DATE: March 16, 2016

TO: Institutional Effectiveness and Student Success Committee

FROM: Dr. Ryan M. Cornner, Vice Chancellor

RE: ACCJC Site Visit Summaries

The March 23rd 2016 Institutional Effectiveness and Student Success Committee will include presentations from each of the nine colleges and the Educational Service Center describing the preliminary results of the accreditation visits. Included in the packets are summaries of the findings and preliminary commendations and recommendations. This information is based on the findings provided by the team chair at the exit interview and contextualized by additional information garnered from the multiple meetings that college and district staff had with visiting team members throughout the week. While not final, these early findings provide a good starting point for dialog on addressing potential recommendations.

Over the next months, college and ESC staff will continue to work with the visiting teams. The draft reports developed by the visiting teams will be reviewed for errors of fact and returned to the team chairs. The team chairs will work with ACCJC staff to complete the reports and to submit them for review at the Commission meeting in June. The Commission will make the final determination on what recommendations the colleges will receive and the accreditation of the status at this meeting. Shortly thereafter, notification of status and final reports will be sent out and made public. This usually occurs at the end of June or the first week of July.

While only the Commission can provide the formal recommendations, the colleges and the ESC are already beginning work to address the broad level findings reported out by the visiting teams. This work continues our ongoing improvement efforts and validates our commitment to the accreditation process. Upon receipt of the final recommendations, additional information will be provided to the board and the community.

Report on ACCJC Comprehensive External Evaluation Visit
Los Angeles City College
March 7-10, 2016

Expected Commendations
1. High level of passion and commitment for student success
2. Effective Institutional Planning and Governance Handbook
3. Office of Institutional Effectiveness provides operational data reports to facilitate decision making
4. Guardian Scholars/Foster Youth—model for state and nation
5. Strong partnership between Foundation and College
6. Veteran's Resource Center
7. Award-winning *Collegian* newspaper

Expected Recommendations
Recommendations for Improvement: 1. Broad communications and feedback of decisions   2. Align course and program level learning outcomes   3. Review with District office the debt repayment policy   4. Develop and implement an Enrollment Management Plan   5. All course syllabi must include learning outcomes   Recommendations for Compliance: 1. Distance Education quality improvement

Actions Planned: March – June, 2016

College recommendations for improvement
 1. Broad communications and feedback of decisions
     a. Include in primary communications (Academic Affairs Newsletter, City Chatter emails) changes resulting from evaluation of surveys and other data
     b. Complete action plan for Standard IV.A.7: "Starting in spring 2016, the College Council and Academic Senate will create an end of year document that describes all recommendations passed and how those recommendations resulted in improved College operations. The document will include a summary of subcommittee annual assessments and provide a clear way to communicate how the College evaluates its governance and decision-making structures."
 	
 2. Align course and program level learning outcomes
     a. The SLO Assessment Committee will develop a process that ensures that all unit SLO and PSLO alignments are up to date
 	
 3. Review with District office the debt repayment policy

Report on ACCJC Comprehensive External Evaluation Visit
Los Angeles City College
March 7-10, 2016

Actions Planned: March – June, 2016

     a. Senior Staff, in collaboration with the Budget Committee, will develop a revised debt repayment plan to present to the Executive District Budget Committee

4. Develop and implement an Enrollment Management Plan
   a. Complete Quality Focus Essay action plan 1.2.2 to "Develop an enrollment management taskforce to develop and monitor recruitment" [towards eventual completion of action plan 1.2.4 to "Revise and expand the Enrollment Management Plan"]

5. All course syllabi must include learning outcomes
   a. Curriculum Committee and Academic Senate will develop a course syllabus template to be used by all faculty, to include a populated field with the latest SLOs for the course

College recommendations for Compliance:
Distance Education quality improvement
6. Begin discussions between Academic Affairs, Academic Senate, and Faculty Union on how to improve monitoring of DE courses, especially in terms of instructor initiated regular and effective contact

7. Complete action plan for Standard II.C.2: College will develop a satisfaction survey instrument for DE students that includes questions on specific College counseling and student support services. Students will be asked which support services they use, how often they use the support services, and the benefits of those services. As well as questions on timely responses from faculty to students and consistency in syllabi to list all the support services for DE students. Survey results will be used to assess student needs and will result in improvements. The committee will create the survey in spring 2016 [towards implementation] in fall 2016.

Report on ACCJC Comprehensive External Evaluation Visit
East Los Angeles College
March 7-10, 2016

Expected Commendations
1. Creating a welcoming environment
2. Robust dialogue among constituent groups
3. Commitment to institutional effectiveness, especially review of all Program Reviews
4. Beautiful, student-centered facilities and grounds
5. Being the cultural, social, and educational hub of this community
6. Outreach to K-12 students, especially at early levels
7. GO East LA program partnerships
8. Dedication to student life and remarkable student leaders
9. Creating lifelong student relationships as evidenced by the number of alumni working at ELAC

Expected Recommendations
Recommendations for Improvement:
1. Identifying institutional cycles of outcomes assessment
2. Monitoring goal attainment across all college plans and assessing the effectiveness of that planning
Recommendations for Compliance:
1. Disaggregation of achievement and outcomes assessment data
2. Planning for student services across all units
3. Assessment of professional development effectiveness
4. Creating a plan for full compliance and eligibility for targeted instructional programs
5. Planning and implementation of all aspects of support for the South Gate Educational Center
6. Technology infrastructure as it relates to total cost of ownership

Actions Planned: March – June, 2016
1. Begin the substantive change process for South Gate Educational Center, including the assessment of students' needs and the adequacy of the instructional and support services.
2. Work with a consultant to address the passing rates on the NCLEX exam that led to the Nursing Program being put on warning by the California Board of Registered Nursing.
3. Update faculty evaluation tracking sheets and establish similar processes for administrators.
4. Ensure the Strategic Planning Committee begins monitoring goal attainment across all college master plans and works with the planning subcommittees to review the effectiveness of the plans and the integration between the plans.

Report on ACCJC Comprehensive External Evaluation Visit
Los Angeles Harbor College
March 7-10, 2016

Expected Commendations
1. Culturally Responsive Training
2. Asian Pacific Islander student data disaggregation and related interventions
3. Effective management of new facilities and space utilization
4. Emergency planning and preparation
5. Child Development Center
6. Exemplary programs such as Culinary Arts, CHAMPS, Middle College H.S., Umoja, and Puente
7. Student engagement in campus life and governance
8. Positive campus climate

Expected Recommendations
1. Recommendations for Improvement:
a. Coordination of professional development
b. Cyclical assessment of Student Learning Outcomes (SLOs)
c. Technology support services across the campus
d. Resource allocation model and servicing of the debt
e. Distance education training for faculty and establishment of standards
2. Recommendations for Compliance:
a. Consistently follow practices for institutional improvements through integration of comprehensive program review into annual planning; disaggregation of SLO results by subpopulations; development of targets related to college goals.
b. Conduct ongoing assessment of planning, governance, and resource allocation with input from broad campus constituents.

Actions Planned: March – June, 2016
1. Compile and summarize current program review and annual planning efforts and outcomes. Clearly and directly relate targets and metrics to college goals. Complete SLO assessments and develop and execute plan on disaggregation of SLO results.
2. Compile, summarize, expand, and strengthen assessments of college planning, governance, and resource allocation processes.
3. Formalize standards and training for distance education.
4. Strengthen technology support services.
5. Identify and charge specific office/point person for coordination of professional development.
6. Assess and improve resource allocation model through district processes.

Report on ACCJC Comprehensive External Evaluation Visit
Los Angeles Mission College
March 7-10, 2016

Expected Commendations
1. Collegial spirit, enthusiasm, and commitment to student success
2. Office of Institutional Effectiveness: high quality research and analysis; data-driven decisions; and the Office of Institutional Effectiveness' (OIE) website that includes up-to-date and relevant information for campus use/reference
3. The campus' Instructional outcomes assessment processes and currency
4. Impressive professional development initiatives
5. The campus' facilities and technology infrastructure are state-of-the-art; leadership listens to the faculty and responds by providing for its needs
6. Campus is safe and secure; facilities are well-maintained
7. Diligence in complying with distance education regulations
8. Well thought-out program review and resource allocation processes

Expected Recommendations
Recommendations for Improvement:
1. Simplify the planning process as outlined in the Quality Focus Essay (QFE)
2. Update departmental websites
3. Pursue the Actionable Improvement Plan on technology resources
Recommendations for Compliance:
1. Improve the assessment of SAOs in Student Services, and use the assessment results to demonstrate improvement
2. Evaluate tutoring programs and The Learning Center to improve academic support services to students
3. The College's Academic Calendar must be included in the Catalogue
4. In faculty evaluations, incorporate the use of SLO assessment results for improvement

Report on ACCJC Comprehensive External Evaluation Visit
Los Angeles Mission College
March 7-10, 2016

Actions Planned: March – June, 2016
1. Pursue the timeline as described in the Self-Evaluation's QFE.
2. Hire a web designer to assist faculty members in maintaining website currency and uniformity.
3. Pursue the Actionable Improvement Plan described in Section III.C of the College's Self-Evaluation.
4. Continue to support the Student Services Division in developing meaningful SAOs, assessment tools, and procedures for using the assessments to improve the quality of services provided by the various units. *Retreats for doing so had already been scheduled prior to the site team visit --- March 18 and April 7.*
5. Consolidate the College's tutoring programs under the Learning Center's umbrella and conduct a program review of the Learning Center.
6. Incorporate the LACCD Academic Calendar into the College Catalogue. *This task was completed prior to the Site Team's Exit Forum.*
7. Distribute a memorandum from the Vice President of Academic Affairs that addresses best practices and suggests guidelines (one being the incorporation of SLO assessment results) for faculty evaluations.

Report on ACCJC Comprehensive External Evaluation Visit
Los Angeles Pierce College
March 7-10, 2016

Expected Commendations
1. Library Services
2. Center for Academic Success Services (tutoring)
3. Integrated planning and resource allocation process

Expected Recommendations
1. Information Technology related to academic services and student services (compliance with the Standards)
2. Unknown number of improvement recommendations on various topics
3. The team chair indicated that the College would be receiving some improvement recommendations. The number of improvement recommendations was not specified nor were the topic areas covered by the recommendations.
4. Total number of College-specific recommendations is unknown at this time.

Actions Planned: March – June, 2016
1. Information Technology was part of the College's Quality Focus Essay (QFE).
a. A third-party external review and evaluation of IT to determine proposed solutions is underway.
b. Campus-wide fiber has been upgraded through the bond construction projects.
c. Classroom technology solution was completed and approved by the Board of Trustees for future classroom installation.
d. Repair of existing classroom projection systems in the Center for the Sciences and the Library Learning Crossroads Building approved for contract by the Board at the March 9, 2016 meeting. Repairs will commence in the next month.
e. Installation of a single classroom projector system solution to ensure a standardized system throughout the campus will begin using current fiscal year funds. Completion depends on funds from fiscal year 2017.

Report on ACCJC Comprehensive External Evaluation Visit
Los Angeles Southwest College
March 7-10, 2016

Expected Commendations
1. Commendation for the work of the Chair of the Curriculum Committee since our last Evaluation
2. Commendation for the structure and processes followed by the Program Review Committee
3. Commendation on the relationship between our Middle College High School and the College
4. Commendation on the management of our Adult Education Program
5. Commendation on the development and assessment of Learning Outcomes for Student Services
6. Commendation on the development of new programs to meet the needs of the surrounding community
7. Commendation on observation of ASO leadership at the student level

Expected Recommendations

Recommendations for Improvement:
1. Planning processes in place, however we must use them
2. Use existing process to determine the allocation of existing resources and the re-allocation of resources to support programs that no longer are supported by grants (Passages)
3. Increase the hours of operation for the Library
4. Develop plan to implement the 24/7 Software
5. Develop plans for professional development that include classified staff, managers, and faculty
6. Decision making processes between College and District should be aligned

Recommendations for Compliance:
1. Integrated planning for all plans, including a revision of the mission statement so that it includes the identification of certificates and degrees offered at the college
2. Complete SLO work to reflect the assessment of programs and degrees
3. Fiscal resources-work with District to determine the true fiscal needs of the college are at the base funding level
4. Determine the staffing, use by the community, operating hours, and quality of LASC Library operations
5. Determine and implement plans to ensure student and classified participation in college governance

Report on ACCJC Comprehensive External Evaluation Visit
Los Angeles Southwest College
March 7-10, 2016

Actions Planned: March – June, 2016
1. Debriefing held on campus Friday, March 11, 2016 2. President to issue memo to campus about expected outcome of visit by March 18, 2016 3. Continue review and update of all college plans

Report on ACCJC Comprehensive External Evaluation Visit
Los Angeles Trade-Technical College
March 7-10, 2016

Expected Commendations
1. Pathways to Academic, Career, and Transfer Success (PACTS) model and the development of innovative ways to affect student learning (linking with high schools, community partnerships, integration of Student Services and Academic Affairs to budgeting and planning)
2. Commitment to professional development (e.g. Deans Academy, faculty development in multiple areas)
3. Physical facilities support college community – facilities and layout of campus
4. Maintaining high percentage of full-time faculty shows long-term commitment to student success
5. Responsiveness to changing student demographics
6. Campus communication, e.g. Days of Dialogue and other avenues
7. Integrated planning work, participatory governance structures
8. Collaboration with campus community and partners (e.g. USC Center for Urban Education) - breaking down silos
9. Student support services – e.g. Bridges, Academic Connections, etc.

Expected Recommendations
Recommendations for Improvement:
1. Use the Program Review process to have continuous improvement as part of closing the loop
2. Look at the way Institutional-Set Standards for Completion/Transfer rates are reflected for the College
3. Improve effectiveness of Program Review and PLOs by disaggregating data to be able to identify gaps in student achievement
4. Strengthen assessment process for SAOs and PLOs
5. Improve institutional effectiveness by completing personnel evaluations in a timely manner

Actions Planned: March – June, 2016
1. Revise Program Review process to close the loop/continuous improvement
2. Review and evaluate Institution-Set Standards for Completion/Transfer rates
3. Integrate disaggregation of student achievement data into Program Review to easily identify achievement gaps
4. Strengthen assessment process for SAOs and PLOs
5. Complete personnel evaluations

EDUCATIONAL PROGRAMS AND INSTITUTIONAL EFFECTIVENESS

Report on ACCJC Comprehensive External Evaluation Visit
Los Angeles Valley College
March 7-10, 2016

Expected Commendations
1. LAVC should be commended for its overall commitment to student success. 2. LAVC should be commended for its exemplary programs, especially Adaptive PE, the Career/Transfer Center, the Child Development Center and program, and the Student Health Center. 3. LAVC should be commended for the Library and Academic Resource Center for its proactive approach to expanding opportunities for students to succeed. 4. LAVC should be commended for its commitment to the environment, and specifically our sustainability efforts, new building designs, and maintaining our Urban Forest. 5. LAVC should be commended for its decrease in the student loan default rate by 50% over the last three years. 6. LAVC should be commended for maintaining quality service to students while making significant sacrifices to repay its debt to the district. 7. LAVC should be commended for revitalizing its participatory governance structure and fostering greater transparency in decision-making.

Expected Recommendations
1. LAVC should disaggregate and utilize student learning and achievement data more. 2. LAVC should make the Transfer of Credit Policy more visible by ensuring it is included in the college catalog and easily accessible online. 3. LAVC should expand its Professional Development efforts to all college employee groups. 4. LAVC should focus on more effective maintenance of physical and other resources.

Report on ACCJC Comprehensive External Evaluation Visit
Los Angeles Valley College
March 7-10, 2016

Actions Planned: March – June, 2016
1. The College currently disaggregates student achievement data (by demographic, special programs and mode of delivery) for use during program review and other analyses. The College is currently piloting disaggregation of student learning outcome results in eLumen. Per the College's QFE Project #1, the College is implementing tools to increase the accessibility and understanding of data by providing training to campus users.
2. The College's "Transfer of Credit Policy" will be moved to a more prominent location on the college's website, http://www.lavc.edu/policies/index.aspx, and will be more clearly identified in the next printing of the catalog. In addition, the College is reviewing its application process to assure students obtain this information at one point of entry.
3. Per the College's QFE Project #3, the Professional Development Inquiry Group (PDIG) will follow up on the College's February 26th Professional Development Summit by creating a plan to begin implementing some of the suggestions the attendees proposed. PDIG will also ensure that staff are included in the "Teaching CORA Men of Color" training soon to be offered by the College. In addition, the primary shared governance committee, the Institutional Effectiveness Council, will determine which committee the Classified Staff Development Committee should report to so they can be integrated into the College's governance structure.
4. Per the College's QFE Project #2, the Facilities Planning Committee and Work Environment Committee will be discussing how to prioritize existing and future resources as they become available.

Report on ACCJC Comprehensive External Evaluation Visit
West Los Angeles College
March 7-10, 2016

Expected Commendations
1. Broadly publishing the college mission through showcasing of successful students in programs;
2. The commitment of the faculty, staff, and administration to institutionalization of building a culture of student learning outcomes assessment;
3. Attaining Achieving the Dream Leader College status;
4. Accelerated transfer pathways to California State University, Dominguez Hills;
5. West Expressway as another example of West Los Angeles's commitment to student learning and achievement;
6. The College's commitment to innovate as evidenced in technology for teaching and learning, through the Tech Fair;
7. The West Los Angeles College Participatory Governance and Planning Policy and Procedure Handbook;
8. The college's sincere and ongoing dialogue about achieving the mission of the college and its commitment to equity;
9. The college has built a foundation for innovation with a true focus on students.
10. The commitment to the spirit of collegiality and mutual respect is notable. This spirit of collaboration and respect allows the campus the ability to take risk and innovate; and
11. Partnerships with the community.

Expected Recommendations
Define and regularly assess service area outcomes for library and learning support services. The college was also "encourage[d] to": 1. Adopt consistent practices that allow for routine evaluation of course level data for the purposes of program review; 2. Implement a process to ensure consistency of student learning outcomes in syllabi in the associated course outlines of record; 3. Implement a process to ensure consistency between the course outline of record and the distant education addendum; and 4. Develop a formal process for evaluating the administrative structure of the college.

Actions Planned: March – June, 2016
1. Define and regularly assess service area outcomes for library and learning support services: In February and early March 2016, the library faculty, the SLO faculty coordinator, and the Dean of Teaching and Learning met three times to establish service area outcomes for the library and learning support services. At the March 23 Library division meeting, the SAOs will be finalized and presented to the SLO Committee on March 28. Assessments will be completed by the end of April 2016. Additional actions on the "encouraged" items are: 2. Adopt consistent practices that allow for routine evaluation of course level data for the purposes of program review: The Office of Research and Planning has completed the necessary practices that make routine the evaluation of course-level data. It is available online at http://www.wlac.edu/Research-Planning/Planning/Program-Review/2015-2016/pr1516-Completion-COURSE.aspx

Report on ACCJC Comprehensive External Evaluation Visit
West Los Angeles College
March 7-10, 2016

Actions Planned: March – June, 2016

3. Implement a process to ensure consistency of student learning outcomes in syllabi in the associated course outlines of record; and

4. Implement a process to ensure consistency between the course outline of record and the distant education addendum:
    To ensure consistency of student learning outcomes in syllabi in the associated course outlines of record, the Curriculum Committee met March 15, 2016, to address these two points. A faculty workgroup was established to develop a detailed policy to recommend to the Curriculum Committee and then to the Academic Senate in April 2016.

    The Office of Teaching and Learning (TL) maintains a long-standing process of tracking each syllabus for each section for each semester and session. The syllabi are posted online especially to support students. Ensuring consistency and rigor of reviewing student learning outcomes in each syllabus with the associated course outline of record (COR) has been incorporated now as a part of the Office of Instruction's (OI) review of the TL tracking record. Faculty are already required to turn in their syllabi, and faculty who do not turn them in enter into a progressive discipline process with their division chair and their dean. Faculty evaluations have included a review of the syllabus. Evaluations now include a review by the division chair and the OI dean to ensure consistency of SLOs in each syllabus with the associated COR. The OI Deans and Division Chairpersons will now be reviewing consistently syllabi SLOs to ensure alignment with COR SLOs—as well as alignment of syllabi course objectives with COR course objectives. The Vice President of Academic Affairs will prepare a list twice per year that identifies all syllabi turned in, consistency between COR and syllabi SLOs, and alignment of course objectives with COR course objectives.

    To ensure consistency between the course outline of record and the distant education addendum, the OI deans will now rigorously review CORs to ensure than each COR has the required distance education addendum. OI deans will be responsible for this review in coordination with the Dean of Distance Education. Although this requirement has been in place for over ten years, consistent and rigorous, sustained review for compliance has not been maintained. The Vice President of Academic Affairs will prepare a listing of each distance education course and its required addendum at the end of the fall and spring semesters that covers also any intervening special sessions such as winter or summer intersessions.

5. Develop a formal process for evaluating the administrative structure of the college.
    The college president is now scheduled to review the college's administrative structure with the Academic Senate and the College Council in March and April 2016. The review will align with the Educational Master Plan and the college's operational goals for 2015-16 and 2016-17. The Planning and Institutional Effectiveness (PIE) committee will now add the review of the administrative structure as a component for consideration during Program Review beginning with its next cycle effective 2016. The analysis will be shared with the Academic Senate and reported at College Council. Improvements will follow the shared analysis.

Report on ACCJC Comprehensive External Evaluation Visit
Districtwide
March 7-10, 2016

Expected Commendations
1. Exemplary preparation and coordination of the accreditation visit.
2. Teamwork and collaboration among the colleges and the district in areas involving technology, technology training and integrated systems.
3. Commitment to professional development.
4. Substantial support through the internal audit function.
5. Commitment to continuous quality improvement for ESC services and use of evaluation loops.

Expected Recommendations
Recommendations for Improvement:
1. Need for position control.
2. Improved involvement of classified staff in district-level shared governance.
3. Management of long-term liabilities.
Recommendations for Compliance:
1. Consistent practices for hiring of adjuncts.
2. Completion of evaluations on timeframe indicated in policies.
3. Ensure implementation of corrective action plans related to the TBA audit findings.
4. Evaluate the process for regularly reviewing Board policies and revise as needed.
5. Address long-term liabilities including OPEB and load banking.
6. Development of consistent technology business continuity plans at all colleges.

Report on ACCJC Comprehensive External Evaluation Visit
Districtwide
March 7-10, 2016

Actions Planned: March – June, 2016

1.   Need for position control.
The District will evaluate the current business practices and technologies related to hiring and position control and develop a recommendation for improvement.

2.   Improved involvement of classified staff in district-level shared governance.
The District will evaluate the membership and attendance of each districtwide shared governance committee and make recommendations for improved involvement and communication.

3.   Management of long-term liabilities.
The District will determine what additional commitments need to be made beyond what was deemed acceptable in the last accreditation submission. Recommendations will be taken through the District Budget Committee.

1.   Consistent practices for hiring of adjuncts.
The District will convene involved constituent groups to assess current practices and determine recommendations for improvement.

2.   Completion of evaluations on timeframe indicated in policies.
The District will evaluate the submission process for evaluations and engage the colleges and constituent groups to develop recommendations for improvement in the business practices.

3.   Ensure implementation of corrective action plans related to the TBA audit findings.
The District will meet with the Chief Instructional Officers to determine the need for the TBA courses and come to consensus on an effective system for validation of required documentation.

4.   Evaluate the process for regularly reviewing Board policies and revise as needed.
The District will work with the Board and constituent groups to assess the current review process, make recommendations for improvement, and develop a timeline for reviewing all Board Rules.

5.   Address long-term liabilities including OPEB and load banking.
The District will engage the colleges to determine current processes and develop a common system for tracking load banking and documenting the liability at the District level.

6.   Development of consistent technology business continuity plans at all colleges.
The District will work with the colleges to develop common standards for business continuity plans and develop a timeline for the creation of each college's plan.