance has its own debt service payment schedule and is paid and serviced by the County of Los Angeles. (III.D.12-2 LACCD Financial Audit, p.39-44, June 30, 2014)

The District regularly reviews and analyzes the impact of OPEB, retirement rate increases, and affordable health care reforms. In July 2013, Aon Hewitt provided the District with an Actuarial Valuation Report for its postretirement health benefits. (III.D.12-3 Postretirement Health Benefits Actuarial Valuation, 7/1/13)

In February 2015, the BFC reviewed budget impacts of assumed rate increases over the next seven years for CalSTRS and CalPERS, including annual required contributions based on these assumptions, and reviewed an analysis of the Affordable Health Care program (Cadillac Tax) and its impact on CalPERS health premiums. (III.D.12-4 Future Costs Analysis, BFC meeting, 2/11/15)

In every year to date, the District’s employer contributions to CalSTRS, CalPERS, Cash Balance, and PARS-ARS met the required contribution rate established by law. (III.D.12-5 LACCD Financial Audit, p. 33, June 30, 2014)
The District has taken significant steps to address the issue of its unfunded liability for retiree healthcare. An agreement, approved by the District’s six unions and the Board of Trustees, was negotiated to begin pre-funding a portion of unfunded obligations. In 2008, the Board adopted a resolution to establish an irrevocable trust with CalPERS to pre-fund a portion of plan costs. The District funds the trust at a rate of approximately 1.92% of the total full-time salary expenditures of the District. An amount equivalent to the federal Medicare Part D subsidy returned to the District each year will also be directed into the trust fund. (III.D.12-6 Board agenda and minutes, Com. No. BF2, 4/23/2008)

As of March 31, 2015, the District had set aside approximately $57.3 million in an external trust fund and its fair market value for this same period was approximately $77.5 million. In June 2015, the BFC approved the Chancellor’s recommendation to increase the District’s OPEB contribution as part of its 2015-16 budget (see III.D.11). (III.D.12-7 CalPERS Quarterly Financial Statement, 3/31/15)

The District has allocated appropriate resources for the payment of workers’ compensation. The District is self-insured for up to a maximum of $750,000 for each workers’ compensation claim and $1 million per employment practices claim (see Standard III.D.9).

The balance of all outstanding workers’ compensation is estimated based on information provided by an outside actuarial study performed in 2014. The amount of the outstanding liability as of June 30, 2014 includes estimates of future claim payments for known causes as well as provisions for incurred, but not yet reported, claims and adverse development on known cases which occurred through that date (see Standard III.D.9).

Because the process used in computing claims liability does not necessarily result in an exact amount, liabilities for incurred losses to be settled over a long period of time are reported at their present value using an expected future investment yield assumption of 1.5%. The current portion (due within one fiscal year) of the District’s current workers’ compensation liability is $5 million (see Standard III.D.9).

Board Rule 101001.5 limits the accrual of employee vacation leave to no more than 400 hours, which provides a measure of control over employee-related expenses. The District also “…does not provide lump-sum payment for any unused accumulated illness, injury or quarantine allowance to an employee upon separation of service…” (III.D.12-8 BR 101001.5); (III.D.12-9 BR 101020)

Analysis and Evaluation:

The College meets this Standard. The District’s short-range financial decisions are well integrated with long-term financial plans for facilities and infrastructure development, technology investments, and hiring. Long-term obligations, specifically debt repayment of general obligation bonds arising from the construction program and control of insurance expenses, are effectively managed. Health benefit costs for active employees are fully funded.
every fiscal year.

**Standard III.D.13.**
*On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.*

Evidence of Meeting the Standard:

The District does not currently have any locally incurred debt, nor has it had any during the past thirty years.

Analysis and Evaluation:

Not applicable.

**Standard III.D.14.**
*All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.*

Evidence of Meeting the Standard:

Board Rules 7608 and 7900 articulate the authority and responsibility of the CEO in overseeing compliance of the District’s financial management and internal control structure with existing Board policy, State and Federal laws and regulations, and generally accepted accounting practices (see Standard III.D.5).

District annual external audits have had unmodified opinions during the past 30 years. External audits include single audits of categorical and specially funded programs as well as all nine Associate Student Organizations (see Standard III.D.5). None of the audits have identified any misuse of financial resources and have confirmed that audited funds were used with integrity in a manner consistent with the intended purpose of the funding (see Standard III.D.5). (III.D.14-1 LACCD Financial Audit, 6/30/14, pp. 82-85); (III.D.14-2 LACCD Financial Audit, 6/30/13, pp. 83-85); (III.D.14-3 LACCD Financial Audit, 6/30/12, pp. 74-82); (III.D.14-4 LACCD Financial Audit, 6/30/11, pp. 72-73); (III.D.14-5 LACCD Financial Audit, 6/30/10, pp. 70-74); (III.D.14-6 LACCD Financial Audit, 6/30/09, pp. 78-81)

The District conducts internal audits throughout the year in order to identify any weaknesses and potential misuse of financial resources. Corrective Action Plans are promptly developed and implemented for any findings or areas of concern (see Standard III.D.5).

Administrative Regulations governing auxiliary organizations’ management of funds, audits, grants, insurance, etc. are detailed in AO-9 through AO-19. Administrative Regulations
governing Associated Student Organization funds, accounts, and expenditures are detailed in S-1 through S-7 (see Standard III.D.10). The District’s “Business Office & Accounting Policies and Procedures Manual” is widely disseminated and followed throughout the District to ensure all financial resources are used with integrity and for their intended purposes (see Standard III.D.8). (III.D.14-7 Administrative Regulations AO-9 to AO-19); (III.D.14-8 Administrative Regulations S-1 to S-7); (III.D.14-9 Business Office & Accounting Policies and Procedures Manual, updated 2/21/12)

The Board reviews and approves issuance of additional general obligation bond funds. The District’s annual external audits for its Bond Program demonstrate that bond expenditures have been used with integrity and for their intended purposes (see Standard III.D.8). (III.D.14-10 LACCD Bond Financial Audit, 6/30/14, pp. 8-10); (III.D.14-11 LACCD Bond Financial Audit, 6/30/13, pp. 8-9); (III.D.14-12 LACCD Bond Financial Audit, 6/30/12, pp. 8-10); (III.D.14-13 LACCD Bond Financial Audit, 6/30/11, pp. 8-9)

Student loan default rates, revenues and related matters are consistently monitored to ensure compliance with federal regulations. The Central Financial Aid Unit (CFAU) ensures the segregation of duties in a manner consistent with the requirements of Title IV: student eligibility is determined at the college level; fund management is handled by District Financial Aid Accounting; disbursements are made by District Accounts Payable; disbursement record reporting is performed by the CFAU; and reconciliation is performed jointly by the college, CFAU and District Accounting. Individual colleges receive ad hoc program reviews by federal and state agencies. Any findings related to standardized procedures are resolved with the assistance of the CFAU, who then ensures all colleges are also in compliance. (III.D.14-14 CFAU Flow Chart/Evidence)

The District has not issued any Certificates of Participation since December 2009.

Analysis and Evaluation:

The College meets this Standard. Internal and external audits help confirm that the District uses its financial resources with integrity and for their intended uses. The District has not received any modified audit opinions for its financial statements for over twenty years, and has received unqualified opinions for bond performance and financial audits since the inception of its bond program. The District has a strong internal control system and set of policies and procedures that help ensure its financial resources are used with integrity and for their intended purposes.

Standard III.D.15.
The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard:
The District is subject to the annual OMB A-133 audit. The audit allows the auditor to express an opinion on compliance for the District’s major federal programs, including Title IV programs. For the year ending June 30, 2014, the District received an unmodified opinion over the compliance with requirements as described in the OMB Circular A-133 Compliance Supplement. The audit found no instances of non-compliance at LATTC (III.D.15-1-LACCD OMB A-133 Compliance Audit).

The student loan debt of LATTC students has reached the default rate level above 32.2% (III.D.15-2-Official LATTC Default Loan Rate). As a result the College contracted with the services of a consultant to assist in improving the percentage of students repaying their loans (IIID.15-31-LATTC Contract with Consultant to Improve Student Repayment of Loans).

Analysis and Evaluation:

The evidence demonstrates the College meets this Standard. LATTC monitors and manages all of its funds with integrity as evidenced by the external audits having no audit findings for the College in the past three years.

Contractual Agreements

Standard III.D.16.
Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard:

Contractual agreements with external entities are consistent with the mission and goals
The VPAS signs off on all contract requests after careful review to ensure all contracts are consistent with LATTC mission and goals (IIID.16-1-Contract Request Forms Signed by VPAS).

Contractual agreements with external entities are governed by institutional policies
The LACCD Board of Trustees (BOT) require that all contracts be ratified within 60 days of the start of the contract, and the College has put in place a technical reviewer in Administrative Services to ensure all BOT Rules, District procedures, and College processes are followed (IIID.16-2-LACCD Board of Trustees Policy on Ratifying Contracts within 60 Days).

Contractual agreements with external entities contain appropriate provisions to maintain the integrity of the institution
The VPAS ensures that all contract provisions maintain the integrity of programs, services and operations from the initial contract request to final contract approval (IIID.16-3-LATTC One Page from Procurement Training June 2015).

Analysis and Evaluation:
The evidence demonstrates the College meets this Standard. A review of every contract that is requested is performed by the VPAS before it is approved. This ensures that all contracts fall within the mission and goals of the College, with provisions that ensure integrity between contract entities and the College. This also protects the interests of the College and the District.
Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

Standard IV.A. Decision-Making Roles and Processes

Standard IV.A.1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard:

Institutional leaders create/encourage innovation towards excellence

The President’s philosophy for LATTC is that “leadership” occurs at all levels and includes president the vice presidents, the deans, the classified managers, the supervisors, department chairs and program managers, and constituency leaders including the academic senate, the union leaders, and the leaders of the Associated Student Organization, department chairs, committee chairs, and committee members, and also includes faculty and staff who have provided input in their department practices and programs. All “leaders” are encouraged to provide ideas that advance the College’s mission and commitment to excellence,

The leadership at LATTC has created a culture of innovation and encouraged the drive toward excellence. The College mission is the source of the College’s commitment to student success and institutional excellence. An in-depth discussion about the institutional mission and what it reveals about the College’s commitment to student success and educational excellence can be found in I.A.1. The mission and strategic goals are prominently displayed throughout the College. It is from the mission that the College developed a Strategic Educational Master Plan (SEMP) setting forth goals that encourage innovation. The priorities, objectives and actions outline the innovations expected to be implemented. In addition the SEMP includes an implementation matrix for each strategic priority and a link to accreditation standards, person responsible and timeline (IV.A.1-1-Strategic Educational Master Plan Priorities/Objectives/Tasks/Implementation Matrix).
Support administrators, faculty, staff, and students to improve practices, programs, services

The College president has in place a system to support administrators, faculty, staff and students to improve the delivery of programs and services. He uses data from the institutional effectiveness team to focus on critical issues that face the College. He holds weekly meetings with the administrator group (includes vice presidents, deans, classified managers) to share ideas, updates and challenges. The administrators take a lead role in the monthly Day of Dialogue and engage faculty, staff and students to discuss topics relevant to the work of the College to understand and improve student learning (IV.A.1-2–Day of Dialogue Topics). The president gives final approval to processes the College uses to improve programs and services (IV.A.1-3–College Council Recommendation Form).

Since implementation of College plans relies heavily on the deans and classified managers, in 2013 the deans and managers were invited to participate in the annual College Council Retreat for the first time to get a deeper understanding of the work ahead and the College constituency leaders prepared to carry out the work (IV.A.1-4–College Council Retreat Attendance 2013 through 2015). The president also put in place an opportunity for individuals to bring forward suggestions and ideas. Individuals can complete a web form that is then routed to the College Council co-chairs who in turn send it to the appropriate committee for consideration (IV.A.1-5–College Council Contact Form). The College president garners additional input through consultation meetings held monthly with constituency group leaders (Academic Senate, AFT Faculty Guild, AFT Staff Guild, Teamsters, ASO, Supervisors SEIU Local 721 and SEUI Local 99) (IV.A.1-6–Sample Agendas for Consultation Meetings).

Use of systematic participative processes for improvement ideas

The College uses systematic participative processes to assure effective planning and implementation. The Academic Senate, the College Council and the ASO facilitate full participation opportunities in the decision-making process at LATTC. The entire campus is invited to College Council and its committee meetings. All campus staff are sent agendas, minutes, and materials for every College Council meeting as evidenced above. Since 2010, a calendar of standing meetings has been distributed as part of the materials at the classified and faculty convocation events each year (IV.A.1-7–LATTC Standing Meetings Calendar). Under the leadership of President Frank, the College Council approved an update of the Participatory Governance & Planning Handbook (IV.A.1-8–Minutes from College Council Meeting Approving Participatory Governance Handbook). The College Council assures the implementation of its goals and practices through monthly updates and formal reports from its committees (IV.A.1-9–Formal Reports from College Council Committees).

The LATTC Academic Senate encourages participation through its processes and procedures (IV.A.1-10–Academic Senate By-Laws). All academic senate council meetings and committee meetings are open to the public to allow for public comment, as prescribed in the Brown Act. The planning processes of the college are prescribed in the Governance and Planning Handbook and begins with annual assessment of outcomes and program review. The Program Review Committee of the academic senate oversees implementation of program review processes at LATTC. All departments participate in program review annually. Because this is a college-wide
activity, the Program Review Committee includes representation from constituents outside the academic senate (IV.A.1-11-Program Review Committee Roster of Members). The Curriculum Committee is responsible for recommending new, updating and/or changing curriculum. The Education Policies Committee is responsible for overseeing compliance with the College, District, and Board of Trustees guidelines. The Faculty Hiring Prioritization Committee reviews departmental applications for new and replacement faculty positions. College Council and Academic Senate and its committees undergo an annual self-evaluation and external evaluation in order to regularly assess and improve it processes (IV.A.1-12-College Council and Committee Self-evaluations and External Evaluations; IV.A.1-13-Academic Senate and Committee Self-evaluations and External Evaluations).

**Analysis and Evaluation:**

The evidence demonstrates that the College meets this Standard. The College president knows that it takes a strong team of administrators, faculty, staff and students, which understands the College direction, to help students succeed. The innovation taking place at the College is driven by its mission and being implemented by all College leaders: faculty, staff, students and administrators working together to implement the College SEMP. The College president maintains monthly sessions with constituency leaders, including faculty, staff and students in formal consultation and, informally, the president has an open door policy. The College has an atmosphere of open dialogue and good relationships among campus constituents based on inclusive input. The process of program review is where faculty and staff evaluate data and determine what changes need to be made to improve programs and services. Finally the top strategic priority of the College, PACTS, is at the forefront of campus dialogue and action.

**Standard IV.A.2.**

*The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.*

**Evidence of Meeting the Standard:**

*Establishes and implements policies and procedures authorizing participation in decision-making processes*

LATTC has in place specific processes outlined for participation in the decision-making process. The Participatory Governance & Planning Handbook includes a matrix of decision-making (IV.A.2-1–LATTC Decision-Making Matrix) and a flow chart of how decisions are made at LATTC (IV.A.2-2–Decision-Making Flow Chart). The decision-making illustration shows the participation of administrators, faculty, staff and students in the decision-making of the college.

*Specifies manner of participation, including administrators, faculty and staff*
Participation on college governance occurs through representation on College committees. The College Council Committees give all members of the College community, through their constituency groups, participation in decisions relating to accreditation, planning and budget, student success, and the work environment (IV.A.2-3–College Council Committee Information Sheet). The College Council has four committees that include representation from various campus groups, including faculty, staff, students and administrators (IV.A.2-4–Accreditation Steering Committee Information Sheet; IV.A.2-5–Planning & Budget Committee Information Sheet; IV.A.2-6–Student Success Committee Information Sheet; IV.A.2-7–Work Environment Committee Information Sheet). The Academic Senate Program Review & Assessment Committee is similar to the WEC in that it has an impact on all programs of the college and therefore brings approved recommendations to the College Council for ratification. In most cases College Council Committees are co-chaired by a faculty member and an administrator; to ensure continuity, the two-year terms of the co-chairs are staggered. With the approval of the Participatory Governance Handbook in May 2015, the College Council delineated the practice of how an individual could propose, participate, and contribute in the decision-making process. There is an electronic form on the College Council website for an individual to submit a recommendation (IV.A.2-8-Link to College Council Website Recommendation for Committee).

The Academic Senate includes participation from faculty members in all departments and makes recommendations to the College president on all matters related to academic and faculty professional matters (IV.A.2-9-Academic Senate Members). The committees of the Academic Senate meet regularly and report out each month to the Academic Senate. The Academic Senate reports out each month to the College Council (IV.A.2-10-College Council Minutes of Academic Senate Report).

Provisions for student participation/consideration of student views
Students have membership on the College Council and all of its committees, as well as program review validation teams. The Associated Student Organization (ASO) is the constituency group representing students. The ASO meets each month to discuss student activities, concerns and plans (IV.A.2-11-ASO Meeting Minutes). In addition, the ASO Executive Committee has a monthly consultation with the president and his vice presidents (IV.A.2-12–LATTC Standing Meetings Calendar). At times the participation rate of students is low and that may be due in part by a lack of understanding of our process and even our language. We tend to use acronyms when speaking in meetings.

Analysis and Evaluation:

The evidence demonstrates the College meets this Standard. Processes for administrator, faculty, staff and student participation in decision-making processes have been in place since 2009. These processes were reviewed and clarified again in 2015. Each committee has established and published a charge related to the work of the committee. On a monthly basis, committee chairs are accountable to report out on the progress being made on the goals of the committee for the year. College Council receives formal written reports every month from its committees, on an alternating basis, to ensure that the College Council is updated on each committee’s progress throughout the year and the recommendations and status of implementation of recommendations.
The Academic Senate reports out its work to the College Council each month as well. The College has had low participation rates from students in the past on committees and so a targeted outreach with orientation and training could be done with student representatives or someone from College Council assigned to report back and act as a liaison to the ASO, perhaps the new Associate Dean of Student Life.

**Standard IV.A.3.**
Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard:

Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies. The Governance and Planning Handbook and the Academic Senate By-Laws define the substantive role that administrators and faculty have in institutional governance. The college governance matrix demonstrates substantial involvement of faculty on governance committees. Faculty occupy eight seats on the College Council and at least four seats on each College Council committee (IV.A.3-1–Decision-Making Matrix). Administrators occupy four seats on the College Council and at least three seats on other College Council Committees.

Administrators and faculty, through policy and procedures, have a substantive and clearly defined role and exercise a substantial voice in planning, and budget. In this capacity, administrators and faculty exercise a substantial voice in institutional policies, planning, budget, student success, curriculum and facilities that relate to their areas of responsibility and expertise by participating in the work of committees on campus. Administrators are responsible to participate, including co-chairing committees that involve their area of expertise (IV.A.3-2-Membership College Council and Committees). Faculty deal with matters of courses and prerequisites, grading policies, degrees and certificates, faculty professional development, educational program development, standards for student preparation and success, accreditation, program review and planning and budgeting through the Academic Senate. The committees of the Academic Senate propose policies, updates and changes to the Academic Senate who then bring proposal forward to the College president for approval. Recommendations from the Academic Senate that have a campus wide implication or effect are brought to the College Council for recognition and implementation college wide as indicated above in the senate reports to College Council. Through this process, which is outlined in the Governance and Planning Handbook, the voices of administrators and faculty are heard from the first level to the president, helping to guide decisions on polices, planning, budget, student success and facilities.

Analysis and Evaluation:
Evidence demonstrates the College meets this Standard. LATTC has policies and practices in place for administrators and faculty to provide a substantial voice in College policies, planning and budget, as well as student success and facilities. The president uses meetings and consultations to obtain counsel on actions that are needed and/or desired.

**Standard IV.A.4.**

*Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.*

**Evidence of Meeting the Standard:**

It is the role of the Academic Senate to review and approve for recommendation to the College president changes, addition or deletions to College curriculum. The dean overseeing curriculum is an active member of the Curriculum Committee and provides support to the faculty chair. The vice president overseeing instruction reviews and approves curriculum as the designee of the College president (IV.A.4-1 – LATTC Academic Bylaws on Roles and Responsibilities Related to Curriculum).

As part of the College’s curriculum process, a technical review of any proposed changes or updates takes place. During the technical review the Curriculum Committee faculty co-chair, the dean over curriculum conduct an initial review of the curriculum to ensure all Title 5 regulations pertaining to new proposed curriculum are met (IV.A.4-2 – Technical Review Process).

Policies and procedures related to services for students are discussed through the Student Services Council, comprised of the vice president of student services, the three deans of student services, the counseling faculty and the program leads to determine changes that need to be made to improve services (IV.A.4-3-Student Services Program Reviews). Programs such as the Bridges to Success Center have been institutionalized as the one-stop center for student information and assistance. Other programs have been further developed into pathways with a focus on completion. The campus is equipped with additional special services such as a Work Source Center with wraparound services, including the Employment Development Department for students and the community; a Single Stop USA for social services; a full service health center connected to St. John’s Well Child and Family Center located just across the street; an expanded Veteran’s Center with specialized services; increased services for disabled students; and a vibrant student organization supported by faculty and administration.

**Analysis and Evaluation:**

Evidence demonstrates the College meets this Standard. The Academic Senate has policies in place that define responsibilities of faculty and academic administrators in regards to curriculum and student learning programs and services. The Academic Senate Curriculum Committee provides the structure through which faculty and administrators discuss and make recommendations regarding curricular additions/deletions and changes.
Standard IV.A.5.  
Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard:

System of board and institutional governance
The LACCD Board of Trustees (BOT) defines governance in its Board Rule Chapter XVIII, Shared Governance Policies, Article I, Academic Senate and Board of Trustees Shared Governance Policy (IV.A.5-1-BOT Board Rule Chapter XVIII, Article I). This BOT rules articulates of the 10+1 items in the Academic Senate purview, which items are “rely primarily on” (the recommendation of the academic senate) and which items are “reach mutual agreement” (between the academic senate and the president of the college). LATTC has taken these BOT rules and formalized the processes at LATTC in the agreement with the academic senate and the president of the college (IV.A.5.2-Agreement between the College President and the Academic Senate). Additionally the Board of Trustees includes participation in shared governance through participation on committees in its collective bargaining agreements (IV.A.5-3-Shared Governance-AFT 1521: Article 32; AFT 1521A: Article 24; SEIU Local 99: Article 23; SEIU Local 721: Article 24). The Board of Trustees recognizes the ASO as the official representative to act on behalf of the students (IV.A.5-4-BOT Rule Chapter IX, Article I, Section 9100).

Ensures the appropriate consideration of relevant perspectives
LATTC strongly encourages participation from all committee members in order to make the best decision for the campus. The College Council includes membership from each constituent group on campus, including students (IV.A.5-5-Membership of College Council). Information and recommendations from committees are organized so that wherever possible, committees can take recommendations back to their constituent group before being voted on (IV.A.5-6-Sample Minutes from CC Meeting Soliciting Constituent Member Input). Members are empowered to posit information and opinions that are relevant to discussions of College policies as indicated in IV.A.1.

Decision-making aligned with expertise and responsibility
The College decision-making committees are made up of members from a variety of constituent groups on campus. The constituent group leader appoints member(s) to committees whom they feel represent their views. The administrators serve on committees relative to their expertise; for example the dean of curriculum serves on the curriculum committee, the vice president of administrative services serves on the planning and budget committee, the vice president of student services serves on the Student Success Committee, to name a few. The matrix of decision-making shows the involvement of various groups in the decision-making process: administrators, faculty, staff and students (IV.A.5-7–LATTC Matrix of Decision Making).
**Timely action on institutional plans, policies, curricular change**

The College Council holds its committees accountable for timely implementation of its plans and policies through requiring formal reports to be submitted by each committee every other month (IV.A.5–8—Sample College Council Committee Formal Reports). The vice president most closely associated with the activities either co-chairs the committee or is in the case of the WEC ex-officio of the committee. It is the core responsibility of the Academic Senate to attend to curriculum and handle new program approval, program review and viability, as well as insuring that the programs of study meet industry and transfer needs (IV.A.5–9—Academic Senate Bylaws on Curriculum Committee). The College and the ASO are accountable to students for implementing effective policies and procedures that affect students (IV.A.5–10—ASO Bylaws).

**Analysis and Evaluation:**

Evidence demonstrates the College meets this Standard. In addition to the formal process the College has in place to implement and report out progress on goals, there are monthly Days of Dialogue and consultation meetings held to create an environment for a variety of input to be provided to the College president to inform his final decisions. As discussed in IVA1, 2, 3 and 4, the PG & PH outlines the institutional governance practice at the College. At the district level, there are committees comprised of campus constituents. Administrators, faculty, staff, and students are informed about their roles in the process by the committee co-chairs. Their perspectives are considered through representation on committees which make recommendations to College Council. The College Council ensures timely action on plans and policies through monthly reporting from its committees and formal written reports scheduled periodically. Information is communicated to the entire campus through a monthly newsletter to ensure accountability and solicit involvement from all. Improvement has resulted from the collaborative effort of College constituent leaders through this institutional governance system.

**Standard IV.A.6.**

The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

**Evidence of Meeting the Standard:**

The College Council decided in 2009 that committee agendas and minutes would be completed in a consistent manner that would be easily understood by the College community. In addition, the College Council wanted to ensure transparency of its work and therefore required all committee post agendas and minutes on their respective committee websites (IV.A.6–1—Committee Websites). To further engage the College community in its work, the College Council send agendas, minutes, and other meeting documents are to all College staff via email (IV.A.6–2—Sample Emails to College Community Announcing College Council Meeting). The College Council, the Planning & Budget Committee and the Student Success Committee meetings are all held in a large meeting room that is open to the entire campus to attend. Following each College Council meeting, a newsletter goes out to the entire campus recapping information and actions (recommendations) of the College Council (IV.A.6–3—College Council
Newsletters). Each Monday the College president sends an email with important information to staff and a separate email to students (IV.A.6-4–Sample Monday Morning Blast from the President).

Analysis and Evaluation:

The evidence demonstrates the College meets this Standard. The College has specific practices to document and communicate its decisions in a variety of formats, such as weekly emails from the president, newsletters, Days of Dialogue and forums.

**Standard IV.A.7.**

*Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.*

Evidence of Meeting the Standard:

*Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness*

The leadership roles and the governance process of the College are reviewed and evaluated every year. The formal examination what works and does not work in the decision-making processes is conducted by the College Council and the Academic Senate in its committee self-evaluation annually at the end of the academic year (IV.A.7-1 – College Council Committee Self-Evaluations). This has been in place since 2010 and it allows each committee to review the work accomplished in the year against its goals. Items of importance are noted, as well as goals not completed, and suggestions to improve participatory governance. Included as part of this assessment is an external evaluation to validate the committee self-evaluation. The external evaluation is conducted by a small team, and in the case of the College Council, made up of two faculty members, a staff member and a dean – none of whom are members of the College Council or any of its committees (IV.A.7-2 – Report from External Evaluation Committee to the College Council). Suggestions from this external evaluation become a part of the committee co-chairs annual training to review, update and improve processes of each committee and the College Council as a whole (IV.A.7-3- Notes of College Council Committee Co-chairs Training). The Academic Senate has performed a similar process of conducting an external evaluation of its committees annually since 2012 with an External Evaluation Committee (IV.A.7-4–Academic Senate External Evaluation Committee Reports).

*Widely communicates the results of these evaluations and uses them as the basis for improvement*

Results of the College Council committee evaluations are discussed at the College Council Retreat. Notes from the College Council Retreat are sent to all College staff via email (IV.A.7-4–Email of College Council Retreat Notes Sent College-wide). At the College Council Retreat improvements are discussed for implementation in the coming year (IV.A.5-6–Improvements)
Each Year from College Council Retreat). College Council Committee Co-chairs also meet after the College Council Retreat to prepare for their committee work in the year ahead based on discussions held at the retreat (IV.A.7-6–Agenda from Annual Meeting of College Council Committee Co-chairs).

Analysis and Evaluation

The evidence demonstrates the College meets this Standard. The College has practiced reviewing and evaluating its participatory governance processes for over five years. Each year improvements are made to processes. Actions of the College Council, its committees and the Academic Senate are communicated each month campus-wide. We continue to have challenges with ensuring effective communication of decision-making processes.

Action Plan:

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**Standard IV.B. Chief Executive Officer**

**Standard IV.B.1.**

The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard:

**Primary responsibility for quality of institution**

Upon recommendation of the Chancellor, the Board of Trustees appointed the current President of Los Angeles Trade-Technical College on July 1, 2013. The College President serves as the Chief Executive Officer of the College with the full and primary responsibility of leading institutional processes and procedures. This responsibility enables the college to successfully meet its mission, goals and objectives through the efficient and effective use of its resources. The
LACCD Board of Trustees delegates full responsibility and authority to the Chancellor who in turn delegates the responsibility and authority to the President to assure the college maintains a position as an institution offering quality programs and services to its students (IV.B.1-1-LACCD Office of the Chancellor Administrative Regulation B-19; IV.B.1-2–LACCD Office of the Chancellor Administrative Regulation B-9).

Effective leadership in planning and organizing
The President of the college leads the planning efforts by ensuring that all processes, dialogue and decisions are based on data and are aligned with the institution’s mission and strategic priorities, as they relate to the quality of the institution. The monthly Day of Dialogue event includes sharing data regarding the college performance, institutional set standards (ISS), and the achievement of college strategic priorities (IV.B.1-3-Data Slides from Day of Dialogue Meetings). Additionally, he delegates the responsibility of completing the activities related to the planning and implementation of the Strategic Educational Master Plan activities to his executive team, comprised of the three Vice Presidents. As a means of keeping a pulse on the institutions work, the President meets every Monday morning with the three Vice Presidents. Furthermore, the President and Vice-Presidents meet, each second Monday of the month, for at last one hour, in separate consultations with the following constituencies: Academic Senate, Faculty Guild (AFT 1521), Staff Guild (AFT 1521a) and often the Associate Student Organization, the Teamsters/Deans (IBT 911) and, at times, the Classified Supervisors (SEIU 721).

The President provides leadership and direction to the college participatory governance committees as a part of his responsibilities related to campus planning. The College Council, as cited in IV.A is the participatory governance body on campus with full representation from all college constituent groups. Part of the College Council charge is to make recommendations regarding planning, budgeting and institutional effectiveness to the President (IV.B.1-5-College Council Committee Charge; IV.B.1-6-Sample Recommendations from College Council). The College President attends the College Council meetings as an ex-officio member and makes final decisions on all recommendations that come forward from the College Council.

To fulfill its purposes, the College is organized into four divisions: Office of the President, Academic Affairs and Workforce Development, Student Services, and Administrative Services which are represented by the President and three Vice Presidents (IV.B.1-17–President’s Office Organizational Chart 2015). Per the organizational chart, the Dean of Institutional Effectiveness reports directly to the College President as does the Office of Institutional Effectiveness.

The staff of the Office of Institutional Effectiveness support the President’s Office and campus community by producing reports that are used to make strategic campus decisions. Additionally, the Dean works collaboratively with the President’s team of administrators, as well as departments and outside organizations, to assure reliable data is readily available for making decisions (IV.B.1-7-Insitutional Effectiveness Organization Chart).

Effective leadership in budgeting
Under the leadership of the College President, LATTC has balanced its budget and met its enrollment target each year since our last accreditation visit. In his Monday morning meetings, with the three Vice Presidents, he receives regular updates. A standing agenda item for the Monday meetings is the budget update (IV.B.1-8-Agenda Template for E-Team Meetings).

In addition, the President attends the District Budget Committee (DBC) meetings held each month (IV.B.1-9-DBC Minutes with Attendance). He also gathers meaningful information from the District and other college Presidents in his monthly College Presidents Council and Chancellor’s Cabinet. Throughout the academic year as budget changes occur, the President provides budget updates in his report to the College Council and in his report to the Academic Senate (IV.B.1-10-Minutes from College Council President’s Report on Budget; IV.B.1-11-Minutes from Academic Senate President’s Report on Budget).

Effective leadership in selecting and developing personnel

The College President approves all requests to hire permanent personnel (IV.B.1-12-Sample Notice of Intent to Fill Academic Position; IV.B.1-13-Classified Staffing Request). The College President is directly involved in making the selection for full-time faculty, Vice Presidents, deans and administrative services classified managers following District guidelines (Human Resource Guides). For full-time faculty hires, the President receives recommendations from the Academic Senate’s Faculty Hiring Prioritization Committee (xxxFHPH minutes/Wally Email) as well as the Faculty Replacement Committee described in Standard 3A.

For non-faculty positions, the Position Review Committee is convened as needed to review and recommend permanent hires (PRCxxxx).

Hiring committees are convened to pre-screen applicants for these positions to determine the top candidates to forward to the College President for further consideration. The final selection is made by the President (IV.B.1-14-President’s Calendar of Interviews for Faculty and Administrators). The President stays abreast of the status of all hires for permanent positions for the College in his weekly executive team meetings where hiring is a standing agenda item (IV.B.1-15-Agenda Template for Executive Team Meetings).

The College President has made a renewed commitment towards the professional development of all faculty and staff in fulfillment of Strategic Educational Master Plan Strategic Priority #4, and in support of Pathways to Academic Career and Transfer Success. This is further developed and described in the Quality Focus Essay.

The President initiated faculty-led workshops including the New Faculty Academy, Adjunct Faculty Orientation, and Assessment Outcome Trainings (Evidence – Outline of New Faculty). He supports the New Deans Academy, convened at the district-wide level and also supports the identification of additional resources for conference attendance to enhance faculty and staff professional growth and development. Offering opportunities for professional development for all staff members is an important priority for the President. The evidence of professional development for staff is further articulated in Standards III.A and III.C. For example, the
President supports the Academic Senate initiated opportunity to arrange for Antioch University, a baccalaureate granting institution, to offer classes for advanced degrees at a special tuition rate on the campus (IV.B.1-16-Antioch University Flyer for Classes at LATTC).

Effective leadership in assessing institutional effectiveness
The President consistently receives data and information related to the campus’ institutional effectiveness through monthly reports such as; annual reports to the Board, Institutional Effectiveness reports, monthly Academic Senate reports, College Council reports, Student Success Committee reports, etc...

Each month, the President aids in the selection of the topic and leads the conversation at the campus wide Day of Dialogue. As previously indicated, the Vice Presidents meet weekly on Monday mornings with the President to assure that the College is working toward meeting its goals and objectives. Additionally, every Tuesday morning, he meets with the leadership team, comprised of the Vice Presidents, the deans, and the classified managers. The President sets a topic and agenda for these meetings that focus on PACTS implementation, budget, publications and upcoming activities (IV.B.1-18–Sample Action Items from Leadership Huddle). These weekly meetings provide the President with a forum to assure all divisions are operating within the plans of the College and also provides a problem-solving arena for the leadership team.

Following the College’s participatory governance process, the President takes a collaborative approach to decision-making. The groups who comprise the formal participatory governance of the College are:

- College Council comprised of representatives of each campus constituency: faculty, students, staff and administrators and makes recommendations to the President on major issues pertaining to planning, staffing, budget, resource allocations, operations, facilities and mission of the College (IV.B.1-19-LATTC College Participation Governance and Planning Handbook–College Council Committee Information; IV.B.1-20–College Council Recommendations 2009 through 2015)
- Academic Senate who represents the faculty on all academic and professional matters and makes recommendations to the President related to student learning and academic effectiveness (IV.B.1-21–Academic Senate Recommendations (Resolutions) 2009 through 2015; IV.B.1-22–Presidential Action Memos)
- Associated Student Organization-represents all students on matters relating to students (IV.B.1-23–Recommendations from ASO ??)

Of particular note, in June 2015, under the leadership of the College President, after four years at attempting an update, the Academic Senate and College Council approved the updated version of the LATTC College Participatory Governance & Planning Handbook, which guides decision-making and planning at the College (IV.B.1-24–Minutes from June 3, 2015 College Council Meeting). College processes are evaluated and discussed annually at the College Council Retreat (IV.B.1-25–Notes from College Council Retreats 2009 through 2015).

As a means of measuring satisfaction across the campus, the Office of Institutional Effectiveness conducts a Campus Climate Survey. In response to recent results of the survey, the College
President has implemented a variety of activities to improve and promote a climate of open communication. As such, he maintains an open door policy and implemented a virtual comment box as a means to invite the campus community to share their thoughts and concerns. Additionally, the President in monthly consultation meetings with the college constituencies, informs the various group leaders of issues, activities, and new ideas, as well as discuss any issues the groups bring forward. Both management and the respective groups develop and submit a formal agenda for these meetings (IV.B.1-26-Sample Agenda from Consultation). The President sends a Monday Blast email to the campus recapping the activities from the prior week, previewing activities in the coming week and communicating important information to the College community (IV.B.1-27-Sample Monday Morning Blast to Staff and to Students). He also provides an annual message at the start of the school year at the Staff Convocation and the Faculty Convocation, and again at the Annual College Council Retreat (second week of June).

Analysis and Evaluation:

The evidence demonstrates the College meets this Standard. The College, the Chancellor, and the Board of Trustees hold the President accountable for the institution. As such, the President takes full responsibility for all areas of the institution and its effectiveness. He receives input in the form of informal recommendations from his executive and leadership teams, and formal recommendations from the participatory governance groups. The President supports the use of data to promote dialogue and to inform decision-making. The President signs off on all matters related to resources from the selection and hiring of personnel to the formulation of each area’s budget. He approves all curriculum and expenditures based on participatory governance recommendations. He leads the College through its established processes to meet the College’s strategic priorities.

Standard IV.B.2
The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard:

Plans, oversees and evaluates administrative structure
The College President plans, oversees and evaluates the administrative structure of the College. The President evaluates the administrative structure with his Vice Presidents on an annual basis, with the leadership team, and in consultation with constituent leaders. As needed, adjustments are made to organization charts to reflect updates (IV.B.2-2-Office of the President Organizational Chart 2010 through 2016; IV.B.2-3-Academic Affairs & Workforce Development Organizational Charts 2010 through 2016; IV.B.2-4-Student Services Organizational Charts 2010 through 2016; IV.B.2-5–Administrative Services Organizational Charts 2010 through 2016).

Delegates authority
The Vice Presidents serve as advisors to the President on college matters. The President delegates appropriate authority to the Vice Presidents to run the day-to-day operations of the College. The Vice President of Academic Affairs & Workforce Development works directly with the Academic Senate President and the President of the Faculty Guild on behalf of the President. The Vice President of Academic Affairs and Workforce Development also reviews and approves curriculum, recommends faculty for reassigned time, and recommends faculty to be hired as tenure track [Evidence]. The Vice President of Student Services has been delegated authority from the college President to oversee all aspects related to student support services ranging from the onboarding of student through to graduation [Student Service Council Meetings; Org Charts]. The Vice President of Administrative Services has been delegated signature authority of the President to sign financial documents on his behalf.

Analysis and Evaluation:

The evidence demonstrates the College meets this Standard. The President oversees the administrative structure of the institution by holding weekly meetings with his executive and leadership teams to discuss and solve issues that have occurred or may be anticipated to occur. This is also a venue for the College President to evaluate administrative structures and determine needs. As needs change, divisions are restructured to meet those needs.

**Standard IV.B.3.**

*Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:*

- establishing a collegial process that sets values, goals, and priorities;
- ensuring the college sets institutional performance standards for student achievement;
- ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
- ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
- ensuring that the allocation of resources supports and improves learning and achievement; and
- establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

**Evidence of Meeting the Standard:**

*Established collegial process that sets values, goals, and priorities*

The College President has established collegial processes to set institutional values, goals and priorities. These processes include the committees that have full constituent participation, such as the College Council; the Academic Senate, which is responsible for policies related to instruction and academic matters; consultation with constituent leaders on a monthly basis; consultation with student leaders; and open forums once a month for full campus participation. On the second Monday of every month the President meets hourly in consultation with each constituent group.
They are the Academic Senate, AFT Faculty Guild Local 1521, AFT Staff Guild Local 1521A, Teamsters Local 911, SEIU Local 721 and Local 99 and the Associated Students Organization (ASO). Agendas are sent to the President’s office at least 24 hours in advance (IV.B.3-1 – Sample Constituent Consultation Agenda with the President: Academic Senate, Faculty Guild, Staff Guild, ASO, Teamsters).

In 2012 the President enlisted the assistance of KH consulting firm to work with faculty, staff and students to update the College mission and vision to formulate strategic priorities and develop objectives and actions steps into a Strategic Master Plan and an Educational Master Plan. In 2015, he facilitated a review, update and combining of the plans into one cohesive Strategic Educational Master Plan (SEMP) (IV.B.3-2–Meetings Held to Update the 2012-2015 Strategic Master Plan and Educational Master Plan). Discussion occurred in Days of Dialogue, in the Academic Senate Educational Policies Committee, in the Planning and Budget Committee, and resulted in final approval by the College Council (IV.B.3-3–Minutes from Meetings Held to Update the Strategic Educational Master Plan). In the opening remarks of the Strategic Educational Master Plan, the President declares his support of how this document outlines the vision, mission, values and strategic priorities that are critical for student success. He also attributes the document to the “collaboration effort of administrators, faculty and staff” (IV.B.3-4–LATTC 2014-2017 Strategic Educational Master Plan “Letter from the President).

**Ensuring institutional performance standards for student achievement**

The College developed its initial institutional set standards (ISS) under the direction of the President in April 2012. These were established at a Day of Dialogue following discussion at several sessions open to all faculty and staff (IV.B.3-5–April 2012 Day of Dialogue). The College also developed a Student Success Scorecard, which it used to track course completion and retention rates as well as certificate, degree completion, and transfer goals. The Scorecard reflects trends in programs from 2011-2012, 2012-2013 and 2013-2014. For 2012-2014, all goals were above the set standard except in the area of Course Completions (IV.B.3-6–LATTC Student Success Scorecard). The Student Success Committee is charged with reporting out on the ISS by providing a dashboard on its website with the outcomes (IV.B.3-7–Dashboard of Student Success Scorecard).

**Ensuring evaluation and planning rely on quality research/analysis**

The Office of Institutional Effectiveness directly reports to the College President. The Office of Institutional Effectiveness is responsible for research and planning. Research and planning focuses on three main sectors: 1) Information Resources, 2) Process Development and Monitoring, and 3) Research Resources (IV.B.3-8–Research and Planning Mission). The President presents data sets provided by Office of Institutional Effectiveness at each Day of Dialogue to review and discuss with the campus (IV.B.3-9–Data Sets from Days of Dialogue).

**Ensuring educational planning is integrated with resource planning/allocation**

The College President reviews planning processes at the annual College Council Retreat to ensure components of planning are integrated and resource allocation is tied to planning based on the College conceptual framework for program review and planning (IV.B.3-10–LATTC Program Review Conceptual Framework; IV.B.3-11–Notes from College Council Retreat on
Planning). Program review drives resource requests for things such as equipment, special supplies, space, and personnel. (IV.B.3-12–List of Prioritized Resource Requests from Program Review). This process ensures all planning and resource allocation is linked.

*Ensuring resource allocation supports/improves achievement/learning*

The President gives final approval to recommendations from the College Council and the Academic Senate. As such, he is directly involved in ensuring that College practices and the resources linked to plans for improvement support student learning and achievement (IV.B.3-13–Sign-off College Council Recommendations; IV.B.3-14–Presidential Actions Memos in Response to the Academic Senate).

*Establish procedures to evaluate planning/implementation to achieve college mission*

The College President asks the Office of Institutional Effectiveness to conduct a survey of the campus each year at the conclusion of the planning process as one means to evaluate the planning and implementation process to achieve the College mission. The results of the survey, along with committee self-evaluations, inform the discussion at the College Council retreat regarding the College mission and the effectiveness of planning (IV.B.3-15-Surveys on Institutional Planning; IV.B.3-16-College Council Committee Self-Evaluations). Each year improvements that are discussed and agreed upon at the retreat are implemented in subsequent processes (IV.B.3-17–Notes from College Council Retreat Proposed Improvements).

**Analysis and Evaluation:**

The evidence demonstrates the College meets this Standard. The President ensures planning is integrated and that resource allocation is targeted at improving student learning. He discusses the evaluation of processes annually each year at the College Council retreat, in addition to forums held throughout the year, around improving processes and outcomes.

**Standard IV.B.4.**

*The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.*

**Evidence of Meeting the Standard:**

*Primary leadership role for accreditation*

The President began a year-long process, beginning in the Fall 2013 through Spring 2014, that was supported by faculty, staff and administrative leaders. Presented during the monthly Days of Dialogue, the work prioritized and cultivated a campus culture that empowered successful teamwork, structure, communication and trust that were necessary for the development of a campus culture conducive to successful compliance with the accreditation process. (LATTC website, Office of Institutional Effectiveness, Days of Dialogue.)
The President has established the Accreditation Standards as central to the operations of the College. He appointed the Vice President of Academic Affairs and Workforce Development as the Accreditation Liaison Officer and charged her to garner full participation from faculty and staff in the process of the College self-evaluation. This commitment was evident during the summer of 2014 when he authorized offices to close throughout campus once a week on Thursday afternoons for three hours over an eight-week period to allow available faculty, staff, and students to engage in discussions around accreditation. The focus was on the accreditation process, the timeline to complete the report, and understanding the Eligibility Requirements and accreditation Standards. Workgroups led by leadership team members were designated to focus on the sub-areas of the Standards. Faculty, staff, and student participants joined a group of their choice to engage in discussion. At the end of the session, each group reported out on their sub-Standard discussion (IV.B.4-1 – LATTC Accreditation Summer Campaign Agenda and Attendance; IV.B.4-2-Summary of Accreditation Summer Campaign Sessions). Accreditation was also the theme for the Staff Convocation and Faculty Convocation in August 2014 and 2015 (IV.B.4-3 – Staff Convocation Agenda 2014 and 2015; IV.B.4-4 – Faculty Convocation Agenda 2014 and 2015).

*Faculty, staff and administrative leaders have responsibility for assuring compliance with accreditation requirements*

The President holds administrators responsible for ensuring compliance with accreditation requirements and for working with faculty and staff leaders to meet and exceed accreditation Standards. Accreditation is a standing agenda item for the weekly executive team meetings (IV.B.4-5 – E-Team Meeting Agenda). The Accreditation Liaison Officer designated the leadership team members as leads over each accreditation sub-Standard with responsibility for working with faculty and staff in sub-Standard teams throughout the year to review evidence and identify gaps and determine steps needed to close gaps (IV.B.4-6 – Leadership Team Accreditation Assignments; IV.B.4-7-Sub-area Team Member Meeting Agenda and Sign-in Sheets). The President also directed that the Days of Dialogue in the spring of 2015 and fall of 2015 be dedicated to discussions relating to the Accreditation Standards (IV.B.4-8-DOD Meeting Topics).

**Analysis and Evaluation:**

The evidence demonstrates that the College meets this Standard. The President, in conjunction with the ALO, encourages and supports full participation of all members of the campus, including students, in the accreditation process. The College President takes full responsibility for ensuring that his executive and leadership teams are accountable for complying with accreditations Standards. The College leadership team works closely with faculty, staff and student leaders to garner participation in the work of dialoguing about meeting Standards.

**Standard IV.B.5.**

*The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.*
Evidence of Meeting the Standard:

Assures implementation of statutes, regulations, governing board policies
The President has designated responsibility to the Vice President of Administrative Services (VPAS) to ensure that all College practices meet Board of Trustees policies and procedures, and are updated at least once each year. The VPAS also ensures these practices are updated whenever BOT polices are updated (IV.B.5-1–Link to LATTC Processes).

Assures practices consistent with College mission/policies
The President holds the executive team accountable for ensuring that each department’s practices and activities are consistent with the College’s mission, policies, and practices by having standing agenda items on the executive team’s weekly meeting that he expects be reported out for progress (IV.B.5-2–E Team Standing Agenda Items). The President designates authority to the VPAS to authorize expenditures and to balance the college budget. The College has balanced its budget each year since the last Accreditation visit (IV.B.5-3–Year End Balances).

Analysis and Evaluation:

The evidence demonstrates the College meets this Standard. Through proper delegation of responsibilities and authority, the President ensures that regulations and policies are met and that the College operates within its available budget.

The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard:

Prior to beginning his tenure with LATTC, the College President was the Deputy Mayor of Los Angeles for eight years and coordinated workforce development. In his role with the City, he worked with many community groups and developed many connections with the community served by the College. To communicate the achievements of the College to this community, an annual report is prepared by the public relations office that provides the college and surrounding community with information about the activities and accomplishments of the college each year (IV.B.6.1-Public Relations Annual Reports). A view of sample weeks of his calendar verifies his connections to the community served by the institution (IV.B.6-1 – Sample Weekly President’s Calendar). These connections include the CEO of California State University, Los Angeles, the CEO and Senior Vice President of the University of Southern California, and the leadership of the University of California, Los Angeles.

Strong connections with community organizations and constituents that work with the communities served by the College, such as the Coalition for Responsible Community Development (CRCD) resulted in a partnership that established an American Job Center at LATTC. The work source center includes job development, training fund, placement services,
along with wrap around services, such as those provided by the Department of Public Social Services and the Employment Development Department and various community based agencies such as Friends Outside, an agency focusing on service to previously incarcerated adults. (IV.B.6-2 – Link to LATTC-CRCD WorkSource Center). The President also facilitated the connection of the College Health Center with St. John’s Well Child and Family Center to provide comprehensive health services to LATTC students and connect health care to their families (IV.B.6-3 – Link to LATTC Health Center). The President has linked the College with several businesses and labor unions to develop pre-apprenticeship programs in our CTE areas to feed the union apprenticeship programs (IV.B.6-4 – Link to Pre-apprenticeship Programs) and connect students to well-paying jobs. This past year, the President forged a relationship with local high schools to submit a federal Promise Zone application, known as SLATE-Z (South Los Angeles Transit Empowerment Zone). Although the group did not win the designation as a Promise Zone, they have continued to meet to implement a proposed collaboration plan to increase the college-going rate of the youth in South Los Angeles through dual enrollment, the leveraging of economic development opportunities and transit subsidy efforts (IV.B.6-5 – Link to SLATE-Z).

The College President continues to serve on the LA Workforce Systems Collaborative, a strategic body that he helped create in his prior role as Deputy Mayor in the City of Los Angeles over regional workforce development. There he continues to represent the College and the District with the leaders from the LA Unified School District, the City of Los Angeles Economic and Workforce Development Department, the LA Mayor’s Office, the County of Los Angeles Workforce Development Board the LA Economic Development Corporation, the LA Area Chamber of Commerce, the Los Angeles County Federation of Labor, the Employment Development Department, and for many years, United Way. This body collectively plans key regional innovations in workforce and the President ensures that the College is connected with the community and aligned with the needs of the regional economy.

In addition to this work, the President also interacts regularly with local representatives from Congress, the State Senate, the State Assembly, the Board of Supervisors, the L.A. City Council, the Metro Board of Directors, the L.A. School Board, and other local leaders. He also represents the region as a Governor’s appointee on the California Workforce Development Board.

Analysis and Evaluation:

The evidence demonstrates that the College meets this Standard. The President has extremely close ties with the community the College serves. The College has reaped the benefits of the many relationships the President has with the community, which resulted in resources and opportunities that benefit the College.
Standard IV.C. Governing Board

Standard IV.C.1.  
The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.

The Los Angeles Community College District’s Governing Board (Board) was authorized by the California Legislature in 1967, in accordance with Education Code sections 70902 and 72000. The Board consists of seven members elected by voters of the school districts composing the District. The Board of Trustees approves all courses, both for credit and noncredit, as well as degree and certificate programs. The Board, through policy and action, exercises oversight of student success, persistence, retention, and the quality of instruction. (IV.C.1-1 BR 2100)

Evidence of Meeting the Standard

The Board sets policies and monitors the colleges’ programs, services, plans for growth and development, and ensures the institution’s mission is achieved through Board Rules, Chancellor Directives, and Administrative Regulations. (IV.C.1-2 BR 2300-2303); (IV.C.1-3 Chancellor Directives, 8/3/15); (IV.C.1-4 Administrative Regulations, 8/3/15). In addition, the Board establishes rules and regulations related to academic quality and integrity, fiscal integrity and stability, student equity and conduct, and accountability and accreditation. (IV.C.1-5 BR 2305-2315); (IV.C.1-6 Add Revisions to 6300).

The Board, through its standing and ad hoc committees, receives and reviews information and sets policy to ensure the effectiveness of student learning programs and services, as well as the institutions’ financial stability. (IV.C.1-7 BR 2604-2607.15) The Board exercises responsibility for monitoring academic quality, integrity, and effectiveness through (1) the approval of all new courses and programs, (2) regular institutional effectiveness reports, (3) yearly review of offerings to underprepared students, and (4) in-depth policy discussions related to student achievement. (IV.C.1-8 BOT agenda & minutes for 2/9/11); (IV.C.1-9 BOT agenda & minutes for 3/7/12); (IV.C.1-10 BOT agenda & minutes for 4/3/13); (IV.C.1-11 BOT agenda & minutes for 4/23/14); (IV.C.1-12 BOT agenda & minutes for 1/14/15)

The Board receives quarterly financial reports, allowing it to closely monitor the fiscal stability of the District. Board agendas are structured under specific areas: Budget and Finance (BF items), Business Services (BSD items), Human Resources (HRD items), Educational Services (ISD items), Facilities (FPD items), Chancellors Office (CH items) and Personnel Commission (PC items). This structure allows for full information on individual topics to be provided in advance of Board meetings. (IV.C.1-13 BOT agenda & minutes for 11/2/11); (IV.C.1-14 BOT agenda & minutes for 11/7/12); (IV.C.1-15 BOT agenda & minutes for 11/6/13); (IV.C.1-16 BOT agenda & minutes for 5/14/14); (IV.C.1-17 BOT agenda & minutes for 4/15/15)

Analysis and Evaluation
The LACCD Board of Trustees has authority over, and responsibility for, all aspects of the institution as established in policy and documented in practice. The Board exercises its legal authority and fulfills the responsibilities specified in policy and law. Board agendas are highly detailed and Board members closely monitor all areas of their responsibility, as evidenced in Board meeting calendars, meeting agendas, Board information packets, reports, and minutes.

Board policies governing academic quality are routinely reviewed by designated ESC divisions for compliance and effectiveness and, where needed, updated. The Board routinely reviews student outcomes and, with input from the faculty, student and administrative leadership, sets policy to strengthen institutional effectiveness. The Board receives monthly, quarterly and semi-annual financial information, including enrollment projects and bond construction updates, and acts in accordance with established fiscal policies. The District meets this Standard.

**Evidence:**

IV.C.1-1 – Board Rule 2100
IV.C.1-2 – Board Rule 2300-2303
IV.C.1-3 – Chancellor Directives, 8/3/15
IV.C.1-4 – Administrative Regulations, 8/3/15
IV.C.1-5 – Board Rule 2305-2315
IV.C.1-6 – revised Board Rule 6300
IV.C.1-7 – Board Rule 2604-2607.15
IV.C.1-8 – BOT agenda & minutes for 2/9/11
IV.C.1-9 – BOT agenda & minutes for 3/7/12
IV.C.1-10 – BOT agenda & minutes for 4/3/13
IV.C.1-11 – BOT agenda & minutes for 4/23/14
IV.C.1-12 – BOT agenda & minutes for 1/14/15
IV.C.1-13 – BOT agenda & minutes for 11/2/11
IV.C.1-14 – BOT agenda & minutes for 11/7/12
IV.C.1-15 – BOT agenda & minutes for 11/6/13
IV.C.1-16 – BOT agenda & minutes for 5/14/14
IV.C.1-17 – BOT agenda & minutes for 4/15/15

**Standard IV.C.2.**

_The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision._

The Board of Trustees is a highly engaged entity. Board members bring differing backgrounds and perspectives to their positions. At meetings, they engage in full and vigorous discussion of agenda items and share individual viewpoints. However, once a decision is reached and members have voted, they move forward in a united fashion.

**Evidence of Meeting the Standard**
The Board’s commitment to act as a unified body is reflected in their Code of Ethical Conduct where Trustees “recognize that governing authority rests with the entire Board, not with me as an individual. I will give appropriate support to all policies and actions taken by the Board at official meetings.” (IV.C.2-1 Board Rule 2300.10)

Consent agenda items are frequently singled out for separate discussion or vote at the request of individual Board members. Once all members have had a chance to make their views known and a vote is taken, the agenda moves forward without further discussion. Examples of decisions where Trustees have held divergent views, yet acted as a collective entity, include approval of Van de Kamp Innovation Center, the approval of the lease for the Harbor College Teacher Preparatory Academy, student expulsions, ratification of lobbying service contracts, and revision to graduation requirements. (IV.C.2-2 BOT Minutes Consent Items Discussions, 2012-2015)

Analysis and Evaluation

Board policies and procedures provide a framework for members’ collective action and guide Board discussion, voting, and behavior during and outside of Board meetings. Board members are able to engage in debate and present multiple perspectives during open discussion but still come to collective decisions and support those decisions once reached. Minutes from Board actions from recent years substantiate this behavior. The District meets this Standard.

Evidence:

IV.C.2-1 – Board Rule 2300.10
IV.C.2-2 – BOT Minutes Consent Items Discussions, 2012-2015

Standard IV.C.3.
The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the district/system.

The Board follows California Education Code, Board policies, and the District’s Human Resource Guide R-110 in the selection and evaluation of the Chancellor and college presidents.

Evidence of Meeting the Standard

Selection of Chancellor
The hiring of a Chancellor starts with Board action authorizing the Human Resources Division to launch a search. The Board then hires an executive search firm and oversees the Chancellor selection process. (IV.C.3-1 HR R-110); (IV.C.3-2 BOT Agenda, BT6, Chancellor search, 5/1/13)

The most recent Chancellor search (2013) illustrates the process. The Board hired an executive search firm, which then convened focus group/town hall meetings at all colleges and the Educational Services Center. During these meetings, employee and student input was solicited to
develop a “Chancellor’s Profile” describing the desired qualities and characteristics for a new leader. The Chancellor’s Profile was used to develop a job description and timeline for selection and hiring of the new Chancellor. (IV.C.3-3 Chancellor Profile Development Announcement, 5/9/13); (IV.C.3-4 Chancellor Job Description, May 2013); (IV.C.3-5 Chancellor Selection Timeline, May 2013)

The Board’s search committee began meeting in August 2013 and began interviewing candidates in October 2013. The Board held closed sessions related to the selection of the Chancellor from October 2013-March 2014. On March 13, 2014, the Board announced its selection of Dr. Francisco Rodriguez. Dr. Rodriguez began his tenure as LACCD Chancellor on June 1, 2014. (IV.C.3-6 Chancellor Search Announcement, 5/1/13); (IV.C.3-7 closed Board session agendas 2013-2014); (IV.C.3-8 LA Times article, 3/13/14)

**Evaluation of Chancellor**

The Chancellor’s contract includes a provision for an annual evaluation to be conducted by the Board of Trustees. General Counsel is the designated District entity who works with the Board during this process. (IV.C.3-9 Chancellor’s Directive 122)

Chancellor’s Directive 122 Evaluation of the Chancellor indicates that the Board may solicit input from various constituents, typically including the college presidents, District senior staff, the Academic Senate presidents and union representatives. It also states the Chancellor will prepare and submit a written self-evaluation, based upon his or her stated goals. (IV.C.3-10 Chancellor evaluation data collection form); (IV.C.3-11 Blank Chancellor evaluation form)

Once submitted, the Board discusses drafts of the evaluation in closed session. When their assessment is complete, the Board meets with the Chancellor and s/he is provided the final, written document. A signed copy of the Chancellor’s evaluation is maintained in the Office of General Counsel. (IV.C.3-12 BOT Chancellor evaluation closed session agendas 11/2014-6/2015)

**Selection of College Presidents**

The Board shares responsibility with the Chancellor for hiring and evaluating the performance of college presidents. Board Rule 10308 specifies the selection procedures, which typically involve national searches. (IV.C.3-13 BR 10308)

Board action is required to initiate the presidential search process, directing the Chancellor to begin the process pursuant to Board Rule 10308. Recent Board actions authorizing president searches include Harbor, Southwest and Valley Colleges in June 2014, and West Los Angeles College in June 2015. (IV.C.3-14 HRD1 Board resolution, 6/25/14); (IV.C.3-15 HRD1 Board resolution, 6/25/15)

Per the timeline set by Board action, the Chancellor convenes a Presidential Search Committee comprised of representatives of all stakeholder groups per Board Rule 10308. After consultation with the Board and Presidential Search Committee of the applicable college, the Chancellor oversees the recruitment and advertising plan, which may include the retention of a search firm
upon Board approval. The Presidential Search Committee forwards at least three unranked semifinalists to the Chancellor.

After conducting interviews, the Chancellor compiles information from background and reference checks and forwards the names of the finalist(s) to the Board of Trustees for consideration. The Board holds closed Board sessions on presidential selection when interviewing candidates. (IV.C.3-16 BOT closed agendas 5/2010-6/2015)

Evaluation of College Presidents
As detailed in Chancellor’s Directive 122, contracts for college presidents include a provision for an annual evaluation conducted by the Chancellor. College presidents complete an annual Presidential Self-Assessment, update their goals for the following year, and meet with the Chancellor to review both documents. In addition, presidents undergo a comprehensive evaluation at least every three years. In this process, the president’s self-evaluation is supplemented by an evaluation committee, which collects input from peers and completes the Presidential Evaluation Data Collection form. The Chancellor then prepares a summary evaluation memo which is shared with the college president. (IV.C.3-9 Chancellor’s Directive 122); (IV.C.3-17 Performance evaluation process for college presidents)

The presidential evaluation process is used to determine salary increases, as well as recommendations to the Board on the renewal of contracts. Corrective action, if needed, can include suspension, reassignment, or resignation. (IV.C.3-18 Closed Board meeting agendas on presidential evaluations 8/2010-6/2014)

Analysis and Evaluation

The Board takes its responsibility for selecting and evaluating the Chancellor very seriously, following a set selection and evaluation process. In turn, the Chancellor is responsible for selecting and evaluating those who directly report to him/her (including college presidents, general counsel, the deputy chancellor and vice chancellors). With the assistance of the Human Resources division, the Chancellor and Board have followed selection and evaluation requirements for its senior administrators. The District meets this Standard.

Evidence:

IV.C.3-1 – HR R-110
IV.C.3-2 – BOT Agenda, BT6, Chancellor search, 5/1/13
IV.C.3-3 – Chancellor Profile Development Announcement, 5/9/13
IV.C.3-4 – Chancellor Job Description, May 2013
IV.C.3-5 – Chancellor Selection Timeline, May 2013
IV.C.3-6 – Chancellor Search Announcement, 5/1/13
IV.C.3-7 – Chancellor selection closed Board session agendas 2013-2014
IV.C.3-8 – LA Times article, 3/13/14
IV.C.3-9 – Chancellor’s Directive 122
IV.C.3-10 – Chancellor evaluation data collection form, 12/5/07
The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.

The Board of Trustees consists of seven members elected for four-year terms by qualified voters of the school districts composing the Los Angeles Community College District. The Board also has a Student Trustee, elected by students for a one-year term. The Student Trustee has an advisory vote on actions other than personnel-related and collective bargaining items. (IV.C.4-1 Board Rule 2101-2102); (IV.C.4-2 Board Rule 21001.13)

Evidence of Meeting the Standard

Board rules mandate that the Board act as an independent policy-making body reflecting the public interest. Board policy states that the Board, acting through the Chancellor, or designee, monitors, supports, and opposes local, state and national legislation to “…protect and to promote the interests of the Los Angeles Community College District.” (IV.C.4-3 Board Rule 2300); (IV.C.4-4 Board Rule 1200-1201)

The Board independently carries out its policy-making role through four standing committees: Budget and Finance, Institutional Effectiveness and Student Success, Legislative and Public Affairs, and Facilities Master Planning and Oversight. (IV.C.4-5 Board Rule 2605.11)

The Board forms additional ad hoc committees and subcommittees to investigate and address specific policy issues. They formed the following ad hoc committees during the 2014-15 year: (1) Campus Safety and Emergency Preparedness; (2) Outreach and Recruitment; (3) Environmental Stewardship; and (4) Summer Youth Employment. Two subcommittees were formed during this same period: Campus Safety and Emergency Preparedness. Previous years’ ad hoc committees have included Adult Education and Workforce Development (January 2014), Contractor Debarment (November 2011) and the Personnel Commission (January 2014). (IV.C.4-6 BOT Ad Hoc Committees, 8/4/15)

The Board maintains its independence as a policy-making body by studying all materials in advance of meetings, being well-informed before engaging in District business, and asking questions and requesting additional information as needed. Before each Board or committee meeting, members receive a Board Letter, detailing all pending actions, follow-up on previous
requests, and information related to personnel, litigation, and other confidential matters. (IV.C.4-7 Board letters, 2013-2015)

Board members engage with local communities across the District. They receive a wide range of input from community and constituent groups by holding meetings at the nine colleges in addition to the District office. This practice helps broaden Board members’ perspectives on colleges’ diversity and the educational quality issues affecting individual colleges. Members of the public have the opportunity to express their perspectives during the public comments section of each Board meeting, when individual agenda items are under consideration, and through direct correspondence with the Board. Such input contributes to the Board’s understanding of the public interest in institutional quality and is taken into consideration during deliberations. (IV.C.4-8 BOT minutes, public agenda speakers, 2015); (IV.C.4-9 BOT minutes, educational quality speakers, 2015)

Additionally, members of the public can submit direct inquiries to the Board via the District website and will receive a response coordinated by the Chancellor’s Office. (IV.C.4-10 Screenshot of Public Inquiry Email to Board President)

The Board’s role in protecting and promoting the interests of the LACCD is clearly articulated in Board Rules. The Board has historically defended and protected the institution from undue influence or political pressure. For example, the Board heard from numerous constituents who spoke against the Van de Kamp Innovation Center and the discontinuance of LA Pierce College’s Farm contractor during public agenda requests at Board meetings. The Board follows Board Rules in considering these issues, then makes independent decisions based on the best interest of the institution, educational quality, and its students. (IV.C.4-11 Board Rule 3002-3003.30); (IV.C.4-12 BOT minutes, VKC and Farm, 10/15/11 and 4/29/15)

The Board engages in advocacy efforts on behalf of the District in particular, and community colleges in general, through its legislative advocates in Sacramento and in Washington, DC. Annually, the Board sets its policy and legislative priorities in consultation with the Chancellor, their State legislative consultant, McCallum Group Inc., and federal lobbyist firm, Holland and Knight. The Board regularly discusses and takes action, either in support of or against, state and federal legislation with the potential to affect the District and its students. (IV.C.4-13 Legislative and Public Affairs Committee agenda, Board Legislative Priorities for 2015, 11/19/14); (IV.C.4-14 BOT agendas, Legislative advocacy, 2015); (IV.C.4-15 BOT minutes, 2015-16 Federal Legislative Priorities, 8/19/15)

Analysis and Evaluation

Board members work together collaboratively to advocate for and defend the interests of the District. Public input on the quality of education and college operations is facilitated through open session comments at Board meetings, and through the Board’s consistent adherence to open meeting laws and principles. The LACCD service area is extremely dense and politically diverse, and members of the public advocate strongly for their respective interests. Regardless, through the years, the Board of Trustees has remained focused on its role as an independent policy-
making body and diligently supports the interests of the colleges and District in the face of external pressure. The District meets this Standard.

Evidence:

IV.C.4-1 – Board Rule 2101-2102
IV.C.4-2 – Board Rule 21001.13
IV.C.4-3 – Board Rule 2300
IV.C.4-4 – Board Rule 1200-1201
IV.C.4-5 – Board Rule 2605.11
IV.C.4-6 – BOT Ad Hoc Committees, 8/4/15
IV.C.4-7 – Board letters, 2013-2015
IV.C.4-8 – BOT minutes, public agenda speakers, 2015
IV.C.4-9 – BOT minutes, educational quality speakers, 2015
IV.C.4-10 – Screenshot of Public Inquiry Email to Board President
IV.C.4-11 – Board Rule 3002-3003.30
IV.C.4-12 – BOT minutes, VKC and Farm, 10/15/11 and 4/29/15
IV.C.4-13 – Legislative and Public Affairs Committee, Board Legislative Priorities for 2015, 11/19/14
IV.C.4-14 – BOT agendas, Legislative advocacy, 2015
IV.C.4-15 – BOT minutes, 2015-16 Federal Legislative Priorities, 8/19/15

**Standard IV.C.5.**

*The governing board establishes policies consistent with the district mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.*

Evidence of Meeting the Standard:

*Educational Quality, Integrity and Improvement*

The Board’s policies regarding educational programs and academic standards help ensure that the mission of the Los Angeles Community College District is realized in providing “…our students [with] an excellent education that prepares them to transfer to four-year institutions, successfully complete workforce development programs designed to meet local and statewide needs, and pursue opportunities for lifelong learning and civic engagement.” (IV.C.5-1 Board Rule 2300-2303.16 and 2305); (IV.C.5-2 Board Rule 1200)

Chapter VI of LACCD Board Rules (Instruction, Articles I-VIII), establishes academic standards, sets policies for graduation, curriculum development and approval, and sets criteria for program review, viability, and termination. Regulations governing educational programs are implemented as detailed in Section IV of LACCD Administrative Regulations (“E-Regs”) (see Standard IV.C.1). (IV.C.5-3 BR Ch. VI, Articles I-VIII Instruction)
The Board’s Institutional Effectiveness and Student Success (IESS) Committee “…fulfills an advisory, monitoring and coordinating role regarding accreditation, planning, student success and curriculum matters. The committee’s responsibilities include the coordination of accreditation activities, oversight of District-wide planning processes and all issues affecting student success, academic policies and programmatic changes. Its specific charge is to: 1) Review and approve a coordinated timeline for institutional effectiveness and accreditation planning processes throughout the District; 2) Review and provide feedback on indicators of institutional effectiveness so that common elements, themes, and terms can be identified, reviewed and agreed upon; 3) Monitor college compliance with the Standards of Accreditation of the Association of Community Colleges and Junior Colleges; 4) Monitor existing planning and evaluation practices relative to student completion initiatives; and 5) Facilitate the review, update and revision of the long-range strategic plan and goals every five years; and 6) Discuss potential new or revised curricular programs and services within the District, and encourage the development of new programs and services as may be appropriate.” (IV.C.5-4 Board Rule 2605.11)

The IESS Committee reviews, provides feedback on, and approves reports containing institutional effectiveness and student success indicators. For example, this Committee reviews colleges’ Student Equity Plans, Strategic Plans, and mission statements. Board members are actively engaged in asking for clarification on college reports, presentations, and plans to better their understanding and support of the colleges (see Standard IV.C.8). (IV.C.5-5 BR 2314)

**Ensuring Resources**
The Board ensures colleges have the necessary resources to deliver quality student learning programs and services. Board support is evidenced in budget policies, the budget development calendar, and the tentative and final budgets, which are reviewed and approved after substantial discussion. Allocation formulas are implemented to ensure appropriate distribution of funds are made that are consistent with the District’s and colleges’ mission to support the integrity, quality and improvement of student learning programs and services (see Standard III.D.11). (IV.C.5-6 Board Rule 2305 and 7600-7606); (IV.C.5-7 LACCD Budget Development Calendar); (IV.C.5-8 2015-2016 Final Budget); (IV.C.5-9 District Allocation Mechanism amendment, 6/3/12)

The Board’s Legislative and Public Affairs Committee monitors legislative initiatives and pending legislation which may affect the District, and advocates for policies which will have a positive impact. The Chancellor and Board members meet regularly with state lawmakers and educational leaders to promote legislation and other initiatives intended to improve student access and secure funding for community colleges and specific programs. (IV.C.5-10 LPA minutes 2014-2015)

**Financial Integrity and Stability**
The Board is responsible for the financial integrity and stability of the District. The Budget and Finance Committee (BFC) is a standing committee of the Board whose charge is to review and recommend action on fiscal matters prior to full Board approval. As articulated in Chapter II, Article IV, 2605.11.c, the Committee recommends action on the tentative and full budget;
general, internal and financial audits; quarterly financial reports, and bond financing (see Standard III.D.5). (IV.C.5-4 BR 2605.11)

The BFC monitors the financial stability of each college and reviews annual District financial reports as required by Board Rule 7608. The Committee critically reviews and approves monthly enrollment and FTES reports which involve members asking college presidents to elaborate on fiscal fluctuations and enrollment trends. The Committee also sets annual goals that are consistent with their role and mission to maintain financial stability for the District. (IV.C.5-11 Board Rule 7608); (IV.C.5-12 BFC minutes 11/5/14, 3/11/15 and 5/13/15); (IV.C.5-13 BFC agendas 2014-15)

Board policy mandates a 10% District reserve. Use of contingency reserves is only authorized upon recommendation of the Chancellor, the (Chief Financial Officer (CFO) and the District Budget Committee, and requires a super-majority vote by the full Board. (IV.C.5-14 2015-2016 Final Budget, Appendix F, Reserve policy, p. 3); (IV.C.5-15 BOT Agendas approval of contingency reserves, 7/9/14 and 8/5/15)

The Board approved Fiscal Accountability policies in October 2013. These policies hold each college, and college president, responsible for maintaining fiscal stability. Board members evaluate and authorize college’s requests for financial assistance for fiscal sustainability. (IV.C.5-16 BOT agenda BF2, 10/9/13); (IV.C.5-17 BFC minutes 6/11/14, 2/11/15 and 9/6/15 and BOT agenda, 8/5/15 regarding college financial requests)

The Board’s Facilities Master Planning and Oversight Committee (FMPOC) oversees the Bond Construction Program. Based on recommendations made in 2012 by both an independent review panel and the ACCJC, the Board embarked on a wide range of activities to strengthen fiscal control of the Program. These actions were subsequently determined by the Commission to have resolved the issues identified in its February 7, 2014 letter to the District. (IV.C.5-18 ACCJC letter, 2/7/14)

Legal Matters
The Board is apprised of, and assumes responsibility for, all legal matters associated with the operation of the nine campuses and the Educational Services Center. The Board closely monitors legal issues that arise in the District, reviewing them in closed session, and approving decisions during open session as required by law. The District’s Office of General Counsel provides legal counsel to the Board and ensures the District is in compliance with local, state, and federal regulations. (IV.C.5-19 BOT closed session agendas on legal issues); (IV.C.5-20 Board Rule 4001)

Analysis and Evaluation

As documented above, the standing policies and practice of the Board of Trustees demonstrates that they assume the ultimate responsibility for policies and decisions affecting educational quality, legal matters, and financial integrity and stability of the Los Angeles Community College District. The Board holds college presidents and the Chancellor, publicly accountable for
meeting quality assurance standards associated with their educational and strategic planning efforts. The District meets this Standard.

Evidence:

IV.C.5-1 – Board Rule 2300-2303.16 and 2305
IV.C.5-2 – Board Rule 1200
IV.C.5-3 – BR Ch. VI, Articles I-VIII, Instruction
IV.C.5-4 – Board Rule 2605.11
IV.C.5-5 – Board Rule 2314
IV.C.5-6 – Board Rule 2036 and 7600-7606
IV.C.5-7 – LACCD Budget Development Calendar
IV.C.5-8 – 2015-2016 Final Budget
IV.C.5-9 – District Budget Allocation Mechanism amendment, 6/3/12
IV.C.5-10 – LPA minutes, July 2014-June 2015
IV.C.5-11 – Board Rule 7608
IV.C.5-12 – BFC minutes, Quarterly reports, 11/2014-5/2015
IV.C.5-13 – BFC agendas, 2014-15
IV.C.5-14 – 2015-2016 Final Budget, Appendix F, Reserve policy, p. 3
IV.C.5-15 – BOT Agendas approval of contingency reserves, 7/9/14 and 8/5/15
IV.C.5-16 – BOT agenda BF2, 10/9/13
IV.C.5-17 – BFC minutes 6/11/14, 2/11/15 and 9/6/15 and BOT agenda, 8/5/15 regarding college financial requests
IV.C.5-18 – ACCJC letter, 2/7/14
IV.C.5-19 – BOT closed session agenda on legal issues
IV.C.5-20 – Board Rule 4001

**Standard IV.C.6.**

_The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures._

Chapter VI of LACCD Board Rules delineates all structural and operational matters pertaining to the Board of Trustees. Board rules are published electronically on the District website. The Office of General Counsel also maintains, and makes available to the public, paper (hard) copies of all Board rules and administrative regulations. Board rules are routinely reviewed and updated.

**Evidence of Meeting the Standard**

Board membership, elections, mandatory orientation and annual retreats, and duties and responsibilities of the governing board are defined in Chapter II of the LACCD Board Rules. (IV.C.6-1 Screenshot of Board Rules online); (IV.C.6-2 BR 2100-2902); (IV.C.6-3 BR 21000-21010)
• **Article I – Membership** – includes membership, elections, term of office, procedure to fill vacancies, orientation, compensation and absence of both Board members and the Student Trustee.

• **Article II – Officers** – delineates the office of president, vice president, president pro tem, and secretary of the Board.

• **Article III – Duties of the Board of Trustees** - includes powers, values, expectation of ethical conduct and sanctions for failure to adhere thereby; governance, self-evaluation, disposition of District budget, calendar, monuments and donations; acceptance of funds; equity plans, and conferral of degrees.

• **Article IV – Meetings** – Regular, closed session and annual meetings; order of business, votes, agendas and public inquiries; number of votes required by type of action, and processes to change or suspend Board rules.

• **Article V – Communications to the Board** – written and oral communications; public agenda speakers; expectations of behavior at Board meetings and sanctions for violation thereof;

• **Article VI – Committees of the Board of Trustees** – delineates standing, ad hoc, citizens advisory and student affairs committees.

• **Article VII – Use of Flags** - provisions thereof.

• **Article VIII – Naming of College Facilities** – provisions to name or re-name new or existing facilities.

• **Article IX – General Provisions** – including travel on Board business; job candidate travel expenses, and approval of Board rules and administrative regulations.

• **Article X – Student Trustee Election Procedures** – including qualifications, term of office, election, replacement and other authorizations.

**Analysis and Evaluation:**

The Board publishes bylaws and policies which are publically available, both electronically and on paper. These policies are routinely reviewed and updated by the Office of General Counsel under the supervision of the Chancellor and the Board. The District meets this Standard.

**Evidence:**

IV.C.6-1 – Screenshot of Board Rules online
IV.C.6-2 – Board Rule 2100-2902
IV.C.6-3 – Board Rule 21000-21010

**Standard IV.C.7.**

*The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.*

The Board of Trustees is aware of, and operates in a manner consistent with, its policies and bylaws. The Board is actively engaged in regularly assessing and revising its policies and bylaws
for their effectiveness in fulfilling the colleges’ and District’s mission and commitment to educational quality, institutional effectiveness, and student success.

Evidence of Meeting the Standard

In accordance with Board Rules, the Board meets regularly during the academic year. Closed sessions, special, emergency, and annual meetings are held in accordance with related Education and Governance Codes. (IV.C.7-1 BR 2400-2400.13); (IV.C.7-2 BR 2402-2404)

As stipulated by Board rule, the Board conducts an annual orientation and training for new members; an annual self-assessment and goal-setting retreat, and an annual review of the Chancellor. Board goals are reviewed and updated annually during the Board’s annual retreat. (IV.C.7-3 BOT agendas, 6/13/15 and 6/18/15)

The Board of Trustees is responsible for the adoption, amendment or repeal of Board rules in accordance with Board Rule 2418. The process for adoption, or revision, of Board rules and the administrative regulations which support them is outlined in Chancellor’s Directive 70. As the Board’s designee, the Chancellor issues Administrative Regulations. The District adopts other procedures, such as its Business Procedures Manual and Chancellor’s Directives, to establish consistent and effective standards. (IV.C.7-4 Chancellor’s Directive 70); (IV.C.7-5 BR 2418)

The Chancellor, as the Board’s designee, assigns rules and regulations by subject area to members of his/her executive team for the triennial review. Administrative regulations stipulate the process for the cyclical review of all policies and regulations. Regulations are coded by a letter prefix which corresponds to the administrative area and “business owner,” e.g. Educational Regulations (“E-Reg”) and Student Regulations (“S-Reg”) are under the purview of the Educational Programs and Institutional Effectiveness division. (IV.C.7-6 Administrative Regulation C-12); (IV.C.7-7 Board Rule Review Schedule 2015); (IV.C.7-8 Admin Regs Review Schedule 2015)

Under the guidance of the Chancellor, the Office of General Counsel conducts periodic reviews of Board Rules and Administrative Regulations and maintains master review records. The OGC monitors changes to Title 5 as well as State and federal law, and proposes revisions as needed. Changes to Administrative Regulations are prepared by the “business owner,” then consulted per Chancellor’s Directive 70. Formal documentation of the revision is submitted to OGC and subsequently posted on the District website. (IV.C.7-9 Admin Reg Rev Form Template); (IV.C.7-10 E-97 review and comment)

During the 2014-15 academic year, the Educational Programs and Institutional Effectiveness (EPIE) division reviewed and updated twenty-eight Educational Services regulations. (IV.C.7-11 Admin Regs Review Schedule 2015); (IV.C.7-12 E-110 Confirmed Review, 4/22/15)

As noted in item ‘d’ above, designated ESC administrative areas bring proposed Board Rule revisions for review and comment to key District-level councils, committees and stakeholders prior to being noticed on the Board agenda. Board members themselves, or individuals who were
not part of the consultation process, have the opportunity to comment or request more information before the rule is finalized. Approved changes are posted on the District website. (IV.C.7-13 BR 6700 consultation memo and BOT Agenda notice, 5/5/15)

Analysis and Evaluation

Trustees act in accordance with established policies. Board meeting minutes and agendas provide clear evidence of the Board acting in a manner consistent with policies and bylaws. Board rules and administrative regulations are subject to regular review and revision by both District administrative staff and the Office of General Counsel, and are fully vetted through the consultation process. The District recently subscribed to the Community College League of California’s (CCLC) Board Policy and Administrative Procedure Service. The receipt of CCLC notifications on State regulation and policy changes will further strengthen the District’s regular update of Board policies and procedures. The District meets this Standard.

Evidence:

IV.C.7-1 – Board Rule 2400-2400.13
IV.C.7-2 – Board Rule 2402-2404
IV.C.7-3 – BOT agenda 6/13/15 and 6/18/15
IV.C.7-4 – Chancellor’s Directive 70
IV.C.7-5 – Board Rule 2418
IV.C.7-6 – Administrative Regulation C-12
IV.C.7-7 – Board Rule Review Schedule 2015
IV.C.7-8 – Administrative Regs Review Schedule 2015
IV.C.7-9 – Admin Reg Rev Form Template
IV.C.7-10 – E-97 review and comment
IV.C.7-11 – Admin Regs Review Schedule 2015
IV.C.7-12 – E-110 Confirmed Review, 4/22/15
IV.C.7-13 – Board Rule 6700 consultation memo and BOT Agenda notice, 5/5/15

Standard IV.C.8.
To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

At set intervals throughout the year, the Board of Trustees reviews, discusses and accepts reports which address the quality of student learning and achievement. The primary, but by no means only, mechanism for such inquiry is the Board’s Institutional Effectiveness and Student Success Committee (IESS).

Evidence of Meeting the Standard
The Institutional Effectiveness and Student Success Committee “fulfills an advisory, monitoring and coordinating role regarding accreditation, planning, student success and curriculum matters” and fulfills its charge to “review and provide feedback on indicators of institutional effectiveness so that common elements, themes, and terms can be identified, reviewed and agreed upon.” Committee reports are received on behalf of the full Board, and the Committee has the authority to request revisions or further information before recommending items to the entire Board for approval. (IV.C.8-1 BR 2605.11)

The Board reviews and approves colleges’ academic quality and institutional plans annually. The Board also participates in an annual review and analysis of the State’s Student Success Scorecard, which reports major indicators of student achievement. It reviews and approves colleges’ Educational and Strategic Master Plans every five years, or sooner if requested by the college. At its recent retreat, the Board reviewed national and District student completion data for the past six years. The Board discussed factors that may contribute to low completion rates and possible goals focusing on improving students’ completion rates across the District. (IV.C.8-2 IESS minutes and PPT 6/24/15); (IV.C.8-3 IESS agenda 12/17/14); (IV.C.8-4 IESS minutes 11/19/14); (IV.C.8-5 IESS minutes 9/17/14); (IV.C.8-6 IESS Min 1/29/14); (IV.C.8-7 IESS minutes 12/4/13); (IV.C.8-8 IESS minutes 11/20/13); (IV.C.8-9 BOT agenda and PPT 9/2/15); (IV.C.8-10 BOT agenda and DAS Board meeting notes 8/19/15); (IV.C.8-11 BOT agenda and PPT 5/13/15); (IV.C.8-12 BOT agenda 4/15/15); (IV.C.8-13 BOT agenda 3/11/15); (IV.C.8-14 BOT agenda 1/28/15); (IV.C.8-15 BOT minutes 8/20/14); (IV.C.8-16 BOT agenda, CH1, 2/26/14)

The Board has taken a special interest in the performance of underprepared students. In June 2014, the Institutional Effectiveness and Student Success Committee (IESS) requested a presentation on the success rates and challenges faced by underprepared students districtwide. In addition, the Board was updated on the number of basic skills offerings relative to the number of underprepared students by college. In response, the Board urged that more basic skills sections be offered to support the success of these students. (IV.C.8-17 IESS Agenda and Underprepared Students PPT, 6/11/14); (IV.C.8-18 BOT agenda and PPT 5/13/15)

The Board annually reviews student awards and transfers to four-year colleges and universities. (IV.C.8-18 IESS agenda 1/29/14); (IV.C.8-19 IESS agenda and minutes 3/26/14); (IV.C.8-20 District certificate report and degree reports, 3/26/14); (IV.C.8-21 Certificates Attached to Degrees, Summary by College, 4/29/14)

The Board reviews students’ perspectives on learning outcomes and key indicators of student learning as a part of the District’s biennial Student Survey. The Survey provides an opportunity for students to share their educational experiences and provide feedback to colleges and the District. (IV.C.8-22 2014 Student Survey Question 25 and results); (IV.C.8-23 IESS minutes & student survey PPT, 5/27/15)

In Spring 2015, the Board reviewed and approved college and District-level goals for four State-mandated Institutional Effectiveness Partnership Initiative (IEPI) indicator standards on
successful course completion, accreditation status, fund balances, and audit status. (IV.C.8-24 BOT agenda and PPT, 6/10/15)

During the approval process, accreditation reports are reviewed, especially with regard to college plans for improvement of student learning outcomes. (IV.C.8-25 BOT minutes 3/28/13); (IV.C.8-26 IESS 9/25/13); (IV.C.8-13 BOT agenda, 3/11/15)

In Fall 2015, the Board revised Board Rule 6300 to expressly affirm the District’s commitment to integrated planning in support of institutional effectiveness. (IV.C.8-27 BOT agenda - TBD)

Analysis and Evaluation

The Board is regularly informed of key indicators of student learning and achievement, both as a whole and through its Institutional Effectiveness and Student Success Committee. Board agendas and minutes provide evidence of regular review, discussion and input regarding student success and plans for improving academic quality.

The Board’s level of engagement, along with knowledge about student learning and achievement, has continued to grow over the years. Board members ask insightful questions and expect honest and thorough responses from the colleges. The Board sets clear expectations for improvement of student learning outcomes. The District meets this standard.

Evidence:

IV.C.8-1 – Board Rule 2605.11
IV.C.8-2 – IESS minutes and PPT 6/24/15
IV.C.8-3 – IESS agenda 12/17/14
IV.C.8-4 – IESS minutes 11/19/14
IV.C.8-5 – IESS minutes 9/17/14
IV.C.8-6 – IESS minutes 1/29/14
IV.C.8-7 – IESS minutes 12/4/13
IV.C.8-8 – IESS minutes 11/20/13
IV.C.8-9 – BOT agenda and PPT 9/2/15
IV.C.8-10 – BOT agenda and DAS Board meeting notes 8/19/15
IV.C.8-11 – BOT agenda and PPT 5/13/15
IV.C.8-12 – BOT agenda 4/15/15
IV.C.8-13 – BOT agenda 3/11/15
IV.C.8-14 – BOT agenda 1/28/15
IV.C.8-15 – BOT minutes 8/20/14
IV.C.8-16 – BOT agenda, CH1, 2/26/14
IV.C.8-17 – IESS Agenda and Underprepared Students PPT, 6/11/14
IV.C.8-18 – IESS agenda 1/29/14
IV.C.8-19 – IESS minutes 3/26/14
IV.C.8-20 – District certificate report and degree reports, 3/26/14
IV.C.8-21 – Certificates Attached to Degrees, Summary by College, 4/29/14
The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

The District has a clear process for orienting Board members, which includes an overview of District operations, a review of ethical rules and responsibilities, a briefing on compliance with the Ralph M. Brown and Fair Political Practices acts, a review of the roles of auxiliary organizations and employee organizations, and a discussion about preparing for, and conduct during, Board meetings. The Chancellor, in consultation with the president of the Board, facilitates an annual Board retreat, and schedules regular educational presentations to the Board throughout the year.

Evidence of Meeting the Standard

Board Development
The Board has had a formal orientation policy since 2007. There are also long-standing procedures for the orientation of the Student Trustee. All new Board members are oriented before taking office. Most recently, orientation sessions for new members who began their terms on July 1, 2015 were conducted in June 2015. (IV.C.9-1 Board Rule 2105); (IV.C.9-2 Student Trustee Orientation procedures)

Board member orientation also includes an overview of the functions and responsibilities of divisions in the District office. Presentations on accreditation, conflict of interest policy, and California public meeting requirements (Brown Act) are also included in the orientation. (IV.C.9-3 BOT agenda and orientation packet, 6/4/15); (IV.C.9-4 BOT agenda and orientation packet 6/18/15)

A comprehensive and ongoing Board development program was implemented in 2010. Topics include Trustee roles and responsibilities; policy setting; ethical conduct; accreditation, and developing Board goals and objectives. (IV.C.9-5 BOT Agenda, minutes & handouts, 1/20/10); (IV.C.9-6 BOT Agenda, minutes & handouts 12/10/10-12/11/10); (IV.C.9-7 BOT Agenda, minutes & handouts, 8/25/11-8/26/11); (IV.C.9-8 BOT Agenda, minutes & handouts, 4/19/12); (IV.C.9-9 BOT Agenda and minutes, 9/24/12); (IV.C.9-10 BOT Agenda and minutes, 11/13/12); (IV.C.9-11 BOT minutes & Action Improvement Plan, 3/19/13); (IV.C.9-12 BOT minutes & handouts, 10/22/13); (IV.C.9-13 BOT Agenda, minutes & handouts, 8/23/14); (IV.C.9-14 BOT Agenda, minutes & handouts, 12/10/14)
In affirmation of their commitment to principles developed during their retreats, the Board revised their Rules to include a statement that Board members should work with the Chancellor to obtain information from staff, and avoid involvement in operational matters. Board rules were further revised to facilitate member training, conference attendance, and educational development. (IV.C.9-15 Board Rule 2300.10-2300.11)

Trustees are encouraged to expand their knowledge of community college issues, operations, and interests by participating in Community College League of California (CCLC) statewide meetings and other relevant conferences. Trustees also complete the online ACCJC Accreditation Basics training, with new Trustees completing this training within three months after taking office (see Standard IV.C.11). (IV.C.9-16 BOT agenda and minutes, 11/19/14 and 5/13/15); (IV.C.9-17 ACCJC training certificates from 2012)

**Continuity of Board Membership**

Board Rule Chapter II, Article 1, Section 2103 specifies the process the Board will follow in filling a vacancy which occurs between elections. The procedure ensures continuity of Board membership, as demonstrated. The Board followed the process when it appointed Angela Reddock (2007) to complete Trustee Waxman’s term, who resigned to accept a position outside of the District. The Board again followed this process when it appointed Miguel Santiago (2008) to fill the unexpired term of Trustee Warren Furutani, who was elected to another office. More recently, when Trustee Santiago was elected to the State Assembly, the Board determined not to fill his unexpired term, as the length of time between his departure (December 2014) and the next election (March 2015) was allowed by law. The Board subsequently voted to appoint the individual elected to fill the vacant seat, Mike Fong, for the period remaining in the unexpired term (March 2015 to June 2015). (IV.C.9-18 Board Rule 2103); (IV.C.9-19 BOT minutes 4/11/07); (IV.C.9-20 BOT Agenda 3/11/15)

Trustee elections are held on a staggered basis, with members serving four-year terms. An election is held every two years to fill either three or four seats. Three new Board members were elected in March 2015 with terms beginning July 1, 2015. A districtwide student election is held annually to select a student member, who has an advisory vote, in accordance with Board Rule Chapter II Article X. (IV.C.9-20 BR 2102); (IV.C.9-21 BR 21000)

**Analysis and Evaluation:**

The Board has a robust and consistent program of orientation as well as ongoing development and self-evaluation. Board members have demonstrated a commitment to fulfilling their policy and oversight role, and a responsibility for ensuring educational quality. The Board had followed policy in ensuring continuity of Board membership when vacancies have occurred. The staggering of Board elections has provided consistency in recent years and incumbents are frequently re-elected to their positions, providing continuity of governance. The District meets this Standard.

**Evidence:**
Standard IV.C.10.
Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

The Board of Trustees consistently adheres to its self-evaluation policies. Board members routinely assess their practices, performance, and effectiveness in promoting and sustaining academic quality and institutional effectiveness. The Board’s self-evaluation informs their goals, plans and training for the upcoming year.

Evidence of Meeting the Standard:

In 2007 the Board adopted Board Rule 2301.10, which requires the Board to assess its performance the preceding year, and establish annual goals, and report the results during a public session. Since then, the Board has regularly conducted an annual self-evaluation of its effectiveness in promoting and sustaining academic quality and institutional effectiveness, as well as setting goals which are in alignment with the District Strategic Plan. (IV.C.10-1 BR 2301.10)
The Board has regularly sought specialized expertise in conducting their self-evaluation. For the past two years, the Board contracted with Dr. Jose Leyba to assist in ensuring a comprehensive and consistent self-evaluation process, in alignment with ACCJC standards. (IV.C.10-2 Jose Leyba bio)

In May 2015, the Board conducted a leadership and planning session where they reviewed their plans for self-evaluation, along with ACCJC standards on Board leadership and governance, their previous (2014) self-assessment, and their proposed 2015 self-assessment instrument. (IV.C.10-3 BOT Agenda and minutes, 5/13/15); (IV.C.10-4 BOT Self-Evaluation2015 Plan of Action, 5/13/15)

Also in May 2015, Board members completed individual interviews with the consultant, where they candidly assessed the Board’s effectiveness. The Board’s interview questions were adapted from the Community College League of California’s publication, “Assessing Board Effectiveness.” (IV.C.10-5 2015 Self-Assessment Tool)

The Board conducted a facilitated self-evaluation at their June 2015 meeting. Topics included a summary of the Board’s individual interviews, along with a self-assessment of their internal practices and effectiveness in promoting academic quality and institutional effectiveness. The Board also reviewed their progress in light of their 2014-2015 priorities and attainment of their 2013-2014 goals. Their individual self-assessments, group assessment, and data informed their plans for Board improvement and strategic initiatives and goals for 2015-2016 which included a focus on academic quality and institutional effectiveness. (IV.C.10-6 BOT agenda and minutes, handouts & PPT, 6/13/15)

The Board conducted a similar self-evaluation process with Dr. Leyba in 2014. Members evaluated their participation in Board training, their role in accreditation, adherence to their policy-making role, and received training on accreditation process and delegation of policy implementation to the CEO/Chancellor. The Board has used qualified consultants in prior years to facilitate their self-evaluation, ensuring that they meet the requirements of the Board Rule and this standard. (IV.C.10-7 BOT minutes and handouts, 3/13/14); (IV.C.10-8 BOT minutes, 2/6/13 and 3/19/13); (IV.C.10-9 BOT Evaluation Comparison Summary Report 2012-2013, 2/2013); (IV.C.10-10 BOT Actionable Improvement Plan, 3/19/13); (IV.C.10-11 BOT minutes and handouts, 2/21/12); (IV.C.10-12 BOT agenda, minutes and handouts, 1/20/10)

Analysis and Evaluation:

The Board’s self-evaluation process has facilitated a focus on appropriate roles and responsibilities in the policy-making and accreditation activities of the District; and in helping promote and sustain educational quality, institutional effectiveness, and student success. All Board members regularly participate in training, orientation, goal-setting, and self-evaluation activities, which increased their knowledge of appropriate engagement in policy-making and oversight of student success and educational quality outcomes.
The Board and Chancellor are committed to continuously improve the Board’s self-evaluation process to ensure the District achieves better outcomes in promoting and sustaining academic quality, institutional effectiveness, and student success. The District meets this Standard.

Evidence:

IV.C.10-1 – Board Rule 2301.10
IV.C.10-2 – Jose Leyba bio
IV.C.10-3 – BOT agenda and minutes, 5/13/15
IV.C.10-5 – BOT 2015 Self-Assessment Tool
IV.C.10-6 – BOT agenda and minutes, handouts & PPT, 6/13/15
IV.C.10-7 – BOT minutes and handouts, 3/13/14
IV.C.10-8 – BOT minutes, 2/6/13 and 3/19/13
IV.C.10-10 – BOT Actionable Improvement Plan, 3/19/13
IV.C.10-11 – BOT agenda and minutes, 2/21/12
IV.C.10-12 – BOT agenda, minutes and handouts, 1/20/10

Standard IV.C.11.
The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

The Los Angeles Community College District has clear policies and procedures which govern conflict of interest for Board members as well as employees. Board Rule 14000 spells out the Conflict of Interest Code for the District and the Board. Board members receive an initial orientation before taking office, updates throughout the year, and file a yearly conflict of interest statement. (IV.C.11-1 Board Rule 14000)

Evidence of Meeting the Standard

Board rules articulate a Statement of Ethical Values and Code of Ethical Conduct, along with procedures for sanctioning board members who violate District rules and regulations and State or federal law. (IV.C.11-2 Board Rule 2300.10 – 2300.11)

Trustees receive certificates from the California Fair Political Practices Commission for conflict of interest training they complete every two years. Incoming Trustees are also trained on the District’s conflict of interest policy during orientation sessions (see Standard IV.C.9). (IV.C.11-3 Trustee Ethics Certificates, 2013); (IV.C.11-4 Trustee Ethics Certificates, 2015)
The LACCD’s electronic conflict of interest form (California Form 700, Statement of Economic Interests), ensures that there are no conflicts of interest on the Board. The District’s General Counsel is the lead entity responsible for ensuring Trustees complete forms as required. Completed conflict of interest forms are available to any member of the public during normal business hours of the Educational Services Center. (IV.C.11-5 Trustees Form 700)

Board members follow the code of ethics and conflict of interest policy by recusing themselves from Board discussion or abstaining from a Board vote where they have a documented conflict. (IV.C.11-6 BOT minutes, 12/13/14)

Analysis and Evaluation:

The Board has a clearly articulated code of ethics and processes for sanctioning behavior that violates that code. Board members are required to electronically file conflict of interest forms, which remain on file in the Office of General Counsel. Board members are fully aware of their responsibilities and, to date, there have been no reported instances of violation by any Trustee or any sanctions discussed or imposed. A majority of the Board members have no employment, family ownership, or other personal financial interest in the institution. The District meets this Standard.

Evidence:

IV.C.11-1 – Board Rule 14000
IV.C.11-2 – Board Rule 2300.10 – 2300.11
IV.C.11-3 – Trustee Ethics Certificates, 2013
IV.C.11-4 – Trustee Ethics Certificates, 2015
IV.C.11-5 – Trustees Form 700
IV.C.11-6 – BOT minutes 12/13/14

**Standard IV.C.12.**

The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

The Board of Trustees delegates full authority to the Chancellor, who in turn, has responsibility for oversight of District operations and the autonomy to make decisions without interference. Per Board rule, Trustees specifically agree to participate in the development of District policy and strategies, while respecting the delegation of authority to the Chancellor and Presidents to administer the institution. Trustees pledge to avoid involvement in day-to-day operations.

Evidence of Meeting the Standard
The Board “authorizes the Chancellor to adopt and implement administrative regulations when he/she finds regulations are necessary to implement existing Board Rules and/or a particular policy is needed which does not require specific Board authorization.” (IV.C.12-1 Board Rule 2902)

The Board delegates full responsibility to the Chancellor and recognizes “that the Chancellor is the Trustees’ sole employee; [pledging] to work with the Chancellor in gathering any information from staff directly that is not contained in the public record.” (IV.C.12-2 Board Rule 2300.10)

The Board’s delegation of full responsibility and authority to the Chancellor to implement and administer Board policies without Board interference is also evident in the Functional Area maps for the Board and for the Chancellor. The Board and Chancellor review their respective Functional Area maps on a regular basis, and update them as needed. (IV.C.12-3 Board Functional Area map 2015); (IV.C.12-4 Chancellor Functional Area map 2015)

To avoid any perception of interference, Board member inquiries are referred to the Chancellor and his designees for response. The Board office documents information requests in a memo to the Deputy Chancellor’s Office, which in turn, enters it into a tracking system. Responses are then provided to all Trustees via the Board letter packet sent one week prior to each Board meeting. (IV.C.12-5 BOT Info Request Tracking Document); (IV.C.12-6 Board letter packet 5/27/15)

In accordance with Chancellor’s Directive 122, the Board holds the Chancellor accountable for District operations through his/her job description, performance goals, and annual evaluation (see Standard IV.C.3). The Board works with the Chancellor in setting annual performance goals guided by his/her job description and the District Strategic Plan. Chancellor evaluations have been conducted in accordance with District policies (see Standard IV.C.3). (IV.C.12-7 Chancellor Job Description, May 2013); (IV.C.12-8 Chancellor’s Directive 122); (IV.C.12-9 BOT closed agendas Chancellor evaluations 11/2014-6/2015)

Analysis and Evaluation

In 2012, the ACCJC recommended that Trustees improve their understanding of their policy role and the importance of following official channels of communication through the Chancellor. The Board then commenced a series of trainings (see Standard IV.C.9). In Spring 2013, after a follow-up visit to three LACCD colleges, the visiting team found the District to have fully addressed the recommendation, stating “…the Board of Trustees has provided clear evidence to show its commitment to ensuring that Board members understand their role as policy makers [and]…the importance of using official channels of communication through the Chancellor or assigned designee.” (IV.C.12-10 Spring 2013 Evaluation Team Report and June 2013 ACCJC letter)

The Chancellor and his executive team continue to support the training and focus of the Board on its policy-making role. The Board adheres to existing policies when evaluating the performance
of the Chancellor and appropriately holds him, as their sole employee, accountable for all District operations. These practices have effectively empowered the Chancellor to manage the operations of the District and provide a structure by which the Board holds the Chancellor accountable. The District meets this Standard.

Evidence:

IV.C.12-1 – Board Rule 2902
IV.C.12-2 – Board Rule 2300.10
IV.C.12-3 – Board Functional Area map 2015
IV.C.12-4 – Chancellor Functional Area map 2015
IV.C.12-5 – BOT Info Request Tracking Document
IV.C.12-6 – Board letter 5/27/15
IV.C.12-7 – Chancellor’s Job Description, May 2013
IV.C.12-8 – Chancellor’s Directive 122
IV.C.12-10 – Spring 2013 Evaluation Team Report and June 2013 ACCJC letter


The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

The LACCD Board of Trustees has a strong, and ongoing, focus on accreditation. All Board members are made aware of Eligibility Requirements and accreditation Standards, processes, and requirements. The Board takes an active role in reviewing colleges’ accreditation reports and policy-making to support colleges’ efforts to improve and excel.

Evidence of Meeting the Standard:

To ensure that Board members are knowledgeable about the Eligibility Requirements, Commission policies, and all aspects of accreditation, Trustees receive annual training on accreditation, which includes a review of the ACCJC publication Guide to Accreditation for Governing Boards, their role and responsibilities therein, and presentation on the accreditation status for each of the nine colleges. All Board members complete the ACCJC’s online Accreditation Basics training within three months of entering office (see Standard IV.C.9). (IV.C.13-1 BOT Accreditation Training Minutes, 11/3/12); (IV.C.13-2 BOT Accreditation Training Minutes, 10/22/13); (IV.C.13-3 BOT Accreditation Training Minutes, 12/10/14)

The Board has had a consistent focus on accreditation. The Board supports through policy the colleges’ efforts to improve and excel. The Board created an Ad Hoc Committee on Accreditation in December 2013 in acknowledgement of the Board’s goal to have all colleges gain full reaffirmation of accreditation. (IV.C.13-4 need evidence Board Rule 6300); (IV.C.13-5 BOT minutes, 12/11/13, p. 4)
In order to engage and support faculty, staff and students at colleges undergoing accreditation, the Ad Hoc Committee on Accreditation visited Mission, Valley and Southwest colleges to meet with their accreditation teams and campus leadership to review and discuss their accreditation status and reporting activities in early 2014. In Fall 2014, the duties of the Ad Hoc Committee were formally incorporated into the charge of the Board’s Institutional Effectiveness and Student Success (IESS) Committee. (IV.C.13-6 Accreditation Ad Hoc Committee agendas 2014)

During the 2014-2015 academic year, the IESS Committee held special committee meetings at the four colleges that were preparing Follow-Up or Midterm Reports. The IESS committee met with each college’s accreditation team, received a formal presentation on their accreditation report, and discussed accreditation-related issues. This committee has decided to utilize this same process for their review and approval of all colleges’ Self-Evaluation reports in the Fall 2015 semester. (IV.C.13-7 IESS Minutes, 12/9/14; IESS Minutes, 12/11/14; IESS minutes, 2/2/15)

The Board’s focus on accreditation is evident as it is a standing agenda item for the IESS Committee. Formal presentations and updates on colleges’ accreditation status and accreditation activities at the District level have been made regularly. In addition to monthly District-level updates, the Committee reviews and approves all college accreditation reports. (IV.C.13-8 IESS committee agendas for 2013-2015); (IV.C.13-9 IESS Accreditation Update PPT, 11/19/14); (IV.C.13-10 IESS Accreditation Recap PPT, 2/25/15); (IV.C.13-11 IESS Accreditation Update PPT, 3/25/15); (IV.C.13-12 IESS Accreditation Update PPT, 4/29/15); (IV.C.13-13 IESS Accreditation Update PPT, 6/24/15); (IV.C.13-14 IESS committee minutes for 2014-2015)

In 2013 and 2014, the Board committed funding to support the colleges and the Educational Services Center (ESC) in their accreditation activities. These funds are dedicated to fund faculty accreditation coordinators, provide college-wide training, and offer technical support to help each college strengthen its accreditation infrastructure. (IV.C.13-15 IESS Minutes 8/21/13); (IV.C.13-16 BOT minutes, 6/11/14)

Each year the Board devotes one meeting to an accreditation update under the direction of the Committee of the Whole (COW). In April 2015, the Committee received an update on Districtwide accreditation activities and benchmarks achieved over the past year. Additionally, the EPIE division gave an accreditation update to the Board in January 2015. (IV.C.13-17 COW PPT, 4/29/15); (IV.C.13-18 BOT Minutes, 8/22/12); (IV.C.13-19 BOT Accreditation Update, 1/28/15)

In addition to its IESS committee, the Board reviews and approves all accreditation reports. (IV.C.13-20 BOT Agendas, 3/12/14, 2/11/15 and 3/11/15)

The Board participates in the evaluation of its roles and functions in the accreditation process during its annual self-evaluation (see Standard IV.C.10). This includes their review and approval of their updated Functional Area map and evaluation of their adherence to the stated roles and responsibilities. (IV.C.13-21 BOT Functional Area map, 9/17/15)
Analysis and Evaluation:

Through active oversight by the Institutional Effectiveness and Student Success Committee, Board members have become more engaged in and aware of the accreditation process. Board members receive regular trainings and presentations on accreditation. The Board of Trustees reviews and approves all accreditation reports prior to their submission to the ACCJC. Decisions and discussion of policy frequently reference their impact in helping the colleges meet accreditation standards. The District meets this Standard.

Evidence:

IV.C.13-1 – BOT Accreditation Training Minutes, 11/3/12
IV.C.13-2 – BOT Accreditation Training Minutes, 10/22/13
IV.C.13-3 – BOT Accreditation Training Minutes, 12/10/14
IV.C.13-4 – Revised Board Rule 6300
IV.C.13-5 – BOT minutes, 12/11/13, p. 4
IV.C.13-6 – Accreditation Ad Hoc Committee agendas 2014
IV.C.13-7 – IESS committee minutes 12/9/14, 12/11/14, and 2/2/15
IV.C.13-8 – IESS committee agendas for 2013-2015
IV.C.13-9 – IESS Accreditation Update PPT, 11/19/14
IV.C.13-10 – IESS Accreditation Recap PPT, 2/25/15
IV.C.13-11 – IESS Accreditation Update PPT, 3/25/15
IV.C.13-12 – IESS Accreditation Update PPT, 4/29/15
IV.C.13-13 – IESS Accreditation Update PPT, 6/24/15
IV.C.13-14 – IESS committee minutes for 2014-2015
IV.C.13-15 – IESS Minutes, 8/21/13
IV.C.13-16 – BOT Minutes 6/11/14
IV.C.13-17 – COW PPT, 4/29/15
IV.C.13-18 – BOT Minutes, 8/22/12
IV.C.13-19 – BOT Accreditation Update PPT, 1/28/15
IV.C.13-20 – BOT Agendas, 3/12/14, 2/11/15 and 3/11/15
IV.C.13-21 – BOT Functional Area map, 9/17/15
Standard IV.D. Multi-College Districts or Systems

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

The Chancellor engages employees from all nine colleges and the Educational Services Center (ESC) to work together towards educational excellence and integrity. Through his leadership and communication, the Chancellor has helped establish clear roles, authority and responsibility between the colleges and the District that support the effective operation of the colleges.

Evidence of Meeting the Standard

CEO Leadership
The Chancellor demonstrates leadership in setting and communicating expectations for educational excellence and integrity through his participation in various faculty, staff, and student events at the nine colleges and the Educational Services Center. He shares his expectations for educational excellence and integrity through his columns in two District quarterly newsletters: Synergy and Accreditation 2016. Both newsletters are disseminated to District employees through email, posted on the District’s website and distributed at campus and District meetings. The Chancellor’s newsletter columns focus on his vision and expectations for educational excellence and integrity, support for effective college operations, and his expectation for all employees to engage in and support District and college accreditation activities. (IV.D.1-1 Synergy newsletters 2014-2015); (IV.D.1-2 District Accreditation newsletters, 2014-2015)

The Chancellor exhibits leadership at his regular monthly meetings with both the Chancellor’s Cabinet (senior District administrators and college presidents), as well as the Presidents Council, where he communicates his expectations, reviews and discusses roles, authority, and responsibility between colleges and the District, and assures support for the effective operation of the colleges. In general, Cabinet meetings address operational effectiveness and alignment between the District office and the colleges, while the Presidents Council focuses on overall District policy and direction and specific college needs and support. (IV.D.1-3 Chancellor Cabinet agendas); (IV.D.1-4 Presidents Council agendas)

The Chancellor conducts regular retreats with the Cabinet to facilitate collaboration, foster leadership, and instill team building and mutual support. These retreats also provide the Chancellor with a forum to clearly communicate his expectations of educational excellence and integrity with his executive staff and college presidents. (IV.D.1-5 Chancellor retreat agendas, 2014)

The Chancellor communicates his expectations of educational excellence and integrity during the selection and evaluation process for college presidents. The Chancellor holds presidents to
clearly articulated standards for student success, educational excellence, and financial sustainability. He emphasizes educational excellence and integrity in their annual evaluations, goal-setting for the upcoming year, and review of their self-evaluations (see Standard IV.D.4). The Chancellor assures support for effective operation of the colleges when meeting individually with each college president on a regular basis to discuss progress on their annual goals and any concerns, needs, and opportunities for their individual campus. (IV.D.1-6 WLAC College President Job Description, 2015)

The Chancellor communicates his expectations for educational excellence and integrity with faculty through regular consultation with the 10-member Executive Committee of the District Academic Senate (DAS). Meetings address academic and professional matters, including policy development, student preparation and success, District and college governance structures, and faculty professional development activities. The Chancellor also addresses educational excellence, integrity and support for college operations with faculty, staff and administrators through consistent attendance at Academic Senate’s annual summits. (IV.D.1-7 Agendas from DAS Consultation Meetings with Chancellor, 2014-2015); (IV.D.1-8 Agendas from DAS Summits, 2013-2015); (IV.D.1-9 DAS Academically Speaking newsletter, Fall 2015)

The Chancellor assures support for the effective operation of the colleges through his annual Budget Recommendations to the District Budget Committee and the Board of Trustees. His most recent actions ensured the distribution of $57.67M from the State Mandate Reimbursement Fund and alignment of expenditures with the District’s Strategic Plan goals. (IV.D.1-10 DBC Minutes, 7/15/15 & 8/13/14); (IV.D.1-11 Chancellor Budget Recs, 8/26/15)

In instances of presidential vacancies, the Chancellor meets with college faculty and staff leadership to discuss interim president options. Most recently, he met with West Los Angeles College leadership and accepted their recommendation for interim president, prioritizing college stability and support for effective operations in his decision-making process. (IV.D.1-12 WLAC Press Release announcing interim President, 6/25/15)

Clear Roles, Authority and Responsibility

The Los Angeles Community College District participated in the ACCJC’s multi-college pilot program in 1999, and has continuously worked since that time to ensure compliance with this standard. In 2009, ACCJC visiting teams agreed that the District made great strides in developing a functional map that delineates college and district roles, and encouraged it to further “…develop and implement methods for the evaluation of role delineation and governance and decision-making structures and processes for the college and the district [as well as] widely communicate the results of the evaluation and use those results as the basis for improvement.” In response, the District renewed its dedication to, and focuses on, these activities. (IV.D.1-13 ELAC Accreditation Evaluation Report, March 23-26, 2009, p. 6-7)

In October 2008, the Board of Trustees approved the first District/college Functional Area maps, which clarified the structure of District administrative offices and their relationship to the colleges, aligned District administrative functions with accreditation standards, and specified
outcome measures appropriate to each function identified. (IV.D.1-14 LACCD District/College Functional Area map, 2008)

In March 2010, the Board of Trustees approved an initial Governance and Functions Handbook, which expanded upon the previous District/College Functional Area maps to more clearly define District and college responsibilities and authority along accreditation standards. This was the culmination of a two-year project led by the District Planning Committee (DPC), which engaged faculty, staff, administrators and student leaders in this update. During this process, all administrative units in the Educational Service Center (ESC) updated their earlier functional descriptions and outcomes. Over 50 Districtwide committee and council descriptions were also updated to a uniform standard. Functional Area maps were expanded to clarify policy formulation processes, roles and responsibilities of stakeholder groups, and the handbook evaluation process was defined. (IV.D.1-15 LACCD Governance and Functions Handbook, 2010); (IV.D.1-16 Committee Description template); (IV.D.1-17 College governance handbook template)

In 2013, the 2010 Governance Handbook underwent an internal review by the Educational Programs and Institutional Effectiveness (EPIE) division to ensure it matched current processes, organizational charts, and personnel. As of August 2015, the Handbook is being updated under the guidance of the District Planning and Accreditation Committee (DPAC) and the EPIE division. (IV.D.1-18 LACCD Governance and Functions Handbook, 2013)

In Fall 2014, all ESC administrative units began a new program review process. Each of the eight administrative divisions developed unit plans and updated their unit descriptions and functional maps. Individual unit plans, along with measurable Service Area Outcomes (SAOs), replaced the previous District Office Service Outcomes (DOSOs) performance objectives (see Standard IV.D.2). Existing Functional Area maps were also reviewed and updated by the ESC administrative units. The content for District and college responsibilities is currently being reviewed by the colleges, the Executive Administrative Councils and other stakeholders (see Standard IV.D.2). (IV.D.1-19 ESC 2014 Program Reviews); (IV.D.1-20 Draft Functional Area maps 2015)

With the endorsement of the Chancellor and support from the District’s Educational Programs and Institutional Effectiveness (EPIE) division, the District Planning and Accreditation Committee (DPAC) began reviewing and updating the District Governance and Functions Handbook in June 2014. With DPAC’s leadership, the handbook will be reviewed and approved by representatives from the nine colleges and the ESC and submitted to the Board of Trustees for review and approval during the Fall 2015 semester. (IV.D.1-21 LACCD Governance and Functions Handbook, 2015)

In late 2009, the District began planning for a new Student Information System (SIS), currently scheduled to go live in Fall 2017. During the initial phase, faculty, staff, and students mapped over 275 business processes, in which the functions, roles, responsibilities and the division of labor between colleges and the ESC were clarified, and in some instances, redefined. Business
processes continue to be updated and refined as the SIS project moves through its various implementation phases. (IV.D.1-22 SIS maps)

Analysis and Evaluation:

The Chancellor communicates his expectations for educational excellence and integrity and support for effective college operations through regular meetings, electronic communications, college activities and faculty events across the District, and civic engagement throughout the region to bolster the goals and mission of the District.

The Chancellor and his executive team led the ESC’s revised program review processes, which resulted in updated Functional Area maps, clarification of District and the colleges’ roles and responsibilities, and identification of service gaps between college and District functions.

Update of the District’s Governance and Functions Handbook as part of the District’s regular review and planning cycle, will further strengthen its usefulness in providing clear roles, responsibilities, and authority for employees and stakeholders across the District. The District meets this Standard.

Evidence

IV.D.1-1 – District newsletters 2014-2015
IV.D.1-3 – Chancellor’s Cabinet agendas
IV.D.1-4 – Presidents Council agendas, 2012-2015
IV.D.1-5 – Chancellor cabinet retreat agendas, 2014
IV.D.1-6 – WLAC college president Job Description, 2015
IV.D.1-7 – Agendas from DAS Consultation Meetings with Chancellor, 2014-2015
IV.D.1-8 – Agendas from DAS Summits, 2007-2015
IV.D.1-9 – DAS Academically Speaking newsletter, Fall 2015
IV.D.1-10 – DBC Minutes, 7/15/15 and 8/13/14
IV.D.1-11 – Chancellor Budget Recommendations, 8/26/15
IV.D.1-12 – WLAC Interim President Press Release, 6/25/15
IV.D.1-14 – District/College Functional map, 2008
IV.D.1-16 – Committee Description template
IV.D.1-17 – College Governance and Functions Handbook template
IV.D.1-19 – ESC 2014 Program Reviews
IV.D.1-20 – Draft Functional Area maps 2015
IV.D.1-22 – SIS maps
Standard IV.D.2.
The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

During the District’s early years, operations of the District Office (now known as the Educational Services Center) were highly centralized, and many college decisions related to finance and budget, capital projects, hiring, payroll and contracts were made “downtown.” Operations were subsequently decentralized and functions delineated, and the District continues to evaluate these delineations on an ongoing basis.

Evidence of Meeting the Standard

In 1998, the Board of Trustees adopted a policy of partial administrative decentralization. Colleges were given autonomy and authority for local decision-making to streamline administrative processes, encourage innovation, and hold college decision-makers more accountable to the local communities they serve. Since that time, the District has continued to review and evaluate the delineation of responsibilities between the colleges and the Educational Services Center. (IV.D.2-1 1998 decentralization policy)

Delineation of Responsibilities and Functions
Functional Area maps detail the division of responsibilities and functions between the colleges and the Educational Services Center (ESC), as well as Districtwide decision-making and planning (see Standard IV.D.1). The District developed its first functional maps in 2008, and they have been widely communicated and regularly updated since that time. In Fall 2014, the Chancellor directed all ESC units to review and update their Functional Area maps to accurately reflect current processes, roles, and responsibilities as part of a comprehensive program review process (see Standard IV.D.1). Revised maps are currently under review by all colleges, the Executive Administrative Councils, and major stakeholders across the District. The Chancellor engages the college presidents and the cabinet in the discussion and review of the Functional Area maps. The Functional Area maps will be finalized in Fall 2015. (IV.D.2-2 District Functional Area maps, 2015); (IV.D.2-3 Functional Area map review request email)

Effective and Adequate District Services
The Chancellor directs the Educational Services Center staff to ensure the delivery of effective and adequate District services to support the colleges’ missions. Services are organized into the following units: (1) Office of the Deputy Chancellor; (2) Educational Programs and Institutional Effectiveness; (3) Economic and Workforce Development; (4) Chief Financial Officer/Treasurer; (5) Facilities Planning and Development; (6) Human Resources; (7) Office of the General Counsel; and (8) the Personnel Commission. (IV.D.2-4 2013 LACCD Governance and Functions Handbook, p. 51-57)
• **The Office of the Deputy Chancellor** includes ADA training and compliance; Business Services, including operations, contracts, procurement and purchasing; Information Technology, including the District data center, system-wide applications, hardware and security, and Diversity Programs, which includes compliance and reporting.

• **Educational Programs and Institutional Effectiveness (EPIE)** coordinates District-level strategic planning, accreditation, research, and attendance accounting reporting, as well as Districtwide educational and student services initiatives, maintains course and program databases, and supports the Student Trustee and the Students Affairs Committees.

• **Economic and Workforce Development** facilitates development of career technical education programs, works with regional businesses to identify training opportunities, collaborates with public and private agencies to secure funding, and keeps colleges informed of state and national issues affecting CTE programs.

• **Chief Financial Officer/Treasurer** serves as the financial advisor to the Board and the Chancellor. Budget Management and Analysis develops revenue projections, manages funding and allocations, and ensures college compliance and reporting. The Accounting Office is responsible for District accounting, fiscal reporting, accounts payable, payroll, and student financial aid administration. Internal Audit oversees internal controls and manages the LACCD Whistleblower hotline.

• **Facilities Planning and Development** is responsible for the long-term planning, management, and oversight of capital improvement and bond projects, as well as for working collaboratively with college administrators to identify creative, cost-effective solutions to facility challenges.

• **Human Resources** assists colleges with the recruitment and hiring of academic personnel, the hiring of classified staff, and managing employee performance and discipline. It also conducts collective bargaining, develops HR guides, administers the Wellness Program, and oversees staff development.

• **The Office of the General Counsel** provides legal services to the Board of Trustees and District employees, including: litigation, contracting, Conflict of Interest filings, and Board Rule and administrative regulations review. It also responds to Public Records Act requests.

• **The Personnel Commission** is responsible for establishing and maintaining a job and salary classification plan for the classified service; administering examinations and establishing eligibility lists, and conducting appeal hearings on administrative actions, including demotions, suspensions, and dismissals.

**Evaluation of District Services**

Beginning in 2008, each ESC service area unit evaluated its own District Office Service Outcomes (DOSOs) as part of unit planning. In Fall 2014, the Chancellor directed the Educational Services Center to implement a comprehensive program review to expand DOSOs into a data driven evaluation process in support of the colleges. (IV.D.2-5 DOSO evaluations, 2008-2009); (IV.D.2-6 DOSO evaluations 2011-2012)
Each unit participated in a series of workshops on conducting a program review, led by an external consultant. Units identified and documented their core services, then created projected outcomes. Resulting Service Area Outcomes (SAOs) were based on Districtwide needs and priorities, with clear links to district-level goals. The program review process requires each unit to consider its main contributions to the colleges’ missions, goals, effectiveness, and/or student achievement or learning. Simultaneously, the ESC moved towards adopting an online program review system, currently in use at two of the District’s colleges. (IV.D.2-7 Fall 2014 Accreditation Newsletter “ESC Begins Revitalized Program Review Cycle”); (IV.D.2-8 Program Review workshop agendas, 2014); (IV.D.2-9 Program Review Template, 2014)

An Educational Services Center user survey was created to solicit college user feedback in support of the program review process. Common questions were developed for all units, with individual units having the ability to customize supplemental questions specific to their college users. Over 21 user groups, including services managers, deans, directors, vice presidents, and presidents participated in the survey over a period of five weeks. (IV.D.2-10 2014 ESC Services Surveys)

As of this writing, all ESC divisions have completed one cycle of program review. Analysis of the ESC Services Survey was disaggregated and used to identify areas of strength and weakness. Units received feedback on the effectiveness of their services and suggestions for improvement. Results also included comparison data between different units within the ESC in order to provide a baseline for overall effectiveness. Units with identified areas for improvement set in place plans to remediate their services and strengthen support to the colleges in achieving their missions. The Board received a presentation on the status of the ESC Program Review process in Spring 2015. The Institutional Effectiveness (IE) unit has since developed a program review manual for the ongoing implementation of program review at the ESC. (IV.D.2-11 2014 ESC Services Survey Analyses); (IV.D.2-12 Program Review Update PPT, 2/20/15); (IV.D.2-13 Draft ESC Program Review Manual, 10/1/15)

Allocation of Resources
The District revised its Budget Allocation policies in June 2012 and its Financial Accountability policies in October 2013. Together, these policies set standards for support of college educational mission and goals, providing a framework for them to meet the requirements of Standard III.D. Policies hold colleges accountable for meeting fiscal stability standards, while also allowing a framework within which colleges can request additional financial support in instances of situational deficits. There is a clear process whereby colleges can request debt deferment or additional funds, and self-assessments and detailed recovery plans are required before receiving approval of such resources. The District and Board continue to evaluate these policies (see Standard III.D.3) and revise them as needed to support college fiscal stability. (IV.D.2-14 Budget Allocation Mechanism, 2012); (IV.D.2-15 Financial Accountability Measures, 2013); (IV.D.2-16 ECDBC recommendation on LAHC deferral request, 6/10/15); (IV.D.2-17 LAHC Debt Referral Request PPT to BFC, 9/16/15)

Analysis and Evaluation:
The District is comprised of nine individual colleges of vastly different sizes, needs and student populations. The Educational Services Center strives to continuously delineate its functions and operational responsibilities to support colleges in achieving their missions. Adequacy and effectiveness of District services are evaluated through program review and user satisfaction surveys. Through the implementation of its comprehensive program review process, the EPIE division discovered that its user surveys did not adequately evaluate the District and colleges’ adherence to their specified roles and functions. In response, questions related specifically to this issue will be included in the 2016-2017 cycle of the Districtwide governance and decision-making survey. Revisions to the program review system and assignment of specific staff will ensure ongoing evaluations are systematized and data driven, and that the results are used for integrated planning and the improvement of ESC services.

The District continues to evaluate its resource allocation and financial accountability policies to ensure colleges receive adequate support and are able to meet accreditation standards related to financial resources and stability. The District meets this Standard.

Evidence

IV.D.2-2 – District Functional Area maps, 2015
IV.D.2-3 – Functional Area map review request email, 7/24/15
IV.D.2-5 – DOSO evaluations 2008-2009
IV.D.2-6 – DOSO evaluations 2011-2012
IV.D.2-7 – Fall 2014 Accreditation Newsletter, “ESC Begins Revitalized Program Review Cycle”
IV.D.2-8 – Program Review workshop agendas, 2014
IV.D.2-9 – Program Review Template, 10/1/15
IV.D.2-10 – 2014 ESC Services Surveys
IV.D.2-11 – 2014 ESC Services Survey Analyses
IV.D.2-12 – Program Review Update PPT, 2/20/15
IV.D.2-13 – Draft ESC Program Review Manual, 10/1/15
IV.D.2-14 – Budget Allocation Mechanism amendment, 6/3/12
IV.D.2-15 – Financial Accountability Measures, 10/9/13
IV.D.2-16 – ECDBC recommendation on LAHC deferral request, 6/10/15
IV.D.2-17 – LAHC Debt Referral Request PPT to BFC, 9/16/15

**Standard IV.D.3.**

_The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures._

The District has well-established resource allocation policies that support the effective operations and sustainability of the colleges and District. These policies are regularly evaluated. Under the
leadership of the Chancellor, college presidents, administrators and faculty leaders work together to ensure effective control of expenditures and the financial sustainability of the colleges and District.

Evidence of Meeting the Standard

Allocation and Reallocation of Resources
The District Budget Committee (DBC) provides leadership on District-level budget policies. Membership includes all nine college presidents, the District Academic Senate, and collective bargaining unit representatives. Its charge is to: (1) formulate recommendations to the Chancellor for budget planning policies consistent with the District Strategic Plan; (2) review the District budget and make recommendations to the Chancellor, and (3) review quarterly District financial conditions. (IV.D.3-1 DBC webpage screenshot, 8/2015)

In 2007, the District instituted a budget allocation policy which paralleled the SB 361 State budget formula. Funds are distributed to the colleges on a credit and noncredit FTES basis, with an assessment to pay for centralized accounts, District services, and set-aside for contingency reserves. In an attempt at parity, districtwide assessments were changed from a percentage of college revenue, to a cost per FTES basis, and the small colleges (Harbor, Mission, Southwest and West) received a differential to offset their proportionately-higher operational expenses. (IV.D.3-2 BOT Agenda, BF2, 2/7/07 SB 361 Budget Allocation Model)

In 2008, the Fiscal Policy and Review Committee (FPRC) was created to address ongoing college budget difficulties and to consider new approaches for improving their fiscal stability. The FPRC and the DBC reviewed their roles and, in Spring 2011, the FPRC was renamed the Executive Committee of the DBC (ECDBC). The charges for both committees were revised to ensure that budget planning policies were consistent with the District Strategic Plan. (IV.D.3-3 DBC minutes 5/18/11)

Also in 2011, the District undertook a full review of its budget allocation formula and policies, including base allocations, use of ending balances, assessments for District operations, growth targets, and college deficit repayment. A review of other multi-college district budget models and policies was also conducted. The resulting recommendations were to adopt a model with a minimum base funding. The model had two phases:

- Phase I increased colleges’ basic allocation to include minimum administrative staffing and maintenance and operations (M&O) costs
- Phase II called for further study in the areas of identifying college needs (including M&O), providing funding for colleges to deliver equitable access for students, and ensuring colleges are provided with sufficient funding to maintain quality instruction and student services. (IV.D.3-4 ECDBC Budget Allocation Model Recommendation, Jan 2012)

The Board of Trustees adopted an updated Budget Allocation policy on June 13, 2012. An evaluation of the policy was completed in late 2014, and additional policy recommendations
were forwarded. (IV.D.3-5 BOT Agenda, BF4, Budget Allocation model amendment, 6/13/12); (IV.D.3-6 District Budget Allocation Evaluation)

The Board adopted new District Financial Accountability policies on October 9, 2013 to ensure colleges operate efficiently. These policies called for early identification and resolution of operating deficits required each college to set aside a one percent reserve, and tied college presidents’ performance and evaluation to college budgeting and spending. The Board’s Budget and Finance Committee regularly monitors colleges’ costs per FTES and deficits. (IV.D.3-7 BOT agenda BF4, Financial Accountability Measures, 10/9/13); (IV.D.3-8 BFC agenda, minutes and handouts on Costs per FTES, 10/8/14)

The District’s adherence to the State-recommended minimum 5% reserve has ensured its continued fiscal sustainability. In June 2012, the Board’s Finance and Audit Committee (now known as the Budget and Finance Committee) directed the CFO to set aside a 5% general reserve and an additional 5% contingency reserve to ensure ongoing District and college operational support. (IV.D.3-9 FAC meeting minutes 6/13/12)

**Effective Control Mechanisms**

The District has established effective policies and mechanisms to control expenditures. Each month, enrollment updates and college monthly projections are reported (see Standard IV.D.1). The Chancellor and college presidents work together in effectively managing cash flow, income and expenditures responsibly to maintain fiscal stability. (IV.D.3-10 2014-15 Quarterly Projections)

College and District financial status is routinely reported to and reviewed by the Board of Trustees, along with college quarterly financial status reports, attendance accounting reports, and internal audit reports (see Standard III.D.5).

The District provides comprehensive budget and financial oversight, including an annual finance and budget report (CCFS-311), a final budget, an annual financial audit, a bond financial audit report, a performance audit of bond construction programs, year-end balance and open order reports, full-time Faculty Obligation Number (FON) reports and targets, enrollment projections, and year-to-year comparisons with enrollment targets (see Standard III.D.5).

Each college president is responsible for the management of his or her college’s budget and ensures appropriate processes for budget development and effective utilization of financial resources in support of his/her college’s mission (see Standard IV.D.2). (IV.D.3-7 BOT agenda, BF4, Financial Accountability Measures, 10/9/13)

**Analysis and Evaluation**

The District has a long history of financial solvency. Colleges follow standards of good practice that include the development of an annual financial plan, quarterly status reports, set-aside for reserves, and the obligation to maintain a balanced budget. Through its effective control of expenditures, the District has consistently ended the fiscal year with a positive balance. The
higher levels of reserves have allowed the District to minimize the impact of cuts to college operations resulting from the State’s recent financial crisis. The District meets this Standard.

Evidence

IV.D.3-1 – DBC webpage screenshot, August 2015
IV.D.3-2 – BOT agenda, BF2, 2/7/07 SB 361 Budget Allocation Model
IV.D.3-3 – DBC minutes 5/18/11
IV.D.3-4 – ECDBC Budget Allocation Model Recommendation, Jan 2012
IV.D.3-5 – BOT agenda, BF4, Budget Allocation model amendment, 6/13/12
IV.D.3-6 – District Budget Allocation Evaluation
IV.D.3-7 – BOT agenda, BF4, Financial Accountability Measures, 10/9/13
IV.D.3-8 – BFC agenda, minutes and handouts on Costs per FTES, 10/8/14
IV.D.3-9 – FAC minutes 6/13/12
IV.D.3-10 – 2014-15 Quarterly Projections

The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO’s accountable for the operation of the colleges.

The Chancellor delegates full responsibility and authority to the college presidents and supports them in implementing District policies at their respective colleges. College presidents are held accountable for their college’s performance by the Chancellor, the Board, and the communities they serve.

Evidence of Meeting the Standard

College presidents have full responsibility and authority to conduct their work without interference from the Chancellor (see Standard IV.C.3). College presidents have full authority in the selection and evaluation of their staff and management team. (IV.D.4-1 HR Guide R-110 Academic Administrator Selection, 7/31/15)

The framework for CEO accountability is established through annual goal-setting between the Chancellor and each college president. College presidents then complete a yearly self-evaluation based on their established goals. At least every three years (or sooner if requested), presidents undergo a comprehensive evaluation, which includes an evaluation committee, peer input, and, if needed, recommendations for improvement. Unsatisfactory evaluations may result in suspension, reassignment, or dismissal. Evaluations are reviewed with the Board of Trustees in closed session. (IV.D.4-2 College president Self Evaluation packet); (IV.D.4-3 BOT agendas w/President evaluations, 2011-2014)

In October 2013, the Board adopted fiscal accountability measures which explicitly hold college presidents responsible to the Chancellor for their budgets, ensuring that they maintain “a
balanced budget, as well as the efficient and effective utilization of financial resources.” These measures also require that the Chancellor “…review the college’s fiscal affairs and enrollment management practices as part of the college president’s annual performance evaluation…[and] report to the Board of Trustees any significant deficiencies and take corrective measures to resolve the deficiencies up to and including the possible reassignment or non-renewal of the college president’s contract.” (IV.D.4-4 BOT Agenda BF2, 10/9/13)

The role of the Chancellor, as well as that of the presidents and the levels of authority within, is clearly delineated in the LACCD Functional Area maps, which explicitly state “…the Chancellor bears responsibility and is fully accountable for all operations, programs, and services provided in the name of the district...The Chancellor delegates appropriate authority to the college presidents and holds them accountable for the operations and programs offered at District colleges.” Functional Area maps are regularly reviewed and updated, and published in the Governance and Functions Handbook and on the District website. (IV.D.4-5 Chancellor Functional Area map, 2015)

Analysis and Evaluation

The Chancellor delegates full authority and responsibility to the college presidents to implement District policies without interference. College presidents serve as the chief executives and educational leaders of their respective colleges. They ensure the quality and integrity of programs and services, accreditation status, and fiscal sustainability of their colleges. The District meets this Standard.

Evidence

IV.D.4-1 – HR Guide R-110 Academic Administrator Selection, 7/31/15
IV.D.4-2 – College president Self Evaluation packet
IV.D.4-3 – BOT agendas w/President evaluations, 2011-2014
IV.D.4-4 – BOT agenda BF2, 10/9/13
IV.D.4-5 – Chancellor Functional Area map, 2015

Standard IV.D.5.

District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

College strategic plans are integrated with the District Strategic Plan (DSP), Vision 2017, through alignment of goals between the two. Colleges develop goals for their strategic and educational master plans during their internal planning process, and reconcile alignment with the District Strategic Plan on an annual basis. The structure of the DSP allows colleges to maintain autonomy and responsibility for implementing the goals and objectives of the District plan, based on their local conditions and institutional priorities. (IV.D.5-1 District Strategic Plan: Vision 2017, 2/6/13)
Evidence of Meeting the Standard

District Strategic Plan, Planning Integration
LACCD has established district-level integrated processes for strategic, financial, facilities and technology planning. These processes provide a coherent framework for district-college planning integration with the goal of promoting student learning and achievement. The District’s Integrated Planning Manual is currently being updated by the District Planning and Accreditation Committee (DPAC) and the District’s Educational Programs and Institutional Effectiveness (EPIE) division and will be reviewed and approved by the colleges and Board of Trustees in Fall 2015. (IV.D.5-2 LACCD Integrated Planning Manual, 2015)

DSP measures were developed for each college, and the District as a whole, to create a uniform methodology and data sources. Colleges compare their progress against the District as a whole using the most recent three year timeframe as the point of reference. Colleges assess progress and establish targets to advance both local and District objectives. Colleges’ annual assessments are reported to the Board of Trustees using a standard format, allowing for an apples-to-apples Districtwide discussion. (IV.D.5-3 college effectiveness report template); (IV.D.5-4 IESS cmte agenda on IE rpts)

College institutional effectiveness reports inform the Board of Trustees on the advancement of District goals which, in turn, informs the Board’s annual goal setting process and shapes future college and District planning priorities. The District Strategic Plan is reviewed at the mid-point of the planning cycle, and a final review is conducted in the last year of the cycle. (IV.D.5-5 BOT agenda, Annual Board Leadership & Planning Session, 8/19/15); (IV.D.5-6 DPAC agenda 6/26/15); (IV.D.5-7 DPAC agenda, 8/28/15)

The District Technology Plan created a framework of goals and a set of actions to guide Districtwide technology planning. The District Technology Implementation Plan established measures and prioritized deployment of technology solutions in consideration of available resources. The District Technology Plan promotes the integration of technology planning across the colleges by establishing a common framework for college technology planning. (IV.D.5-8 District Technology Strategic Plan, 3/9/11); (IV.D.5-9 District Technology Implementation Plan, 3/21/13)

District-college integration also occurs during operational planning for districtwide initiatives. Examples include joint marketing and recruitment activities, implementation of the Student Success and Support Program, Student Equity Plans, and the new student information system. These initiatives involve extensive college-district collaboration, coordination with centralized District service units, and interaction with an array of District-level committees. (IV.D.5-10 SSSP New DEC Svc Categories PPT, 2014); (IV.D.5-11 SSSP Counselor DEC Trng PPT, 2014); (IV.D.5-12 SSI Steering Committee Minutes, 8/22/14); (IV.D.5-13 SIS Fit-Gap agendas, 2013)

Planning is integrated with resource allocation at the District level through annual enrollment growth planning and the budget review process. The individual colleges, and the District as a
whole, develop enrollment growth and budget projections and confer on a quarterly basis to reconcile and update enrollment, revenue, and cost projections. Updated projections are regularly reported to the District Budget Committee and the Board’s Budget and Finance Committee. This high-level linkage of enrollment planning and resource allocation provides a framework for the District budget process. (IV.D.5-14 Quarterly College FTES meetings, 2014-2015); (IV.D.5-15 Quarterly enrollment reports to DBC); (IV.D.5-16 Quarterly enrollment reports to BFC); (IV.D.5-17 Budget Allocation Model, 2012 amendment)

Planning Evaluation
Various mechanisms are used to evaluate the effectiveness of college-district integrated planning:

- The Biennial District Governance and Decision-Making Survey assesses budget development and resource allocation, enrollment management, and FTES and facilities planning (see Standard IV.D.7).
- District-level planning and policy committees assess their effectiveness through an annual committee self-evaluation process (see Standard IV.D.1).
- The ESC Program Review process assesses performance and outcomes through an annual User Survey and information specific to each service unit (see Standard IV.D.2).
- Evaluation of District-level plans includes both an analysis of plan outcomes and a review of plan currency, relevancy, and alignment with external accountability initiatives; e.g. the Student Success Scorecard and the Statewide Institutional Effectiveness Partnership Initiative. (IV.D.5-18 DPAC agendas, June-Aug 2015); (IV.D.5-19 BOT Agenda, Student Success Scorecard presentation, 9/2/15); (IV.D.5-20 IEPI 2015-16 Goals Framework, 5/27/15)

Analysis and Evaluation:

The District has established mechanisms for integrated District-level strategic and operational plans. This integration involves collaboration and cooperation between colleges, the ESC service units, and District-level shared governance and administrative committees. Assessment mechanisms include direct assessment of governance and decision-making, governance committee self-evaluation, ESC program review, and review of District-level plans.

Even with the institutionalization of these processes, the size and complexity of the LACCD presents challenges to integrated planning and evaluation. Self-examination has revealed gaps in adherence to evaluation timelines and the need for more systematic and consistent evaluation processes and alignment across plans. The District, primarily through its Educational Programs and Institutional Effectiveness (EPIE) division, continues to work on strengthening and expanding these mechanisms to improve the effectiveness of District-college integrated planning in promoting student learning and achievements.

To this end, the District Planning and Accreditation Committee has revised and strengthened its charter and has undertaken a review of all governance evaluations, as well as mid-term review of the District Strategic Plan. The Institutional Effectiveness (IE) unit has created an integrated planning manual for Districtwide plans with timelines and timeframes that set a synchronized
reporting cycle. The updated evaluation and reporting framework will be institutionalized in the District Governance and Functions Handbook, codifying commitment to more coordinated planning on a districtwide basis. The District meets this Standard.

Evidence

IV.D.5-3 – College Effectiveness Report template
IV.D.5-4 – IESS Committee agendas on IE report approval, 2012-2015
IV.D.5-5 – BOT agenda, Annual Board Leadership & Planning Session, 8/19/15
IV.D.5-6 – DPAC agenda, 6/26/15
IV.D.5-7 – DPAC agenda, 8/28/15
IV.D.5-8 – District Technology Strategic Plan, 3/9/11
IV.D.5-9 – District Technology Implementation Plan, March, 3/21/13
IV.D.5-10 – SSSP new DEC service categories PowerPoint, 2014
IV.D.5-11 – SSSP Counselor Training PowerPoint, 2014
IV.D.5-12 – SSI Steering Committee Minutes, 8/22/14
IV.D.5-13 – SIS Fit-Gap agendas, 2013
IV.D.5-14 – Quarterly College FTES meetings, 2014-2015
IV.D.5-15 – Quarterly enrollment report to DBC, 5/20/15
IV.D.5-16 – Quarterly enrollment report to BFC, 9/16/15
IV.D.5-17 – Budget Allocation Model, 2012 amendment
IV.D.5-18 – DPAC minutes, June-Aug 2015
IV.D.5-19 – BOT Agenda 9/2/15


Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

The District has numerous councils and committees which meet regularly to share best practices and to ensure an effective flow of information between the colleges and the Educational Services Center (ESC). Additionally, a number of standing monthly reports and updates are sent electronically to established District employee list serves.

Evidence of Meeting the Standard

In total, the District has 46 districtwide councils, committees, and consultative bodies in which District and college administrative staff, faculty, classified staff, and students regularly participate. All councils and committees maintain agendas and meeting summaries/minutes on either the District website (public) or on the District intranet. (IV.D.6-1 Screenshot of District Intranet of Councils and Committees)
Seven Districtwide Executive Administrative Councils meet monthly: (1) Chancellor’s Cabinet, (2) Council of Academic Affairs, (3) Council of Student Services, (4) District Administrative Council, (5) Executive Committee of the District Budget Committee (ECDBC), (6) Human Resources Council; and (7) the Sheriff’s Oversight Committee. (IV.D.6-2 Districtwide Executive Administrative Councils 2015 update)

The Councils of Academic Affairs, Student Services, and the District Administrative Council are responsible for the review and study of districtwide instructional, student services, and administrative operational and programmatic issues. Executive Administrative Council members are predominantly senior ESC administrators, college presidents and college vice presidents. All councils report to either the Chancellor directly or to the Chancellor’s Cabinet. Meeting agendas and minutes are distributed to Council members in advance of meetings. Meeting schedules are set each July for the upcoming year, and generally rotate between colleges and the ESC. (IV.D.6-3 Chancellor’s Directive 70)

Four District-level Governance Committees meet monthly: (1) District Planning and Accreditation Committee (DPAC); (2) District Budget Committee (DBC); (3) Joint Labor Management Benefits Committee (JLMBC); and (4) the Technology Planning and Policy Committee (TPPC). Committee members encompass a broad range of college faculty, college researchers, and college deans, with representatives from the unions, college presidents, college vice presidents, and ESC senior administrators. These committees typically consult with one or more Executive Administrative Council and report to either the Chancellor or to the Chancellor’s Cabinet. (IV.D.6-4 District-level Governance committee 2015 update)

In 2013, the governance committees agreed to a common format for their webpages. Each committee’s webpage contains a brief description of its function, committee charge, who it reports to, who it consults with, chairs, membership, meeting information, and resources. Results of the District-wide Governance Committee Self Evaluation as well as meeting agendas, minutes, and resource documents are posted on the webpage, which is accessible to the public. (IV.D.6-5 District-level Governance Committee webpage screenshot)

Sixteen Operational Committees meet monthly, or on a per-semester basis. These Committees are structured by subject/function area and coordinate with one of the Executive Administrative management councils. Committee members are largely faculty, program directors, researchers, and college deans, with representatives from the three Executive Administrative management councils and ESC senior administrative staff. Meeting agendas and minutes are emailed to committee members in advance of each meeting. (IV.D.6-6 District Coordinating Committees 2015 update); (IV.D-7 Email report to list serve, 2015)

Five Academic Initiative Committees coordinate Districtwide academic programs. These committees are primarily led by faculty, but also include administrators and classified staff. These committees focus on broader goals in various areas, including labor issues, articulation, transfer, and student success. (IV.D-8 District Academic Initiative Committees, 2015 update)
Information Technology maintains 78 active list serves. These list serves include the Districtwide consultative bodies, administrative councils, and operational committees as well as subject-specific groups such as articulation officers, curriculum chairs, counselors, and IT managers. Each list serve has a coordinator/owner charged with maintaining an accurate list of members. (IV.D.6-9 District List serve list)

In accordance with the Brown Act, all agendas and informational documents for Board of Trustee meetings are posted in the lobby at the ESC and on the District website. They are also distributed electronically to college presidents, college vice presidents, college and the District Academic Senate presidents, and bargaining unit representatives. (IV.D.6-10 sample BOT agenda email)

Policy changes are communicated by the Office of General Counsel (OGC), which disseminates memos informing campuses and constituency groups of approved changes to Board Rules and Administrative Regulations. These updates are also posted on the District’s website. (IV.D.6-11 OGC Board Rule & Admin Reg Revision Notices, July-August 2015)

The Chancellor, Board of Trustees, and select ESC divisions and programs issue regular bulletins and newsletters, disseminating information on programs, accreditation, budget updates, success stories, and employee benefits. Additionally, the District Student Information System (SIS) project team has conducted forums at each college, informing all employees about the development and roll-out of the District’s new student records system. (IV.D.6-12 LACCD newsletters); (IV.D.6-13 Chancellor bulletins); (IV.D.6-14 Accreditation newsletters); (IV.D.6-15 Diversity newsletters); (IV.D.6-16 SIS newsletters); (IV.D.6-17 Wellness newsletters); (IV.D.6-18 Bond Program newsletters); (IV.D.6-19 SIS forum PowerPoint)

The Chancellor keeps the Board of Trustees, college presidents, and senior administrators abreast of Trustee matters, college/District updates and activities, legislative/public affairs updates, and community events through his weekly reports. Items often include updates on Chancellor and Board actions regarding college operations and stability. (IV.D.6-20 Chancellor weekly email updates)

The District Academic Senate (DAS) represents the faculty of the District in all academic and professional matters. In this capacity, the President and Executive Committee regularly inform faculty of District policy discussions and decisions related to educational quality, student achievement, and the effective operation of colleges. (IV.D.6-21 DAS Communication, 2014-15)

In 2011, District Information Technology (IT) undertook a complete redesign of the District website. The updated website, which allows each division/unit in the ESC to manage its own content, launched in Fall 2012. In 2013, the District updated its public interface and in December 2014, the District upgraded its internal software systems to better support the online needs of the District. Creation of web links to Board, committee, council, and program information has improved the public’s and District employees’ access to information about the District. (IV.D.6-22 Web redesign meeting, 10/13/11)
Analysis and Evaluation:

The District ensures regular communication with the colleges and front-line employees through its committees and councils, websites, list serves, newsletters and bulletins, and email. Meeting agendas and minutes are posted online or distributed electronically. The District’s revamped website has facilitated easier access for employees to maintain, and for the public to access, District and college information.

The District’s sheer size and volume of activity offers challenges to maintaining consistent engagement and communication with employees and stakeholders. While the District has improved its access to information and regular communications, it continues to look for ways to improve efforts in this area. The launch of the District’s new intranet site, currently scheduled for December 2015, is anticipated to improve employee access to ESC divisions, units, and services.

In September 2015, District Educational Program and Institutional Effectiveness (EPIE) staff and District Planning and Accreditation Committee (DPAC) members co-presented a workshop at the annual DAS Summit. The workshop addressed districtwide communication and discussed data from recent governance surveys related to communications. A facilitated discussion followed, with participants brainstorming communication strategies which will be reviewed by DPAC in upcoming meetings. The District meets this Standard. (IV.D.5-23 Districtwide Communication PPT, 9/25/15)

Evidence:

IV.D.6-1 – Screenshot of District Intranet of Councils and Committees
IV.D.6-2 – Districtwide Executive Administrative Councils 2015 draft update
IV.D.6-3 – Chancellor’s Directive 70, 8/30/94
IV.D.6-4 – District-level Governance committee 2015 update
IV.D.6-5 – District-level Governance committee webpage screenshot
IV.D.6.6 – District Coordinating Committees 2015 update
IV.D.6-7 – Email report to list serve, 2015
IV.D.6-8 – District Academic Initiative Committees, 2015 update
IV.D.6-9 – District List serve list
IV.D.6-10 – Sample BOT agenda email
IV.D.6-11 – OGC Board Rule and Admin Regs Revision Notices, July-August 2015
IV.D.6-12 – LACCD newsletters
IV.D.6-13 – Chancellor Bulletins
IV.D.6-14 – Accreditation newsletters
IV.D.6-15 – Diversity newsletters
IV.D.6-16 – SIS newsletters
IV.D.6-17 – Benefits and wellness newsletters
IV.D.6-18 – Bond Program newsletters
IV.D.6-19 – SIS forum PowerPoints
IV.D.6-20 – Chancellor weekly email updates
IV.D.6-21 – DAS Communication, 2014-15
Standard IV.D.7.
The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

The District, under the guidance of the Chancellor, regularly evaluates the effectiveness of District/college role delineations, governance, and decision-making processes. Based on recommendations made by the ACCJC in 2009, the District Planning committee (DPC) implemented a cyclical process for system-level evaluation and improvement. The District institutionalized this cycle and continues to review and revise, processes in support of institutional effectiveness.

Evidence of Meeting the Standard

Governance and Decision-Making Assessment, Effectiveness and Communication
In Fall 2009, the District Planning Committee (now the District Planning and Accreditation Committee) designed and administered a District governance survey. This assessment was undertaken in response to recommendations received during the Spring 2009 accreditation visits at East Los Angeles, Los Angeles City, and Los Angeles Trade-Technical Colleges, and resulted in action items for continuous improvement of District/college role delineation. (IV.D.7-1 2009 District Governance Survey Tool); (IV.D.7-2 2010 District Governance Assessment Report, 2/26/10)

The District-Level Governance and Decision Making Assessment Survey continues to be administered on a two-year cycle. Survey participants evaluate the quality of District-level governance in the following areas:

- Appropriateness and effectiveness of the roles played by stakeholder groups, including administration, District Academic Senate, collective bargaining groups, and Associated Students organizations;
- Effectiveness of district-level decision-making processes in relation to five primary governance areas: budget and resource allocation, enrollment management, strategic planning and goals setting, bond program oversight, and employee benefits;
- Quality of district-level decision making (e.g., the extent to which decisions are based on data and are effectively communicated, implemented, and assessed), and
- Overall assessment of administrative and Board support of participatory governance as well as the effectiveness of districtwide decision making in relation to the District’s stated mission. (IV.D.7-3 2012 District Governance Survey Tool and Results); (IV.D.7-4 2015 District Governance Survey Tool)
The District’s Institutional Effectiveness (IE) unit has conducted surveys, analyzed recurring themes, disseminated and discussed results, and used the results to plan improvements. Challenges in implementing improvement plans occurred, and the IE unit has restarted its survey and evaluation cycle. The unit recently completed current-year survey results and a comparative analysis of 2010, 2012 and 2014 survey results. Results were reviewed by the District Planning and Accreditation Committee (DPAC) and plans to strengthen the survey tools and the development and implementation of improvement plans are now part of DPAC’s 2015-2016 work plan. These assessment reports have been posted online and will be reported to the Board’s Institutional Effectiveness Committee in Fall 2015 and used to inform recommendations for District improvement. (IV.D.7-5 District-level Governance and Decision-making Assessment Comparison Report for 2010, 2012, 2014, 8/28/15); (IV.D.7-6 District-level Governance and Decision-making Assessment Analysis, 8/19/15); (IV.D.7-7 2014-15 District-level Governance and Decision-making Assessment Report by College and Analysis by Role, 8/28/15); (IV.D.7-8 DPAC 2015-16 Work Plan, 8/28/15)

In 2009, DPAC, with assistance from the IE unit, established an annual Committee Self-Evaluation process for all District governance committees. This common self-assessment documents each committee’s accomplishments, challenges, and areas for improvement over the past year. Results of the assessment are reviewed by each respective committee and serve as the basis for changes and improvements to Committee function. Through their 2015-2016 work plan, DPAC reaffirmed their responsibility to ensure self-evaluations are conducted by District governance committees, results are posted online, and that they are used to inform committees’ work plans. (IV.D.7-9 Districtwide Committee Self-Evaluation form); (IV.D.7-10 DBC self-evaluation 2012-2013, 6/30/13; 2013-2014, 6/30/14); (IV.D.7-11 DPAC self-evaluation 2012-2013, 10/5/13; 2013-2014, 2/27/15); (IV.D.7-12 JLMBC self-evaluation 2011-12, 11/20/12; 2012-13, 7/9/13; 2013-14, 10/16/14); (IV.D.7-13 TPCC self-evaluation 2011-2015, 8/2015)

Role delineations are evaluated during the regular review of Functional Area maps and revisions are made based on input from governance committee members, governance surveys, ESC administrative units, the Chancellor’s Cabinet, and college stakeholders. Functional Area maps were expanded and revised in 2015, and are currently under review prior to finalization (see Standard IV.D.1 and IV.D.2).

The District Governance and Functions Handbook is regularly reviewed and updated by District stakeholders under the coordination of the District Planning and Accreditation Committee (DPAC). A section of the Handbook describes all districtwide councils, committees, and consultative bodies. These entities were first formalized in 1994 by Chancellor’s Directive (CD) 70: Districtwide Internal Management Consultation Process. Updates to CD 70, and its related committee/council structure, committee/council charge, membership, meeting schedule, leadership and reporting structure are underway as of Fall 2015. (IV.D.7-14 Updated District Council and Committee list, 9/2/15)

Analysis and Evaluation
The District has processes to regularly evaluate district/system and college role delineations, governance, and decision-making processes. It has developed mechanisms for wide communication of the results of these evaluations. However, the District as a whole has faced challenges in the evaluation process.

Thorough self-evaluation led the Institutional Effectiveness (IE) unit to discover that some evaluation cycles were off-track and results had not been systematically disseminated. The unit is currently updating governance survey and committee self-assessment instruments and integrating these evaluations into the District Effectiveness Cycle (see LACCD Integrated Planning Manual). (IV.D.7-15 Governance Evaluation Timeline, 8/27/15); (IV.D.5-2 LACCD Integrated Planning Manual)

The IE unit reported these findings and activities to DPAC, which, through its own self-examination and goal-setting process, undertook development of a comprehensive, and consistent, evaluation framework as part of its 2015-16 work plan. Adherence to the work plan will be ensured through the Committee’s expanded oversight role, as reflected in its revised charter, and by assigning a specific ESC staff member to maintain District governance committee websites. The District meets this Standard. (IV.D.7-8 DPAC 2015-16 Work Plan, 8/28/15); (IV.D.7-16 Updated DPAC Charter, 6/22/15)

Evidence:

IV.D.7-1 – 2009 District Governance Survey Tool
IV.D.7-2 – 2010 District Governance Assessment Report, 2/26/10
IV.D.7-3 – 2012 District Governance Survey Tool and Results
IV.D.7-4 – 2015 District Governance Survey Tool
IV.D.7-6 – 2014-15 District-level Governance and Decision-making Assessment Analysis, 8/19/15
IV.D.7-7 – 2014-15 District-level Governance and Decision-making Assessment Report by College and Analysis by Role, 8/28/15
IV.D.7-8 – DPAC 2015-2016 Work Plan, 8/28/15
IV.D.7-9 – Districtwide Committee Self-Evaluation form
IV.D.7-10 – DBC self-evaluation 2012-2014
IV.D.7-11 – DPAC self-evaluation 2012-2014
IV.D.7-12 – JLMBC self-evaluation 2011-2012
IV.D.7-13 – TPCC self-evaluation 2011-2012, 7/19/12
IV.D.7-14 – Updated District Council and Committee list, 9/2/15
IV.D.7-15 – Governance Evaluation Timeline, 8/27/15
IV.D.7-16 – Updated DPAC Charter, 6/22/15
VII. Quality Focus Essay
In Progress

IX. Changes and Plans Arising Out of the Self Evaluation Process
In Progress

X. Appendix: Evidence Table of Contents
In Progress
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