



Los Angeles Community College District
Responses to ACCJC Visit: March 7-10, 2016

Submitted by:

Los Angeles Community College District
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Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

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Introduction

Community colleges are held to high standards of student success and institutional performance, and being accredited is an integral part of assuring quality and public trust. As we prepared for the 2016 districtwide accreditation, we embraced the accreditation process and professional self-regulation as an opportunity to refine and improve our institutional processes and ultimately the educational outcomes of our students.

The Los Angeles Community College District's commitment to student success and excellence is recognized by the ACCJC. Our accreditation is a reflection of LACCD's continued tradition of providing quality instruction and support services that allow students to pursue and achieve their educational goals. At the Los Angeles Community College District, we are fully committed to meeting these high standards and view the accreditation process as an opportunity to affirm what is going well and an opportunity to improve.

LACCD is dedicated to ongoing improvement of its organizational structures and student programs. The District's mission recognizes the responsibility to provide access to the highest quality higher education opportunities to all students attending its nine colleges. The District's vision calls for us to take the lead on key national issues of student success and institutional effectiveness.

The District and each College view the process of accreditation as part of these improvement efforts. The results of the recent comprehensive site visit have allowed the District to have a more focused understanding of the ways in which improvements can be made to better support the colleges, students and communities. To this end, the District has embraced the findings of the visiting teams and has worked expeditiously to address each potential recommendation.

During the visit, the Educational Services Center (ESC) team took note of each area of concern and needed improvements. Immediately following the site visit, senior staff has taken initiative to address all areas in need of improvement. This work has been ongoing through the last few months and has included working with the colleges to support them in their efforts to do the same. The following information represents the substantial work that has already been completed as well as the planned efforts that will completely address each potential recommendation.

Recommendations for Compliance

There were several recommendations related to processes used to select and evaluate employees in the District. The Human Resources Division (HRD), under the leadership of the Vice Chancellor of Human Resources, has worked to develop a plan for fully addressing the recommendations expeditiously. These efforts have included working with the District's labor partners to ensure that all actions meet obligations agreed to through collective bargaining.

District Recommendation 1 for Compliance

In order to meet the Standard, the team recommends that the District ensure consistent and uniform guidelines for the search and selection of adjunct faculty. (Standard III.A.1)

The HRD has developed a plan to significantly enhance its role in the adjunct recruitment process. The complete plan (Appendix 1: Adjunct Recruitment Process) includes the development and maintenance of a centralized web-based adjunct recruitment site. The site will be used to develop adjunct applicant lists for dissemination to the colleges and other district hiring locations. HRD will develop adjunct posting templates for use by hiring locations. The templates will include duty statements and will be accompanied by a style guide to ensure conformity in the appearance of postings. The new process will ensure a consistent process for the recruitment and selection of adjunct faculty.

The HRD will revise the adjunct hiring HR Guide with the new adjunct recruitment process to ensure that the process yields the most diverse and highly qualified lists of applicants. The revised process set forth in the HR Guide will also incorporate the committee screening of applicants, the committee interview of applicants, the inclusion of an EEO representative on the screening and interview committees, a specified minimum number of applicants to be interviewed, and the inclusion of a teaching demonstration in the interview process. A planned timeline has been developed to ensure the production of adjunct applicant lists for use in Fall 2017 adjunct hiring.

District Recommendation 2 for Compliance

In order to meet the Standard, the team recommends that the District ensure all personnel are systematically evaluated at stated intervals in accordance with the bargaining agreements and Board policies. (Standard III.A.5)

In order to meet the recommendation, the HRD will improve the processes for conducting and tracking evaluations. Planned improvements (Appendix 2: HRD Planned improvements) include increasing the usability of forms by creating fillable forms with electronic signatures and automated approval process/workflow. This process will ensure that the HRD tracking of employee evaluations completely matches the local college records. The District SAP Performance Management module will be implemented to assist with tracking and monitoring of evaluation completion rates. The District will also refine the existing EASY (evaluation alert system) reports for college administration to report out completion rates by employee groups and by manager. These reports will be used in the evaluation of managers and supervisors to increase accountability for the completion of their respective evaluation forms. Planned improvements will be rolled out over the next year with most major revisions occurring in Summer 2016.

District Recommendation 3 for Compliance

In order to meet the Standard, the team recommends the District update the performance evaluations of academic administrators to include the results of the assessment of learning outcomes to improve teaching and learning. (Standard III.A.6)

The HRD is currently working with collective bargaining groups to add Student Learning Outcome (SLO) and Service Area Outcome (SAO) language to the Dean job description, job duty statement, and evaluation form to include measures as set forth in Accrediting Commission for Community and Junior Colleges (ACCCJC) Standard III (A.)(6). The Memorandum of Understanding (MOU) (Appendix 3: MOU Teamsters Assessment Evaluation) between the District and union has been drafted to address the evaluation form. The union is currently reviewing the MOU with a response expected in early Summer. The development of revised job descriptions and job duty statements will be addressed with the union in the upcoming months. All unrepresented management and executive level administrators will immediately have SLO and/or SAO integrated into the evaluation process.

District Recommendation 4 for Compliance

In order to meet the Standard, the team recommends that the District and colleges develop a comprehensive Business Continuity/Disaster Recovery plan to ensure reliable access, safety, and security. (Standard III.C.3)

The District IT Department and the College IT departments have developed a plan that will create a standardized remote backup service shared by all nine Colleges. This plan allows for the deployment of standardized backup technology that includes all electronic records and materials housed at the colleges that are not already maintained through the Educational Services Center's backup system. The plan is currently being proposed for one-time and ongoing funding that is needed to complete the project in six to eight months. (Appendix 4: LACCD Remote Backup Proposal)

District Recommendation 5 for Compliance

In order to meet the Standard, the team recommends that the District comprehensively responds to the recurring audit findings concerning: 1) the internal control weakness in information technology controls over the areas of security and change management; and 2) the state compliance exceptions related to "To Be Arranged" (TBA) hours attendance documentation and course classifications. (Standard III.D.7)

As part of the ongoing efforts to correct audit findings, the District develops corrective action plans. The corrective action plan for technology controls was already implemented prior to the team arriving and will be validated in the next audit cycle, scheduled to begin in August 2016. As of November 2015, the District had implemented all the steps to fully address the audit findings related to information technology controls. A preliminary external audit test showed full compliance. Status is "Partially Implemented" until a regularly scheduled full test by auditors for the current year is completed in the Fall of 2016.

The segregation of duties issue has been addressed with additional hiring of a Software Systems Engineer that allowed District IT to develop and improve the process. During this last year the District IT team evaluated and defined IT internal controls to refine and establish the list of users who should have administrative and other elevated (Super User) access within SAP. The internal examination included reviews of roles and the implementation of processes and procedures to segregate duties. Additionally, District IT established a new process to limit the use of shared user IDs to ensure that access is appropriate to the user's job responsibilities.

Past corrective action plans related to the TBA hours audit have included training with no changes in internal procedures. The current corrective action plan (Appendix 5: TBA Validation Process) involves increased central review and control over the TBA reporting. This plan was shared with Chief Instructional and Student Service Officers in a joint meeting on May 20, 2016, for final revision and approval. The plan includes periodic reviews of TBA courses to ensure that required curricular and attendance records are present. While the colleges still retain the autonomy to schedule TBA courses, the District will assume the role of verifying that all state requirements are satisfied prior to submitting final FTES reports. At the end of each semester, the Division of Educational Programs and Institutional Effectiveness will audit attendance records for compliance. Scheduled sections not meeting requirements will not be submitted for apportionment. Additional training on the new processes will be provided to CIOs, CSSOs, Scheduling Deans, and Admissions and Records staff.

District Recommendation 6 for Compliance

In order to meet the Standard, the team recommends that the District develop a process to capture the full impact of the District's liability for load banking and to record the liability in the District's financial statements. (Standard III.D.12)

Each College will now submit the load banking assignments approved at the college level to the HRD for development and maintenance of an internal districtwide database. The HRD will work with Payroll and Accounting staff to determine the financial liability resulting from each assignment and Accounting will record these liabilities in the District's financial statements. This process ensures that all liabilities related to load banking are accounted for. The Educational Services Center is in the process of analyzing past load banking approvals to calculate the current liability.

District Recommendation 7 for Compliance

In order to meet the Standard, the team recommends that the Board adopt policies that clearly define the process for the selection and evaluation of the chancellor. (Standard IV.C.3)

The Board Rule for the selection and evaluation of the Chancellor was submitted for notice at the May 11, 2016 Board of Trustees' meeting and will be approved at the June 8, 2016 Board meeting (Appendix 6: Board Agenda; Appendix 7: Revised BR Chapter 10 Article 3).

District Recommendation 8 for Compliance

In order to meet the Standard, the team recommends that the Board establish a formal process for approving the review of policies in which no revisions are made and to regularly assess the effectiveness of all policies in fulfilling the District mission. (Standard IV.C.7)

The current review model includes a review of Board Rules by staff on a three year cycle with only those changes being recommended going to the Board. The Board only reviews proposed changes. BR 2418.12 calls for the Chancellor to develop a process for regular and systematic review of Board Rules and Procedures. Chancellor's Directive C-12 was revised and put into effect on May 11, 2016 (Appendix 8: C-12 revised). The revised procedure calls for all Board Rules that have been reviewed to be sent to the Board. Those with no recommended changes will now be reviewed and reaffirmed by the Board. Those Board Rules reviewed by staff in the past three years with no changes recommended will be placed on the Board agenda as a compendium for review and reaffirmation by the Board. Furthermore, the District is embracing this recommendation and using it as an opportunity to shift models to one that can be more readily understood and used at the college level. Each Board Rule will now be reviewed with the intent of separating out procedural content, thereby simplifying the Board Rules and further aligning Board Rules with Administrative Procedures.

Recommendations to Improve Institutional Effectiveness

District Recommendation 9 for Improvement

In order to increase effectiveness and better assess financial resource availability, the team recommends that the District implement a District position control system to track and budget for personnel costs. (Standard III.D.4)

The District Information Technology team, in consultation with the Director of the Personnel Commission, Vice Chancellor for Human Resources, the Chief Financial Officer, the Vice Chancellor for Finance and Resource Development and the Deputy Chancellor, has developed a plan (Appendix 9: Position Control Plan) for programming SAP, the District's financial system, to implement position control and personnel costs. IT staff has been identified to begin work on the project. The strength of the proposal lies in its use of existing technology and adapting current procedures to increase control and track budget and personnel costs. The Preliminary plan is being reviewed to develop a finalized timeline for full implementation by Spring 2017.

District Recommendation 10 for Improvement

In order to increase effectiveness, the team recommends that the District develop and publicize a plan to fully fund the Other Post Employment Benefit (OPEB) Liability, which is currently funded at 16.06 percent. (Standard III.D.12)

The District Chief Financial Officer/Treasurer is reviewing the response provided to the previous OPEB recommendation that was accepted by the ACCJC. In March 2012, East Los Angeles College, Los Angeles City College and Los Angeles Trade-Technical College submitted follow-up reports that include the District response to OPEB liabilities (Appendix 10: ELAC Midterm Report to ACCJC). In July 2012, the Commission reported that “the District recommendation to address post-retirement health liabilities was addressed in employee group negotiations and governing board actions” (Appendix 11: ACCJC Response to LATTC).

By GASB 45 regulation, and in keeping with good business practice, every two years the District engages an actuarial firm to update the OPEB obligation data in order to comply with the District plan to fully fund the obligation in 30 years and to assure its employees this benefit is adequately funded. The two year review is currently underway and the actuarial firm will soon complete its work and report to the District.

The current annual funding formula calls for \$23.5 million for current retiree liabilities and \$6.5 million in pre-funding for future retirees. Although yet to be determined based on the actuarial report, it is likely the District will need to further consider its OPEB planning in order to reach its goal to fully fund the obligation within a 30 year period. As a result, several strategies have been identified for addressing the OPEB challenge. These include increasing funding toward OPEB liabilities, working with labor units to modify benefit options, developing cost containment strategies, and generating additional annual returns through increased contributions to the OPEB irrevocable trust, or a combination of these strategies. The District will work to complete these discussions during the 2016/2017 fiscal year and develop a plan to fully fund OPEB obligations within the targeted 30 year period.

District Recommendation 11 for Improvement

In order to increase effectiveness, the team recommends that the District review the membership of institutional governance committees to ensure all employee groups, particularly classified staff, have formal input on institutional plans, policies, and other key considerations as appropriate. (Standard IV.A.5)

The District has four Governance Committees, three of which already have membership from all constituent groups and consistent participation. Following the accreditation visit, the District Planning and Accreditation Committee met to review its charge and membership. Through this process, the committee has been split to the District Planning Committee and the Accreditation Committee. The District Planning Committee will focus on the development of the new District Strategic Plan, tracking the implementation and success of the plan and evaluating governance districtwide (Appendix 12: DPC Plan). The newly developed District Planning Committee will have classified and student representatives added to the membership to include a more diverse and representative perspective on issues related to District planning. The plan has been approved by the committee and the District Academic Senate. The revisions to the charge and membership will go into effect in June 2016. The Student Success Committee is not a governance committee, but is in the process of reviewing its charge and membership. Recommendations are expected on these changes in June 2016.

District Recommendation 12 for Improvement

In order to improve effectiveness, the team recommends that the District expand efforts to communicate decisions made in the institutional governance process to all stakeholders. (Standard IV.D.6)

The District has fully implemented its intranet site to further communication amongst and between groups. Training has occurred to prepare the Division of Educational Programs and Institutional Effectiveness to maintain the governance site, including schedules, agendas, minutes and materials (Appendix 13: SharePoint Training). The implementation team reviewed the site capabilities and has requested the site be changed to allow sign-in from offsite locations to make it more user-friendly. Each governance committee will send out regular reports on actions taken at the meetings. A repository of Committee recommendations and implementation plans is being developed and will be housed on the intranet site.

The District is also evaluating and revising the governance structure to improve communication and flow of information between constituent and governance groups (Appendix 14: Draft Consultation Structure). The revised processes will enable a better flow of communication and recommendations between consulting groups and create a venue for collaborative dialog resulting in continuity of information and enhanced expediency in the consultation process. The proposed structure has been submitted to the District Academic Senate for review. The newly hired District Director of Communications and External Affairs is also meeting with District and College staff to determine ways to improve communication through website redevelopment and rebranding.

LACCD College Responses

The Los Angeles Community College District is pleased with the overall results of the accreditation visit in March 2016. The anticipated Commendations and report narrative showed the District and the nine Colleges functioning well together with a focus on institutional quality and improvement. The entire District works collectively to address all accreditation Recommendations. Under the leadership of the College presidents, their administrative staff and faculty leaders, all Colleges have begun work to address the findings from the site visits and possible Recommendations. Many of the anticipated Recommendations were already included in the College Quality Focus Essays (QFE) and Improvement Plans.

As such, in many cases, the work has already led to completely addressing the Recommendations and satisfying the Accreditation Standard. Other Recommendations will be remedied in the near future with concrete action plans for improvement. The District is in full support of the College efforts and will continue to identify ways to support addressing the College Recommendations. While each College will provide a specific response to the Commission, the following summarizes the excellent work to date conducted by each College of the LACCD.

Los Angeles City College

The College has been working on all six Recommendations focusing on distance education, communication, student learning outcomes, enrollment management and budgeting as areas of emphasis. To increase the effectiveness of the distance education program, the College is expanding the DE Committee, appointing a faculty DE coordinator, revising its DE Plan, expanding DE professional development, and implementing more effective DE evaluations. The College is completing its annual summary of improvements resulting from governance committee recommendations, and will increase reporting on campus survey results and other relevant data through its existing College publications. The College is strengthening the alignment of learning outcomes at the course and

program level, and the Academic Senate passed a syllabus template that will be used to generate an addendum for every College section that includes the approved course-level student learning outcomes. College leadership is working to revise the enrollment management plan, with an emphasis on providing essential courses, and developing a new proposal for debt repayment to be presented through the District Budget Committee.

East Los Angeles College

The College has been working on all seven Recommendations focusing on student learning outcomes, tracking goals, nursing accreditation, professional development, offsite planning and technology planning as areas of emphasis. The College has already been working on these areas and is embracing the Recommendations with a focus on data and dialogue. The College will be launching a new student learning outcome platform that will allow for the evaluation of disaggregated student data. This data will be tied into a cycle of evaluation that includes general education, institutional learning, student service and administrative service outcomes.

Departments will produce a brief report indicating progress in the 3-year CLO cycle. The College is continuing to work with the Board of Registered Nurses to implement the action plan for improved program outcomes. Efforts are underway to align planning with the offsite South Gate Educational Center, to complete a substantive change report, and to integrate the planning and program review processes with technology needs. The College is also launching a year-long effort to evaluate professional development needs and the quality of the existing program.

Los Angeles Harbor College

The College has been working on seven Recommendations focusing on student learning outcomes, program review, professional development, distance education, technology support services and budgeting as areas of emphasis. All disaggregation of Institutional Student Learning Outcomes (ISLO) data by age, gender, and ethnicity was conducted in February 2016 as part of the College's third cycle of assessment. The College has charged the assessment committee to review the tools and processes currently used for six-year program review. The comprehensive program reviews are scheduled to be integrated into the college's planning, decision-making, and resource allocation processes by Fall 2016. The professional development committee is currently formulating an integrated 2016-2017 Professional Development Plan that coordinates current efforts, ensures that FLEX days include topics of interest to faculty and staff, and creates new activities that bring the campus members together. As the College transitions to a new LMS (CANVAS), the distance education coordinator is developing an extensive multi-tiered faculty training program. The distance education committee continues to work with student support services to provide additional web-based information for online students. A new IT organization structure with revised job titles and responsibilities was presented to and approved by the College shared governance committees. The College President will collaborate with the District Budget Committee and the Vice Chancellor of Finance and Resource Development to develop solutions to resolve the debt obligation.

Los Angeles Mission College

The College has been working on four Recommendations focusing on planning documentation, student support services, evaluation of learning support services, technology needs assessments, website updates and personnel evaluations as areas of emphasis. Following the timeline of action outlined in the Quality Focus Essay (QFE), the College has established a college-wide Integrated Planning Committee and convened the first Integrated Planning Committee meeting May 17, 2016. The new Vice President of Student Services has been working diligently to address the activities and goals detailed in the QFE, including the development of leadership opportunities, needs assessments, updating service area outcomes and the integration of staffing requests into the planning processes. The College developed a plan and evaluated all learning and tutoring center services and is using the results of the

evaluation to improve these services. The College has initiated a process to update all instructional websites making them consistent with College policies and procedures and has uploaded the current academic calendar to the catalog. The College has established policies and procedures with the concurrence of the respective Bargaining Units to have the evaluations of academic administrators and part time faculty include the responsibility for learning outcomes assessment in order to improve teaching and learning. The College has assessed the technology needs of the college by collecting data from users and has analyzed these data to revise the Technology Master Plan and the Technology Replacement Plan.

Los Angeles Pierce College

The College has been working on three Recommendations focusing on technology resources, enhancements to the review of the mission statement process, development of a comprehensive professional development program, student learning outcomes integration with planning and resource allocation, further disaggregation of distance education data, and increasing active student participation in governance and decision-making.

During the resource allocation process for fiscal year 2016, the College approved \$200,000 in ongoing funds to initiate a technology refresh cycle. In addition to those ongoing funds, the College has committed \$285,000 in one-time funds to repair and replace equipment. In response to the need for increased staffing in the Information Technology Department, seven (7) permanent new positions have been funded, two have been hired, interviews have been scheduled for four positions, and the seventh position is awaiting approval by the Personnel Commission.

The entire integrated planning process is scheduled to be evaluated in Fall 2016 as part of the preparation for the review and revision of the mission statement and development of the next strategic plan to be implemented beginning Fall 2017. Efforts to continue aligning all student outcomes processes with the four-year integrated planning processes will be assessed as part of that evaluation. According to the College's approved integrated planning calendar, the mission statement will be reviewed and revised, if necessary, during the 2016-2017 academic year prior to the revision of the strategic master plan. During that review process, the College will address the improvement Recommendation to broaden the constituent participation in the mission review. As described in the Quality Focus Essay, the College is engaged in improving and expanding professional development college-wide. Beginning in Summer 2016, the Office of Institutional Effectiveness will further disaggregate distance education data to include both institutional retention data as well as retention by programs. Additionally, the College plans to compare face-to-face and distance education student learning outcomes and review equity gaps at the course level. The Office of Student Engagement, which is now staffed by a dean and a faculty counselor, is developing and implementing programs to grow students' connections to the College. This includes ongoing efforts to increase student participation in all governance, planning and decision-making processes.

Los Angeles Southwest College

The College has been working on nine recommendations focusing on integrated planning, library, evaluation of student support services, evaluation of contracted services, evaluation of personnel, and maintenance and operations areas of emphasis. The College has already made significant progress with the approval of a new College mission statement by the College in May and the Board of Trustees in June 2016. The Dean of Institutional Advancement has already begun the process of revising the educational master plan which will serve as the basis for the integrated planning process. A Memorandum of Understanding between District and union has been drafted to address the evaluation form and will be implemented when approved by the College. The new Vice President of Student

Services is working with the campus to determine the need for additional support services and the satisfaction with existing services.

The College is hiring two additional librarians, which will allow the College to refine its content development processes and extend operating hours. The College is working with the District to address the issues related to maintenance and operations. The College is implementing a settlement agreement which has been reached with the Faculty Guild to ensure improved cleanliness of restrooms, continued maintenance of equipment and climate control systems, and enhanced safety protocols. The College is also working with its Maintenance and Operations staff to increase use of the work order system for improved response to reported concerns and is working with the Work Environment Committee to further address any noted issues.

Los Angeles Trade-Technical College

The College has been working on recommendations for compliance and improvement focusing on assessment of program outcomes (program learning outcomes and service area outcomes), Institution-Set Standards (ISS), disaggregating data, course syllabi, Gainful Employment, program review, library usage, and evaluation of personnel as areas of emphasis. Following the College's assessment processes and timeline for the College's current cycle of Fall 2013-Spring 2016, the College completed all outcomes assessments by June 2016. The LATTTC Assessment website was updated to reflect the completion status of all 93 program and 32 service area outcomes assessments. On March 15, 2016, the Educational Policies Committee voted to recommend the revision of the ISS, which was approved by the Academic Senate on April 12, 2016. As indicated in the Quality Focus Essay, eLumen will be used to improve the collection of disaggregated student assessment data. Upon receipt of the Draft External Evaluation Report, academic dishonesty statements have been reviewed in all College publications and will be discussed campus-wide on June 7, 2016. Gainful employment information is currently incorporated in the *LATTTC Program Fact Sheet* and will be incorporated into the 2016-18 *LATTTC College Catalog*, which is scheduled for publication in June 2016, to make the information more accessible. Since 2009, all LATTTC programs complete program reviews each year. The College launched the current program review cycle at a college-wide forum called Faculty Effectiveness and Engagement Day, which took place on February 25, 2016. An analysis of Library usage will be completed by June 2016. The College is now track to have 100% of personnel evaluations completed by June 2016.

Los Angeles Valley College

The College has been working on four Recommendations focusing on student learning outcomes, transfer-credit policy, total cost of ownership, and professional development as areas of emphasis. The College is piloting disaggregation of student learning outcome results in eLumen. Per the Quality Focus Essay, the College is implementing tools to increase the accessibility and understanding of data by providing training to campus users. The College's "Transfer of Credit Policy" has been moved to a more prominent location on the college's website and will be more clearly identified in the next printing of the catalog. As an element of the Quality Focus Essay, the Facilities Planning Committee and Work Environment Committee will discuss how to prioritize existing and future resources as a component of its total cost of ownership model. As indicated in the QFE, the Professional Development Inquiry Group (PDIG) will follow up on the College's February 26, 2016, Professional Development Summit by creating a plan to begin implementation of suggestions by the attendees. The PDIG will also ensure that staff is included in the "Teaching CORA Men of Color" (CORA is the Center for Organizational Responsibility and Advancement) 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.

West Los Angeles College

The College has been working on four Recommendations focusing on data and program review, student learning outcomes, distance education, and the administrative structure as areas of emphasis. The Office of Research and Planning (ORP) provides disaggregated course-level data in print for the purposes of annual Program Review and discusses disaggregated course-level data at Divisional Council, Division meetings, Student Success Committee meetings and in the Achieving the Dream Annual Report/Reflection. In response to the preliminary site visit report, ORP added the disaggregated course-level data to the Program Review website in March 2016. In April 2016, the Curriculum Committee established a faculty workgroup to develop and implement a process to include customized, course-specific syllabus templates that align to the course outline of record (COR). Each course syllabus template will be integrated as an addendum within the COR and accessible to faculty via the Electronic Curriculum Development (ECD) District website. At the time of the site visit, all DE Addenda for all online and hybrid courses were available in hard copy in the Office of Academic Affairs and the Distance Learning Office. As part of the curriculum update cycle, the addenda are added to ECD. The Planning and Institutional Effectiveness (PIE) Committee is adding the review of the administrative structure as a component of Program Review.

Conclusion

As part of the accreditation process, the District is evaluating those areas of emphasis that were seen in Recommendations throughout the District. Many of these areas are already noted in District Recommendations or are areas in which has already begun. As an example, Professional Development has been an area in which the District has taken a leadership role through the development of the Dean's Academy, Presidents' Academy and the District Academic Senate's Professional Development College.

The District will continue to work through its planning and governance structures to improve systems districtwide related to data, planning, distance education and student learning outcomes. Working with the Colleges, the District will determine ways in which centralized support will be of assistance and will work toward immediate improvement. Together, the District and the nine Colleges support the accreditation process as one that leads to improvement, and collectively these improvements will be achieved for the benefit of the students and communities served by the Los Angeles Community College District.

PROPOSED PLAN IN RESPONSE TO THE ACCREDITATION TEAM'S RECOMMENDATIONS REGARDING ADJUNCT RECRUITMENT

INTRODUCTION

The Los Angeles Community College District (LACCD) is committed to ensuring that its resources, programs, and services positively impact and support student learning and achievement. In doing so, LACCD is committed to developing a hiring process for adjunct faculty that is consistent across the District, compliant with State and Federal laws and yields the most diverse and highly qualified lists of applicants. The Human Resources staff has developed the plan below to respond to the compliance recommendation by the Accreditation Team and Standard III.A.8. which states, *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.*

ENHANCED ROLE OF THE HUMAN RESOURCES DIVISION IN THE ADJUNCT RECRUITMENT PROCESS

The current adjunct recruitment process is decentralized; the Human Resources Division (HRD) is responsible for the minimum qualifications clearance of new adjunct hires. Decentralization of the current process may contribute to inconsistencies in hiring practices. The HRD will significantly enhance its role in the adjunct recruitment process through the development and maintenance of a centralized web-based adjunct recruitment site for the purpose of developing adjunct applicant lists for dissemination to the colleges and other district hiring locations, and by revising the procedural guides for adjunct recruitment and providing support and/or training as needed to adjunct applications and district hiring locations.

PROPOSED IMPROVEMENTS TO THE CURRENT PROCESS

- Design and implement an online (web-based) adjunct application portal site, housed in HRD, that provides a clear path for the collection of adjunct applications; the portal will include an electronic application, a preliminary prescreening process for AB 1725 State Minimum Qualifications, and the capacity to generate automated applicant notifications and applicant lists for dissemination to the college and other hiring locations
- Develop adjunct posting templates for use by hiring locations; the templates will include duties statements and will be accompanied by a style guide for to ensure conformity in the appearance of postings
- Revise the adjunct hiring HR Guide to ensure that the process yields the most diverse and highly qualified lists of applicants; the process set forth in the HR Guide incorporate the committee screening of applicants, the committee interview of applicants, the inclusion of an EEO representative on the screening and interview committees, a specified minimum number of applicants to be interviewed, and the inclusion of a teaching demonstration in interview process

PROPOSED PLAN IN RESPONSE TO THE ACCREDITATION TEAM'S RECOMMENDATIONS REGARDING ADJUNCT RECRUITMENT

- Develop and oversee a HR Web Help Assistant email site to provide general information and application process support to applicants
- Develop a repository for adjunct applications housed in and managed by HRD
- Develop a process for the dissemination of adjunct applicant lists to college and other District hiring locations

STAFFING REQUIREMENTS

- Augment HRD staffing by adding a Senior Personnel Assistant to manage the online adjunct recruitment portal, oversee HR Web Help Assistant (email) providing applicant support in completion of recruitment process, compile and disseminate recruitment lists to colleges and other hiring locations, and assist with minimum qualifications clearance

PROPOSED TIMELINE

- Develop a timeline for the strategic implementation of tasks by Spring 2017 to ensure the production of adjunct applicant lists for use in Fall 2017 adjunct hiring

PROPOSED PLAN IN RESPONSE TO
THE ACCREDITATION TEAM'S RECOMMENDATIONS REGARDING EVALUATIONS

INTRODUCTION

The Los Angeles Community College District (LACCD) ensures that its resources, programs, and services positively impact and support student learning and achievement. The LACCD is committed to developing an evaluation process that will accurately track and monitor the completion of evaluations for classified and academic employees. In doing so, LACCD complies with Standard III.A.5. which states, *“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.”*

ENHANCED ROLE OF THE HUMAN RESOURCES DIVISION IN THE EVALUATION PROCESS

The Human Resources Division (HRD) is responsible for tracking and monitoring the completion and submission of evaluations for all academic and classified employees of the District. All completed evaluations are stored in the official personnel file located in the Human Resources Division at the Educational Services Center (ESC). In addition, HRD provides training and resource materials to managers and supervisors to ensure the evaluations are conducted in accordance with the provisions stipulated in the collective bargaining agreements, Human Resources Guides, Personnel Commission Rules, and Board Rules.

PROPOSED IMPROVEMENTS TO THE CURRENT PROCESS

- Improve usability of forms by creating fillable forms with electronic signatures and automated approval process/workflow.

TIMELINE- Project subject to prioritization by SAP-IT; HRD has requested top priority status with programming to commence July 2016.

- Implement SAP Performance Management module to assist with tracking and monitoring of evaluation completion rates.

TIMELINE- Project subject to prioritization by SAP-IT; HRD has requested top priority status with programming to commence July 2016.

- Refine existing EASY (evaluation alert system) reports for college administration; completion rates by employee groups and by manager.

TIMELINE- Project subject to prioritization by SAP-IT; HRD has requested top priority status with programming to commence July 2016.

PROPOSED PLAN IN RESPONSE TO
THE ACCREDITATION TEAM'S RECOMMENDATIONS REGARDING EVALUATIONS

- Change evaluation date for all classified to fiscal year with alerts initiated in May

TIMELINE- Project subject to prioritization by SAP-IT; HRD has requested top priority status with programming to commence July 2016.

- Develop resource materials and tailored trainings on performance management for managers and supervisors, in conjunction with the unions and the Personnel Commission.

TIMELINE- January 2017

- Change evaluation date for all classified to fiscal year with alerts initiated in May
- Increase accountability with managers and supervisors by adding a staff evaluation completion/compliance rating to their respective evaluation forms; SEIU 721, Teamsters, Classified Managers, VPs, and Sr. Executives.

TIMELINE- July 2016 for unrepresented groups; for represented groups, issue will be addressed with the various unions during the next cycle of negotiations.

- Add Student Learning Outcome (SLO) and Service Area Outcome (SAO) language to dean job description, job duty statement, and evaluation form to include measures as set forth in Accrediting Commission for Community and Junior Colleges (ACCCJC) Standard III(A.)(6).

TIMELINE- Memorandum of Understanding (MOU) between District and union drafted to address evaluation form; job description and job duty statement will be addressed with the union in the upcoming months.

- Add evaluation review period to faculty evaluation forms.

TIMELINE- issue will be addressed with the union during the next cycle of negotiations.

- Develop recommended practice for faculty evaluation schedule.

TIMELINE- July 2016

STAFFING

PROPOSED PLAN IN RESPONSE TO
THE ACCREDITATION TEAM'S RECOMMENDATIONS REGARDING EVALUATIONS

- Augment HR staffing by adding a Senior Personnel Assistant to manage Performance Management Module and/or develop access database to track and monitor completion of evaluations.

TIMELINE- July 2016

**MEMORANDUM OF UNDERSTANDING
LACCD ADMINISTRATORS PERFORMANCE EVALUATION**

This Memorandum of Understanding (MOU) is entered into between the Los Angeles Community College District (the “District”) and the California Teamsters Public, Professional and Medical Employees Union Local 911 (“Teamsters”) to address ACCJC Standard III (A)(6), which calls for the evaluation of administrators to include as a component of that evaluation, consideration of how they use the results of the assessment of learning outcomes to improve teaching and learning.

To comply with the standard the District and the Teamsters agree to revise the LACCD Administrators Performance Evaluation (Appendix B) to include an evaluation category that measures the extent to which Deans, Associate Deans, and Assistant Deans use assessment results to facilitate discussion, processes, and/or make improvements to instructional and instructional support programs, teaching and student learning.

For the District:

For the Teamsters:

Dr. Francisco C. Rodriguez
Chancellor

Dr. Luis Dorado
President

Date

Date

LACCD Colleges Remote Backup Proposal

Problem Definition:

Colleges do not have remote backups.

Colleges are using different incompatible local backup software.

The college mission is under high risk of disruption due to lack of remote backup of mission critical college data. A single incident at a college, such as a small fire, will result in data loss that will lead to college wide disruption of critical services such as student support, library resources, financial aid, transcripts, grades and academic and administrative computing for an extended period of time.

Recommendation:

- Fund and deploy a District-Wide Project to create a standardized remote backup service for all nine colleges (Phase I).
- Use existing LACCD Data Center space at LAVC to minimize costs
- Fund project to migrate all colleges to the same local backup technology (Phase II)
- Establish operational funds in District Wide exempt Budget for ongoing costs

Estimated price to implement

Phase I: \$81,000 per college onetime costs and \$17,000 yearly cost.

Phase II: 120,000 per college onetime costs and \$24,000 yearly cost.

- Validation of issue:
 - ACCJC Accreditation Visit team highlighted this disaster recovery deficiency.
 - Survey of College Technology Managers has confirmed and quantified this issue.
- Primary Goals:
 - Create a standard local and remote backup service for all nine colleges.
 - Ensure adherence with Accreditation Recommendation for Compliance in disaster recovery.
 - Minimize Costs
- Secondary Goals
 - Minimize Disruption to existing process
 - Utilize existing resources to maximize return on investments
 - Minimize Operational overhead
 - Minimize use of Network resources
 - Minimize Training needs.

- Details:
 - Survey of colleges has identified existing technology already in use at multiple colleges and the ESC that can be expanded to provide remote backup.
 - Expansion of this existing compatible technology will minimize costs, reduce disruption and keep operational costs at a minimum total cost of ownership.

Estimated Cost: For Basic Compliance (Phase 1)

- **One Time Costs: about approximately \$81,000 per college to implement**
 - Planning/Project Management Costs \$15,000
 - *Hardware Costs (5 year warranty) \$500,000
 - Software / Licensing costs (5 Year Warranty/Support) \$100,000
 - Training \$37,000
 - Professional Services (for knowledge transfer and automation) \$83,000
 - * 250,00 of this may be Bond Eligible
- **On Going Costs (yearly) approximately \$17,000 per college**
 - License/Software Support \$20,000
 - Equipment Replacement funds estimated 5-year useful life \$100,000
 - Training \$5,000
 - Consumables and Services \$25,000

Estimated Cost: Compliance (Phase 2)

Option to Migrate all Colleges to Standard Backup Software additional \$120,000 per college

Estimated Cost: Out of State Storage (Phase 3)

Option 1: Using Tape Library: \$150,000 onetime, \$50,000 yearly cost

Option 2: Using remote storage Server: \$300,000 onetime \$60,000 yearly cost

Option 3: Using Cloud Storage Option (Amazon) \$930,000 yearly cost

Timeline for implementation Phase I: total 6-8 months

- **1-2 months to secure Funding**
- **1 Month Planning (Can be done in Parallel)**
- **2 months Procurement**
- **3-4 months for deployment**

Timeline for implementation Phase II: additional 12 months

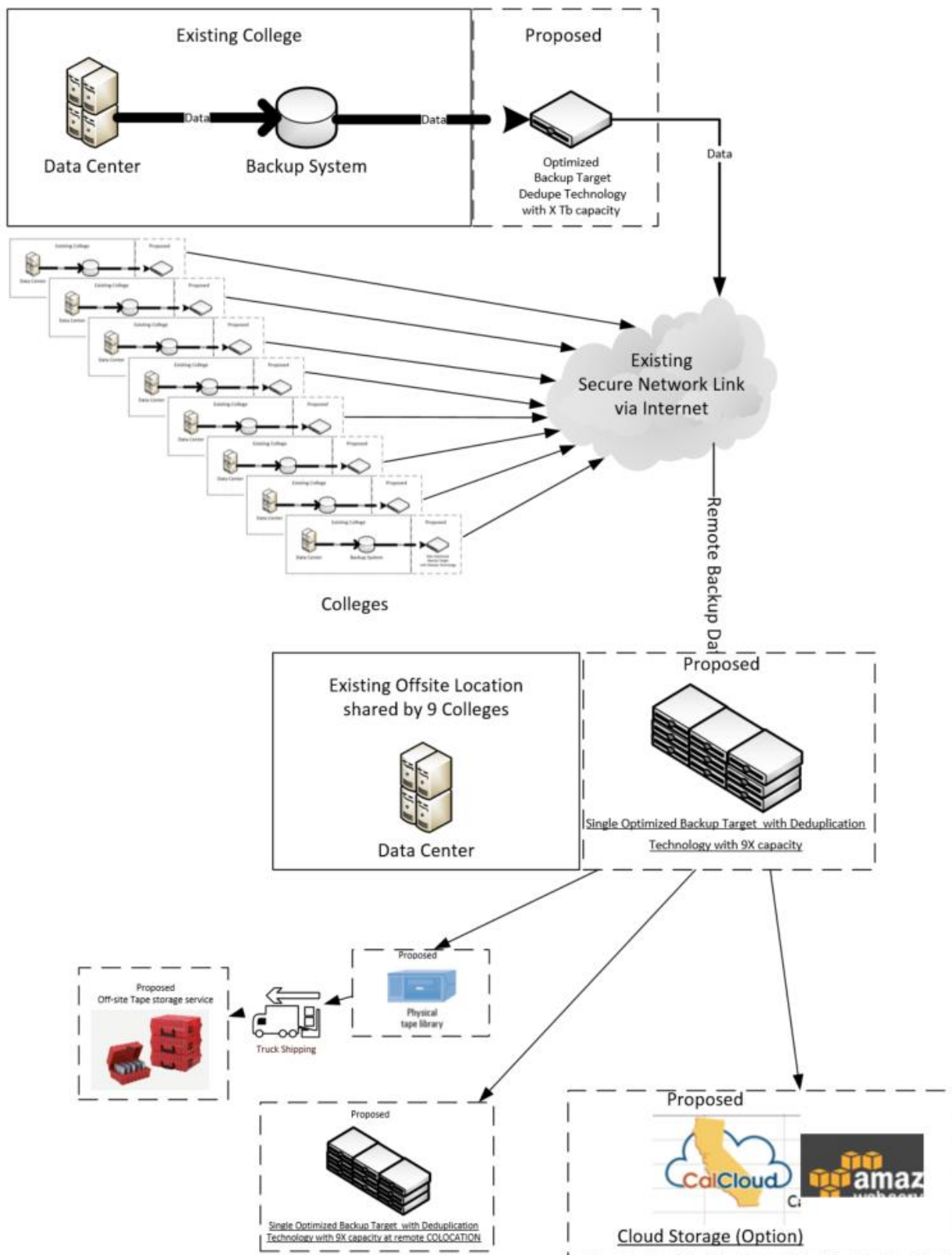
Timeline for implementation Phase II: additional 1-4 months

Issues:

It is necessary to fund both Phase I and II to provide protection to the colleges in the case of a major regional earthquake. Additional Bandwidth will be needed by each college for Phase III to use Cloud and reduce hardware needs. Estimates are \$500,000 per year for nine Colleges + \$60,000 onetime hardware costs.

High Level System Diagram (DRAFT)

Wide Area Network (draft)



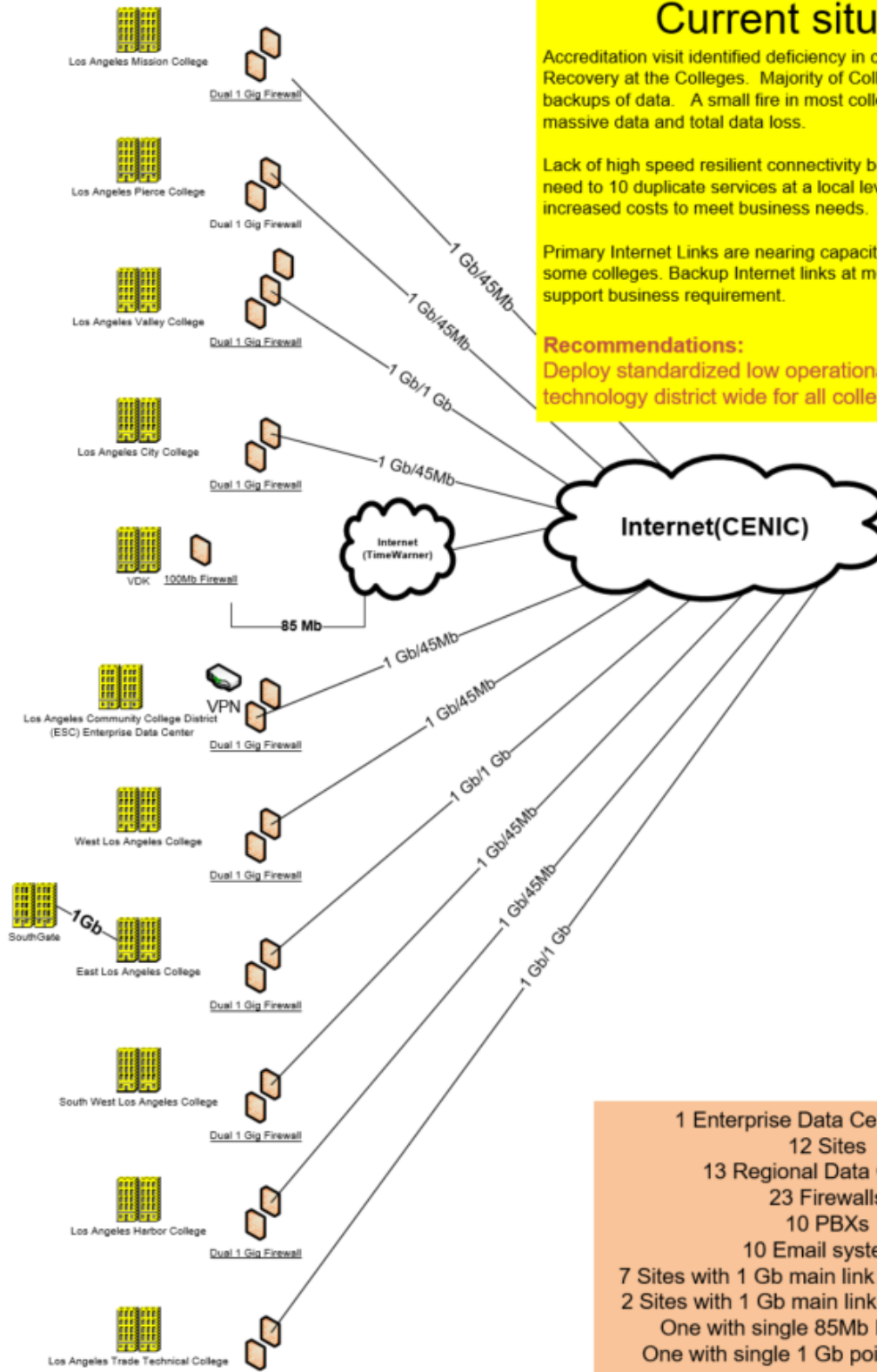
Current situation

Accreditation visit identified deficiency in compliance with Disaster Recovery at the Colleges. Majority of College do not have remote backups of data. A small fire in most colleges would result in massive data and total data loss.

Lack of high speed resilient connectivity between sites results in need to 10 duplicate services at a local level reasonable resulting in increased costs to meet business needs.

Primary Internet Links are nearing capacity for inbound traffic at some colleges. Backup Internet links at most colleges no longer support business requirement.

Recommendations:
Deploy standardized low operational cost backup technology district wide for all college.



- 1 Enterprise Data Center (ESC)
- 12 Sites
- 13 Regional Data Centers
- 23 Firewalls
- 10 PBXs
- 10 Email systems
- 7 Sites with 1 Gb main link + 45 Mb backup
- 2 Sites with 1 Gb main link + 1 GB backup
- One with single 85Mb Internet Link
- One with single 1 Gb point to point link

Re: TBA Hour Validation Process

Background: Beginning in 2008, the State adopted new rules limiting the use of TBA hours in WSCH and DSCH classes. Under the current restrictions, courses with TBA hours must have documented student attendance reflecting the accounting method being used. As a result, DSCH courses would be required to demonstrate that the student attends the same number of hours each day, and WSCH courses would be required to demonstrate that the student attends the same number of hours each week. The District acted to disallow DSCH TBA courses since the documentation of daily attendance for the same number of hours was impractical and defeated the objectives attempting to be achieved with the TBA scheduling. WSCH TBA courses have remained an option for scheduling at the college level in order to provide flexibility, maximize FTES generation, and enable colleges the freedom to develop innovative courses and scheduling methods.

While the allowance of WSCH TBA comes with benefits, it has had a dramatic impact on the District. Failure to provide sufficient documentation on these courses has resulted in regular audit findings and the loss funding. In the most recent audit, the impact was the loss of more \$1 million in funding from courses provided to our students. In addition, the accreditation visiting team has indicated the need to address the reoccurrence of the audit finding and noted the loss of control as it relates to meeting state regulations.

Solution: The following describes the process for maintaining local control of scheduling WSCH TBA and ensuring compliance with attendance accounting regulations.

1. All colleges will maintain the right to schedule TBA hours under the WSCH accounting method.
2. The District Division of Educational Programs and Institutional Effectiveness will validate the presence of the required documentation prior to submitting the final FTES reports in July.
3. In the absence of the required documentation, the District will adjust the accounting method from WSCH to the Positive Attendance. This would lead to a loss of FTES and the ability to only claim those hours for which documentation of attendance is available. The switch would eliminate liability associated with missing documentation WSCH TBA hours.

Process for validation: The following process and timeline will be used to validate records.

October and March:

- Prior to the beginning of each primary semester, the Attendance Accounting Office will provide the colleges with a list of scheduled WSCH TBA sections that will require documentation. The list will also highlight any potential miscoding of online classes based on the Mode of Instruction.

- The District Curriculum Dean will validate the presence of TBA hours documentation in the Course Outline of Record per the state memo indicating that the, “**course outline of record must include the number of TBA hours and specific instructional activities/learning outcomes for TBA hours expected of all students enrolled in the course.**” If the information is missing, colleges will be asked to submit the required addendum or change the accounting method.
- The college CIO will ensure that **TBA hours must provide instruction** that is not homework and the student **work completed for TBA must be evaluated.**

March:

- The District will seek to validate proper documentation of the WSCH TBA courses. The required documentation will consist of:
 - Class Schedule
 - The **TBA hours/week required for the course must be included in the published class schedule**, whether printed, online, or an addenda to the original schedule.
 - The **designated location for the TBA hours must be specified in a way that appropriately informs students.**
 - Enrollment records
 - Evidence that students have attended the required number of weekly hours prior to census.
 - **Make sure that all student participation is documented.**
 - Colleges need to track student participation carefully and make sure that they **do not claim apportionment for TBA hours for students who have documented zero hours of the census point** for the particular course.
- The college will be notified of any missing documentation.

April:

- The District will follow-up on those courses that were missing documentation. Courses still missing required documentation will be converted to Positive Attendance.
- At the end of the process, the CIOs will be notified of any trends in documentation collection and will share best practices for meeting requirements.

Best Practices on Documentation:

1. Prior to scheduling a course WSCH TBA, the Course Outline of Record should be checked to ensure that the appropriate addendum is included.
2. Prior to the beginning of the semester, the schedule of classes should be checked to ensure that the required TBA hours per week are indicated.

3. Faculty involved in WSCH TBA classes should be educated on the required documentation and the ramifications for the college when such documentation is missing. The District will provide a short guide to assist in the process. Training should include a focus on excluding students that do not have documented hours prior to census.
4. If the college is using a digital/card swipe system such as CI Tracks, the programming should be checked to ensure that the hours are logged in a manner that demonstrates weekly contact. At the conclusion of the semester, the weekly hours per student should be pulled and formatted in a manner that demonstrates which students had required hours prior to census. The records should be maintained in an easy to understand and auditable manner.
5. If the college is using paper records, the records should be turned in to admissions and records at the conclusion of the semester. These records are kept on file as a Class 3 record basic to an audit as required by section 59020 et seq. For each course that requires TBA, the district must retain a document or record that displays the individual TBA schedules to which students were expected to adhere. Board rules indicate:

CLASS 3: DISPOSABLE RECORDS. All Records, other than continuing Records, not classified as Class 1 (Permanent) or as Class 2 (Optional) shall be classified as Class 3 (Disposable). These Records include but are not limited to: Records basic to audit, including those relating to attendance, full-time equivalent student, or a business or financial transaction (purchase orders, invoices, warrants, ledger sheets and canceled check stubs, student body and cafeteria fund Records, etc.); detail Records used in the preparation of any other report; and periodic reports, including daily, weekly and monthly reports, bulletins and instructions.

Adopted 04-03-02

7709. DESTRUCTION OF RECORDS. Only Class 3 (Disposable) Records shall be destroyed. These Records may be destroyed during the third school year (e.g., a Record originating in the 1993-94 school year plus 3 years = 1996-97 destruction date), after the completion of the following, as applicable:

- a. The completion of any legally required audit. Class 3 (Disposable) Records basic to an audit shall not be destroyed until after the third July 1 succeeding the completion of the audit required by Education Code section 84040 or of any other legally required audit. Class 3 (Disposable) Records basic to an unresolved audit citing shall not be destroyed until five years after the audit citing is first presented to the Board as provided under 5, California Code of Regulations, section 59118.

These procedures will be reviewed annually to ensure that they function both to eliminate audit findings and provide colleges with the ability to schedule in a manner reflective of their curricular and student needs. Below are selected excerpts from relevant documents on TBA scheduling.

Selected Source Materials:

Contracted District Audit Manual 2014-2015

.03 **Compliance Requirement**

All criteria above can be tested by auditors. Districts are required to list TBA hours in the schedule of classes, and describe them in the course outline.

Districts need to track TBA hour student participation carefully and **make sure that they do not claim apportionment for TBA hours for students who have documented zero hours as of the census point for the particular course.**

.04 **Suggested Audit Procedures**

1. Determine that a clear description of the course, including the number of TBA hours required, **is published in the official schedule of classes or addenda thereto.** Please see the latest clarification on TBA memorandum dated March 8, 2013 in the criteria section above.
2. **Determine that specific instructional activities, including those conducted during TBA hours, expected of all students enrolled in the course are included in the official course outline.** All enrolled students are informed of these instructional activities and expectations for completion in the class syllabus or other document.
3. Determine apportionment and attendance record compliance as of census date by reviewing supporting documentation such as the attendance roster.

Memo 2013

To be clear, a list of required conditions for TBA courses is as follows:

1. The **official course outline of record must include the number of TBA hours and specific instructional activities/learning outcomes for TBA hours expected of all students enrolled in the course.**
2. The **TBA hours must provide instruction** that is not homework and the student **work completed for TBA must be evaluated.** In this regard, do not include within TBA hours unsupervised activities such as attendance at plays and concerts. Apportionment may not be claimed for such activities.
3. The **TBA hours/week required for the course must be included in the published class schedule,** whether printed, online, or an addenda to the original schedule.
4. The **designated location for the TBA hours must be specified in a way that appropriately informs students.**
5. All students enrolled in a course with TBA hours **must be required to fulfill the hours and other conditions for TBA. Make sure that all student participation is documented.**

6. **TBA hours may not be claimed for apportionment under the auspices of individual student tutoring.**

7. Colleges need to track student participation carefully and make sure that they **do not claim apportionment for TBA hours for students who have documented zero hours of the census point** for the particular course.

This update does not preclude a district from printing some kind of notice concerning the TBA hours in the published catalog. A potential message could be “Some or all of the class hours for courses may be offered using the “To Be Arranged” (TBA) course scheduling option. Please refer to the class schedule listing for sections of courses for specific TBA weekly or daily class hour requirements that may apply.” Other than as noted above, the guidance provided in the above referenced memorandums and Legal Advisory 08-02 continue to be in effect.

Second Memo 2009:

A second major TBA issue was the definition of “regularly scheduled” and the implications for implementation. Resolution was reached regarding a redefinition of “regularly scheduled” for the purposes of TBA hours. This term has been administratively redefined to mean that within the format of weekly census courses, students must participate for the required number of TBA hours each week of the primary term for the duration of the course, and documentation must demonstrate weekly student participation. Districts have the flexibility to individually schedule these regular weekly TBA hours or may allow students to fulfill their weekly TBA obligation at a **time of their choosing each week of the term**. The key factor here is the students must participate for the same number of TBA hours each week of the primary term so that the course in question continues to qualify for the Weekly Census attendance accounting procedure. For Daily Census courses, districts would also have the same scheduling flexibility as appropriate for the Daily Census attendance accounting procedure. In other words, students could choose their daily TBA times, but would still have to participate for the same number of TBA hours per meeting day so that the course in question continues to qualify for the Daily Census Attendance Accounting procedure.

In terms of monitoring, colleges need to track student participation carefully and make sure that they do not claim apportionment for TBA hours for students who have documented zero hours as of the census point for the particular course. Supporting documentation, such as actual attendance rosters or electronic attendance tracking records, will need to be retained by the district as it relates to verifying compliance with this requirement as a Class 3 record basic to audit as required by section 59020 et seq. Of course, as specified in earlier communiqués, colleges must ensure that instruction is provided, that the number of TBA hours and general objectives/outcomes for the TBA requirement are specified on the course outline, that regulations for immediate supervision and minimum qualifications are followed, and that the student work completed during the TBA hours is evaluated.



Board of Trustees

Los Angeles Community College District
770 Wilshire Blvd., Los Angeles, CA 90017 (213) 891-2000

AGENDA

ORDER OF BUSINESS - REGULAR MEETING

Wednesday, May 11, 2016

Closed Session 3:30 p.m.

Public Session 6:00 p.m.

Second Closed Session

(Immediately Following Public Session if Necessary)

**Los Angeles Harbor College
Music Recital Hall
1111 Figueroa Place
Wilmington, CA 90744**

- I. Roll Call (**3:30 p.m.**) **Student Services & Administration Bldg., Room 219, 2nd Floor**
- II. Requests to Address the Board of Trustees Regarding Closed Session Agenda Matters
- III. Recess to Closed Session in accordance with The Ralph M. Brown Act, Government Code sections 54950 et seq., and the Education Code to discuss the matters on the posted Closed Session agenda pursuant to Government Code section 54954.5 (Refer to Attachment "A" for Closed Session agenda).
Location: Student Services & Administration Bldg., Room 219, 2nd Floor
- IV. Reconvene Regular Meeting (**6:00 p.m.**)
Location: Music Recital Hall
- V. Roll Call
- VI. Flag Salute
- VII. Report of Actions Taken in Closed Session – May 11, 2016
- VIII. Approval of Minutes
 - Regular Meeting and Closed Session – April 13, 2016
- IX. Welcoming Remarks by President Otto Lee, Los Angeles Harbor College
- X. Award of Associate Degree Posthumously
 - Presentation of Degree by Dr. Otto Lee to the Family of Aurora Godoy

- XI. Reports from Representatives of Employee Organizations at the Resource Table
- XII. Announcements from the College Presidents
- XIII. Public Agenda Requests
 - A. Oral Presentations
 - B. Proposed Actions
- XIV. Requests to Address the Board of Trustees – Multiple Agenda Matters
- XV. Recess to Committee of the Whole
 - A. Roll Call
 - B. Public Speakers
 - C. Presentation/Reports
 - Addressing the Academic and Facilities Needs at LACCD to Promote Student Success
 - D. Other Business
 - E. Adjournment
- XVI. Reconvene to Regular Meeting of the Board of Trustees
- XVII. Reports and Recommendations from the Board
 - Reports of Standing and Special Committees
 - Proposed Actions
 - BT1. Resolution – District Classified Employees Retirement
 - BT2. Resolution – Reaffirming the Role of the Student Trustee Pursuant to Education Code Section 72023.5
 - BT3. Resolution – Asian/Pacific American Heritage Month
 - BT4. Resolution – Mexican-American Heritage Week and Recognition of Cinco de Mayo
 - BT5. Resolution – National Police Week and National Peace Officers Memorial Day – May 15-21, 2016
 - BT6. Resolution – Gay, Lesbian, Bisexual, and Transgender Pride Month
 - BT7. Resolution – Classified School Employee Week
 - BT8. Resolution – National Nurses Week
 - BT9. Resolution – in Support of a Safe and Welcoming Environment for All Los Angeles Community College District Students
 - BT10. Resolution – in Support of LACCD Foster Youth Students’ Success
 - BT11. Board Member Hardship Absence
 - BT12. Conference Attendance Authorization and Ratification for Travel

- XVIII. Reports from the Chancellor and College Presidents
- Report from the Chancellor regarding activities or pending issues in the District
 - College Presentation:
Performance by Professor Byron Smith and students of Harbor College's Music Department
- XIX. Consent Calendar
- Matters Requiring a Majority Vote
- BF1. Ratify Budget Revisions and Appropriation Transfers
 - BF2. Amend Board Rule Chapter VII Article VI Budget and Finance
 - BSD1. Ratify Business Services Actions
 - BSD2. Approve Business Services Actions
 - FPD1. Approve Facilities Planning and Development Report
 - FPD2. Authorize Amendments to Master Procurement and Service Agreements
 - FPD3. Adopt Resolution Authorizing the Buyout of the Northwest Parking Solar Photovoltaic Power Plant at East Los Angeles College
 - FPD4. Authorize Resolution in Support of City of Los Angeles Street Lighting Maintenance District
 - HRD1. Personnel Services Routine Actions
 - HRD2. Authorize Status Advancement of Contract Faculty Members
 - HRD3. Approve Disciplinary Action Regarding Classified Employees
 - ISD1. Approve New Educational Courses and Programs
 - ISD2. Approve Out-of-State Student Travel
 - PC1. Personnel Commission Action
 - Correspondence
- XX. Recommendations from the Chancellor
- General Matters
- CH1. Suspend Board Rule 2801 (C) and in Accordance with Board Rule 2801 (A) (1), Approve the Resolution Renaming the Student Success and Retention Center at East Los Angeles College as Ernest H. Moreno Language Arts and Humanities
- Matters Requiring a Super Majority Vote
- CH2. Authorize the Sale of Used Library Books
 - BF3. Authorize Encumbrances

- XXI. Notice Reports and Informatives
 - BT/A. [Notice] Adopt the 2016-2017 Calendar for the Board of Trustees Regular and Committee Meetings
 - HRD/A. [Informative] Third Year Probationary Contract Faculty Automatic Status Advancement
 - HRD/B [Collective Bargaining Informative] Proposal of the Joint Labor/Management Benefits Committee to the Los Angeles Community College District Regarding Reopening the 2014-2017 Master Benefits Agreement
 - HRD/C. [Notice] Amend Board Rule Chapter X Article III-Selection Policies
 - ISD/A. [Informative] Ratification of Out-of-State Student Travel

XXII. Announcements and Indications of Future Proposed Actions by Members of the Board of Trustees

XXIII. Adjournment

* * * * *

Next Regularly Scheduled Board Committee Meetings
Wednesday, May 25, 2016
Educational Services Center
770 Wilshire Blvd.
Los Angeles, CA 90017

Budget & Finance Committee
 3:00 p.m. – 4:45 p.m.
 Board Room

Institutional Effectiveness & Student Success Committee
 3:00 p.m. – 4:45 p.m.
 6th Floor Large Conference Room

Legislative & Public Affairs Committee
 5:00 p.m. – 6:45 p.m.
 6th Floor Large Conference Room

Facilities Master Planning & Oversight Committee
 5:00 p.m. – 6:45 p.m.

* * * * *

In compliance with Government Code section 54957.5(b), documents made available to the Board after the posting of the agenda that relate to an upcoming public session item will be made available by posting on the District’s official bulletin board located in the lobby of the Educational Services Center

ORDER OF BUSINESS

May 11, 2016

Page 5

located at 770 Wilshire Boulevard, Los Angeles, California 90017. Members of the public wishing to view the material will need to make their own parking arrangements at another location.

If requested, the agenda shall be made available in appropriate alternate formats to persons with a disability, as required by Section 202 of the Americans 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 12:00 p.m. (noon) on the Tuesday prior to the Board meeting.



Board of Trustees

Los Angeles Community College District

NOTICE

Notice: May 11, 2016

Com. No. **HRD/C**

Division: **HUMAN RESOURCES**

Action Date: **June 8, 2016**

Subject: **AMEND BOARD RULE CHAPTER X ARTICLE III—SELECTION POLICIES**

Amend Chapter X Article III of the Board Rules as shown below.

10301. SELECTION AND ASSIGNMENT OF FACULTY. It is the policy of the District to employ faculty members who are expert in their subject areas, who are skilled in teaching and serving a diverse student population, and who can foster overall educational effectiveness. Those individuals must ~~be sympathetic have~~ demonstrated sensitivity to and sensitive to understanding of the racial and diverse academic, socioeconomic, cultural diversity, and ethnic backgrounds, as well as the disabilities of the populations the colleges serve, and they should generally reflect that diversity themselves. In addition, they must be well prepared to respond to the educational needs of all the special populations served by the District's colleges.

Selection and assignment of faculty shall be based on job-related factors which include qualifications and capabilities. The use of any degree of personal, political, or social influence to secure selection or assignment to a faculty position, or the urging of any consideration other than fitness for the work as a ground for selection or assignment is unprofessional conduct and is strictly forbidden.

Recommended by:

Albert J. Román, Vice Chancellor
Human Resources

Recommended by:

Adriana D. Barrera, Deputy Chancellor

Approved by:

Francisco C. Rodriguez, Chancellor

Chancellor and
Secretary of the Board of Trustees

By _____ Date _____

Eng _____	Moreno _____
Fong _____	Pearlman _____
Hoffman _____	Svonkin _____
Kamlager _____	Anderson _____ Student Trustee Advisory Vote

Board of Trustees

Los Angeles Community College District

Com. No. HRD/C	Division: HUMAN RESOURCES	Action Date: June 8, 2016
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10302. EVALUATION OF ELIGIBILITY FOR EMPLOYMENT OF FACULTY.

Faculty shall be employed on the basis of competitive evaluation conducted under the general oversight of the Division of Human Resources and the president where the position to be filled exists. The process of evaluating individuals for eligibility for employment as faculty members shall be in accordance with hiring procedures that meet the standards and requirements set forth in Board Rule 10304, applicable provisions of the Education Code, Title 5 of the California Administrative Code and relevant Personnel Human Resources Guides adopted under these Board Rules.

10303. MAINTENANCE OF CONTINUOUS FACULTY RECRUITMENT; CREATION OF A DISTRICT RECRUITMENT POOL OF POTENTIAL APPLICANTS.

The Division of Human Resources shall develop and maintain a District recruitment ~~pool~~ consisting of procedures for soliciting a diverse group of potential applicants for faculty positions as a resource for faculty searches. The Division shall also assist the colleges in making effective use of the ~~pool~~ recruitment procedures whenever the colleges seek to fill a faculty position.

10304. FACULTY HIRING. The Board and the faculty, represented by the Academic Senate, share the responsibility for developing and implementing policies and procedures governing the hiring process. This policy, developed and agreed to jointly by representatives of the Board of Trustees and the District Academic Senate, shall govern the selection of faculty at the colleges within the District. For the purposes of this policy, the term "President" means the President of a college or his or her designees, and the term "Academic Senate" means the college Academic Senate.

The Board has the primary legal and public responsibility for ensuring an effective hiring process. As reflected in State law, faculty have an inherent professional responsibility in the development and maintenance of the quality of the District's and colleges' educational programs and services. For that reason, significant and meaningful faculty participation in the hiring process is essential, and it is the Board's expectation that faculty recommendations regarding the qualifications, experience, and desirability of candidates for faculty positions will normally be accepted. Nevertheless, the President shall exercise formal decision-making authority in the hiring process, and all recommendations regarding faculty hiring shall be advisory to the President. No one may be hired as a probationary, long-term substitute, limited status, or hourly rate faculty member unless he or she possesses:

Board of Trustees

Los Angeles Community College District

Com. No. HRD/C	Division: HUMAN RESOURCES	Action Date: June 8, 2016
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- A. the minimum qualifications for that assignment specified by the Board of Governors of the California Community Colleges (the State Qualifications), or
- B. qualifications that are at least equivalent to the relevant State Qualifications
- C. qualifications set by statute or regulation; and
- D. in addition to other minimum qualifications specified in sections A, B and C, the minimum qualifications for a faculty member teaching any credit or noncredit course shall include a current valid certificate to work or a license to practice in California. Such requirements shall be adopted whenever the instructor's possession of such a certificate or license is required for program or course approval by the Chancellor's Office of the California Community Colleges or an external approving/accrediting agency or when current occupational certification is essential for effective instruction, as determined by mutual agreement between the Board of Trustees and District Academic Senate.

The colleges shall conduct faculty hiring in a way that takes into account the District's equal employment opportunity obligations, its goal to employ a diverse faculty, and its commitment to affirmatively recruit individuals from groups that are historically under-represented among the faculty at a college or within a discipline. Search/selection committee participants shall complete appropriate training in diversity and equal employment opportunity-principles pursuant to LACCD's Equal Employment Opportunity (EEO) Plan and affirmative action principles.

10304.1 Probationary (Contract) Faculty Hiring.

1.0 Position Identification and Prioritization

The need to consider filling a faculty position can arise under many circumstances as determined by the college. To provide a means by which those needs will be addressed at a college, the President working in collaboration with the Academic Senate shall develop college procedures specifying how

Board of Trustees

Los Angeles Community College District

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proposals to fill contract faculty positions at the college will be prepared, the criteria that will be used to evaluate the proposals, and the process by which proposals will be reviewed and approved. The procedures adopted by each college should be designed and implemented in a way that will permit a thorough and deliberate search to be completed, and a hiring decision to be made, well before the beginning of the academic term during which the new contract faculty member will begin work.

2.0 College Procedures for Hiring Probationary (Contract) Faculty

The President and Academic senate at each college shall develop mutually acceptable written procedures governing the search and selection process for contract faculty that comply with the following minimum requirements and any relevant ~~Personnel~~ Human Resources Guides adopted under this Board Rule:

2.1 The procedures shall incorporate provisions that ensure that the responsibility for recruiting and selecting well-qualified faculty is a joint responsibility of the faculty and the administration. The procedures shall also require all those involved in the hiring process to adhere to the following fundamental criteria when reviewing application materials, conducting interviews, or otherwise evaluating candidates:

- A. the extent to which the candidate has command of, or brings expertise in, the discipline or subject area in which he or she will be employed;
- B. the candidate's demonstrated ability as, or potential to become, a skilled teacher, counselor, librarian or other support professional; and
- C. the degree to which the candidate will contribute, directly and indirectly, to the diversity of the college, division, and discipline in which he or she will be employed.

2.2 Under the college procedures, the first step in initiating a

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search shall be the formation of a search/~~selection~~ committee composed of at least three members, a majority of whom shall be faculty members in the discipline (or, if the Academic Senate deems it appropriate, closely related disciplines) of the position to be filled, and a non-voting ~~affirmative action~~ equal employment opportunity representative. Working with the members of the discipline, the search/~~selection~~ committee shall prepare a job announcement to be used in announcing the job opening for approval by the President. The job announcement shall describe at a minimum:

- A. the duties and responsibilities the contract faculty member will be expected to assume;
 - B. the minimum qualifications for the position established by the Board of Governors of the California Community Colleges (the "State Qualifications");
 - C. the knowledge, skill and ability a successful candidate should possess; and
 - D. other characteristics the college determines to be desirable including, but not limited to, a demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, and ethnic backgrounds, as well as the disabilities of the special populations the college serves.
- 2.3 While the job announcement shall fully describe the desirable academic preparation, experience and other characteristics sought in a candidate, the minimum qualifications specified in the announcement shall be the same as the State Qualifications. The committee may, however, add to the State Qualifications any appropriate language requiring evidence of a) the ability to communicate and work effectively with people of diverse cultures and language groups and b) sensitivity to individuals who come from diverse academic,

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socioeconomic, cultural and ethnic backgrounds, including those who have disabilities.

- 2.4 The recruitment period for each search should be several months long (preferably beginning in the early spring for positions that are anticipated to be filled for the subsequent fall term, or at least a full semester in advance of the start of the assignment for other positions) but the procedures shall specify a recruitment period of no fewer than six weeks.
- 2.5 The procedures shall identify decision points at which the overall size and diversity of the pool will be reviewed to determine if they are satisfactory based on availability data, diversity goals, and other relevant factors. Following such a review, if the President determines that the size or diversity of the pool of candidates who responded to the college's job announcement is not satisfactory, the procedures shall require an extension of the recruitment period. In that event, the procedures shall also require the search/~~selection~~ committee to initiate additional recruitment efforts.
- 2.6 To be considered as a candidate for a faculty position, all applicants must submit to the District or the college a cover letter summarizing the candidate's qualifications for the position along with a completed application for employment on a form specified by the District; *transcript(s) from an accredited institution*; the names, addresses, and telephone numbers (or other appropriate contact information) of at least three references; and any other relevant information specified in the job announcement.
- 2.7 The procedures shall identify the manner in which the search/~~selection~~ committee will review application materials and invite candidates to meet with the committee for an interview or participate in any other skills demonstration or evaluation process required by the committee.

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The invited candidates will be those who, as determined by the search/~~selection~~ committee, best meet the qualifications for the position; possess the highest degree of knowledge, skill and ability relevant to the position; and most closely match the desirable characteristics specified in the announcement for the position. Meeting the State qualifications will not guarantee an interview.

- 2.8 Under the procedures, the search/~~selection~~ committee shall be charged with recommending finalists to the President. The number of candidates the search/~~selection~~ committee is expected to recommend as finalists, and the manner in which those finalists will be reviewed and considered shall also be set forth in the procedures. The college procedures shall include background and reference checks before a finalist is selected for hire.
- 2.9 The procedures shall address the manner in which candidates will be kept informed of the progress of the search and the status of their candidacy throughout the selection process. The goal shall be to ensure that communication with candidates occurs in a timely and professional manner. This responsibility rests primarily with the President.
- 2.10 An offer of employment cannot be extended to a candidate until the request to appoint the recommended candidate is approved by the Chancellor or, their designee, or, if appropriate, by the Board.
- 10304.2 Temporary Faculty Hiring: Long Term Substitutes and Limited Status Faculty.

The President and Academic Senate at each college shall develop written procedures governing the search and selection process for long term substitutes and limited status faculty that comply with the minimum standards set forth in Section 2.0 of Board Rule 10304 regarding Faculty Hiring (and any relevant ~~Personnel~~ Human Resources Guides adopted under those sections), with the exception that the recruitment period for long term substitute and

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limited status faculty positions may be fewer than six weeks, but no fewer than three weeks.

10304.3 Temporary Faculty Hiring: Hourly Rate Faculty.

The President and Academic Senate at each college shall develop written procedures governing the search and selection process for hourly rate faculty. The procedures should be designed and implemented in a way that will permit a thorough and deliberate search to be completed, and a hiring decision to be made, well in advance of the starting date of the hourly rate assignment for which the faculty member is being employed. However, the procedures also need to provide for the fact that early recruitment and selection of hourly rate faculty is occasionally impractical. For that reason, the procedures need to provide appropriate flexibility to those involved in the hiring process so that they are able to identify and hire hourly rate faculty in a timely manner when that is necessary.

10304.4 Acknowledgements.

Nothing in this rule shall be construed as impinging upon the due process rights of faculty, or as detracting from any negotiated agreement between the faculty's collective bargaining representative and the Board of Trustees.

10304.5 Amendments and Revisions.

- 1.0 The Board shall consult with the District Academic Senate before adopting any amendment to or revision of this Board Rule, and in acting on any proposed amendment or revision, the Board shall rely primarily on the advice of the Academic Senate.
- 2.0 The Chancellor or ~~his or her~~ their designee shall consult with representatives of the Academic Senate in developing any ~~Personnel~~ Human Resources Guides or similar administrative regulations implementing this Board Rule. The Chancellor or his or her designee shall also consult with representatives of the District Academic Senate before amending or revising any such ~~Personnel~~ Human Resources Guide or administrative regulation.

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10305. THE EQUIVALENCE POLICY FOR FACULTY QUALIFICATIONS.
No one may be hired as a probationary, long-term substitute, limited status, or hourly rate faculty member unless he or she possesses:

- A. The minimum qualifications for that assignment specified by the Board of Governors of the California Community Colleges (the State Qualifications), or
- B. Qualifications which the Academic Senate has determined that are at least equivalent to the relevant State Minimum Qualifications (MQ's).
- C. Individuals who have completed college or university course work at an institution in a country other than the United States must obtain a complete evaluation of foreign transcripts and degrees.

It is the expectation of the Board that ~~nearly all faculty members will be able to establish their qualifications to perform a faculty by demonstrating possession of the exact degree or experience specified in the State Qualifications MQ's, and that only rarely will candidates need to establish their qualifications through the equivalence process. The equivalence process is not intended to raise or lower State Qualifications, nor is it a means to waive State Qualifications.~~

The Chancellor, in consultation with the District Academic Senate, will establish procedures under which current and prospective faculty members may seek a determination that they possess qualifications that are at least equivalent to the relevant State Qualifications-MQ's. A determination reached through the procedures shall be deemed to be a determination of the Board unless, on appeal, the Board itself chooses to review the decision and, after receiving written recommendations from the District Academic Senate (DAS) and the Chancellor, render a decision on the matter itself. If, for compelling reasons, the Board's decision is contrary to the DAS recommendation, the Board will provide a written explanation to the DAS.

10306. FILLING VACANCIES WITH EXISTING EMPLOYEES. The District may fill any vacant position by the transfer of existing faculty, consistent with the Education Code and any negotiated agreement between the collective bargaining representative and the Board of Trustees, at any point in the hiring process prior to the issuance of a job offer to the candidate.

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10306.5 Selection of Entrance-Level Substitutes.

Selection of certificated entrance-level substitutes shall be from the appropriate eligible list according to their availability to accept substitute employment. Candidates who are available for day-to-day substitute assignments and are approved by the Division of Human Resources shall be placed on the horizontal eligible list for day-to-day substitutes. Acceptance of a substitute, temporary, or limited assignment shall not affect the eligibility of any applicant for assignment to a probationary position. Applicants may be approved for the day-to-day substitutes list without being on the eligible list for a regular position.

10307. SELECTION OF ACADEMIC ADMINISTRATORS. Each College and the Educational Services Center shall develop written procedures in accordance with the applicable provisions of the Education Code, Title 5 of the California Administrative Code, the relevant Human Resources Guides and under these Board Rules governing the selection of academic administrators. Search committee participants shall complete appropriate training in diversity and equal employment opportunity and affirmative action principles pursuant to LACCD's EEO Plan. Selection of employees to fill academic administrative positions at a college or the Educational Services Center shall be made in accordance with those procedures once they have been reviewed by the Division of Human Resources and certified as meeting minimum requirements established by the Chancellor.

10308. SELECTION OF COLLEGE PRESIDENT. Each College President shall be selected by procedures in accordance with the applicable provisions of the Education Code, Title 5 of the California Administrative Code, the relevant Human Resources Guides as indicated in this Rule. Search committee participants shall complete appropriate training in diversity and equal employment opportunity and affirmative action principles pursuant to LACCD's EEO Plan. The Board of Trustees reserves the right to modify these procedures for a specific presidential selection by Action of the Board.

A. Initiating Action

1. In order to initiate a presidential selection, the Board of Trustees shall pass an action directing the Chancellor to begin the selection process pursuant to this Rule and ~~pursuant to any modifications as approved by the Board and~~ indicating. The action shall indicate when the committee shall

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be formed and when the process is expected to be completed.

2. ~~When so directed by Board Action,~~ The Chancellor, or their designee, will promptly initiate, and supervise through its conclusion, a nationwide search for a the College President.
3. ~~If in instances where an interim President was appointed, the person who served as the Interim President in that capacity shall be eligible to apply for the regular appointment, unless there was absent any written announcement or other written means of notifying applicants for an interim opening that the interim appointee would be ineligible to apply for the regular position.~~

B. Recruitment

1. The Chancellor or their designee, in consultation with the Board, ~~after having sought~~ who may seek input from the Presidential Search Committee of the applicable college ("the College"), community representatives, and other parties ~~he/she deems as deemed~~ appropriate, ~~the Chancellor will develop an announcement that, at a minimum, describes the position and the criteria to be used in selecting a successful candidate (including minimum qualifications as well as desirable skills, attributes and other personal and professional characteristics).~~
2. With the goal of creating a strong and diverse pool of candidates, the Board of Trustees and the Chancellor will develop a recruitment and advertising plan, which may include the retention of a search consultants to assist with recruitment efforts and other appropriate aspects of the selection process. ~~If the Chancellor proposes a search consultant is to be retained, a search consultant, he/she will one recommendation will recommend a consultant be forwarded~~ to the Board of Trustees, for its final approval.

C. Committee

1. No later than the deadline indicated in the Board Action, the Chancellor will convene a Presidential

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Search Committee. The committee will be composed of the following voting members:

- a. A college president recommended by the Chancellor and ~~selected-ratified~~ by the Board, shall serve as the chairperson;
 - b. Four faculty members from the applicable College, two of whom are ~~selected~~ appointed by the College Academic Senate and two of whom are ~~selected~~ appointed by the AFT College Faculty Guild;
 - c. Two classified employees from the College, one of whom is ~~selected~~ appointed by the AFT College Staff Guild and one of whom is ~~selected~~ appointed by an election process by the non-AFT classified employees at the College;
 - d. One student from the College selected by the Associated Student Body Organization President;
 - e. Other representative(s) as may be required by collective bargaining agreement(s);
 - f. ~~One~~ Up to two academic administrators from the College ~~selected~~ appointed by the exclusive representative of the Academic Administrators' Unit; and one unrepresented administrator selected by the Chancellor; and one unrepresented administrator selected by the Chancellor; and
 - g. At least one unrepresented administrator appointed by the Chancellor; and
 - h. Two community representatives recommended by the Chancellor and ~~selected-ratified~~ by the Board.
2. ~~Unless the Board specifies otherwise, the College President appointed to the committee shall serve as its chairperson. The Chancellor will provide Appropriate staffing for the process~~ will be provided, which shall

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include but not be limited to an ~~affirmative action~~ EEO representative as a non-voting member of the committee.

3. ~~It is an essential responsibility of e~~Every member of the Presidential Search Committee ~~to shall~~ maintain strict confidentiality throughout the presidential selection process.
4. Configuration of the Presidential Search Committee may be reexamined in the event changes occur pursuant to subsection C(1)(e), above.

D. Committee Process

1. At the first meeting of the Presidential Search Committee (or as soon thereafter as feasible) the Board President and the Chancellor or their designees, will meet with the Committee to give the Committee its charge and review their expectations about the search process and its goals.
2. The Presidential Search Committee ~~will~~, as requested by the Chancellor, ~~assist in efforts to recruit a strong and diverse pool of candidates, and will review the application materials of all eligible candidates who apply or are nominated for the position. The Chancellor may recommend the extension of the search process to the Board. From the candidate pool, the Committee will interview not less than six candidates who most closely meet the qualifications, desirable skills, attributes and other personal and professional characteristics described in the position announcement.~~
3. At the conclusion of all interviews, the Presidential Search Committee will recommend at least three unranked candidates as semifinalists to the Chancellor.

E. Semifinal Process

1. The Chancellor shall review the applications of the semifinalists to determine which semifinalists to interview.
2. The Chancellor may consider additional information from background and reference

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checks.

3. After conducting interviews and other reviews as the Chancellor deems necessary, the Chancellor shall forward the name(s) of a finalist or finalists for the position of College President to the Board of Trustees for consideration.

F. Final Process

1. ~~The Chancellor shall provide information from background and reference checks to the Board of Trustees.~~
2. ~~If it is feasible, and if he/she determines that it would be worthwhile, the Chancellor may designate a small group composed of persons he/she deems to be appropriate, to visit the institutions at which the finalists currently work for the purpose of inquiring further into their background and experience.~~
3. The Chancellor shall advise the Board of the names of the candidates recommended by the Presidential Search Committee as semifinalists, as well as the semifinalists interviewed by the Chancellor, and shall make his or her recommendation regarding which candidate is best suited for the position.
4. In conjunction with the Chancellor, the Board will interview the finalist(s) for the position of College President forwarded by the Chancellor.
5. The Board may conduct further background checks or interviews as it deems appropriate. The Board may terminate the process at anytime. The Board may elect not to hire any candidate.
6. The Board of Trustees will vote on the employment contract for the finalist selected to be employed as College President.

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10309.

SELECTION OF THE DISTRICT CHANCELLOR. The District Chancellor shall be selected by procedures in accordance with the applicable provisions of the Education Code, Title 5 of the California Administrative Code, the relevant Human Resources Guides and as indicated in this Rule. Search committee participants shall complete appropriate training in diversity and equal employment opportunity and affirmative action principles pursuant to LACCD's EEO Plan. The Board of Trustees reserves the right to modify these procedures for a specific Chancellor selection by Action of the Board.

A. Initiating Action

1. When so directed by Board Action, the Chancellor/Interim Chancellor shall assign the Vice Chancellor of Human Resources, or their designee, to promptly initiate, and supervise through its conclusion, a nationwide search for a Chancellor. The action shall indicate when the committee shall be formed and when the process is expected to be completed.
2. In instances where an Interim Chancellor was appointed, the person who served in that capacity shall be eligible to apply for the regular appointment, absent any written announcement that the interim appointee would be ineligible to apply for the regular position.

B. Recruitment

1. The Vice Chancellor of Human Resources, or their designee, in consultation with the Board, who may seek input from the Chancellor Search Committee, community representatives, and other parties as deemed appropriate will develop an announcement that, at a minimum, describes the position and the criteria to be used in selecting a successful candidate (including minimum qualifications as well as desirable skills, attributes and other personal and professional characteristics).
2. With the goal of creating a strong and diverse pool of candidates, the Board of Trustees/Vice Chancellor of Human Resources, or their designee, will develop a recruitment and advertising plan, which may include the retention of search consultants to assist with recruitment

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efforts and other appropriate aspects of the selection process. If a search consultant is to be retained, one recommendation will be forwarded to the Board of Trustees, for its' final approval.

C. Committee

1. No later than the deadline indicated in the Board Action, a Chancellor Search Committee will be convened. The committee will be composed of the following voting members:
 - a. A college president recommended by Vice Chancellor of Human Resources and ratified by the Board; shall serve as chairperson.
 - b. Four faculty members, two of whom are appointed by the College Academic Senate and two of whom are appointed by the AFT Faculty Guild;
 - c. Two classified employees; one of whom is appointed by the AFT Staff Guild and one of whom is appointed through an election process by the non-AFT classified employees;
 - d. The Student Trustee or designee;
 - e. Other representative(s) as may be required by collective bargaining agreement(s);
 - f. Up to two academic administrators appointed by the exclusive representative of the Academic Administrators' Unit;
 - g. At least one unrepresented administrator appointed by the Vice Chancellor of Human Resources.
 - h. Two community representatives recommended by the Vice Chancellor of Human Resources and-ratified by the Board.

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2. Appropriate staffing for the process will be provided, which shall include but not be limited to an EEO representative as a non-voting member of the committee.
3. Every member of the Chancellor Search Committee shall maintain strict confidentiality throughout the selection process.
4. Configuration of the Chancellor Search Committee may be reexamined in the event changes occur pursuant to subsection C(1)(e), above.

D. Committee Process

1. At the first meeting of the Chancellor Search Committee (or as soon thereafter as feasible) the Board President, or their designee, and the Vice Chancellor of Human Resources, will meet with the Committee to give the Committee its charge and review their expectations about the search process and its goals.
2. The Chancellor Search Committee will review the application materials of all eligible candidates who apply or are nominated for the position. The College President appointed to the committee as its chairperson may recommend the extension of the search process to the Board. From the candidate pool, the Committee will interview not less than six candidates who most closely meet the qualifications, desirable skills, attributes and other personal and professional characteristics described in the position announcement.
3. At the conclusion of all interviews, the Chancellor Search Committee will recommend at least three unranked candidates as semifinalists to the Board of Trustees.

E. Semifinal Process

1. The Board of Trustees shall review the applications of the semifinalists to determine which semifinalists to interview.
2. The Board of Trustees may consider additional

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information from background and reference checks.

3. After conducting interviews and other reviews as deemed necessary, the Board of Trustees will determine which of the candidates will be interviewed as part of the final selection process or the Board of Trustees determine no additional interviews are required and skip to item F(3.) below

F. Final Process

1. The Chancellor Search Consultant shall provide information from background and reference checks to the Board of Trustees.
2. The Board of Trustees may designate a small group composed of persons, deemed to be appropriate, to visit the institutions at which the finalists currently work for the purpose of inquiring further into their background and experience.
3. The Board may terminate the process at any time. The Board may elect not to hire any candidate.
4. The Board of Trustees will vote on the employment contract for the finalist selected to be employed as Chancellor.

LOS ANGELES COMMUNITY COLLEGES
ADMINISTRATIVE REGULATION C-12
TOPIC: **Chancellor Review of Board Rules, Administrative Regulations and procedural guides**

1. Process

1. The Chancellor's Designee will be responsible for conducting the triennial policy review.

2. The specified designee will conduct a review for appropriate changes, including policy considerations, titles, operational changes, and legal and regulatory changes. Corresponding or related administrative regulations should also be included in the review. Confirmation of Review will be verified on the form below.

3. The specified designee will consult proposed changes with appropriate management groups and appropriate shared governance groups as provided in Chancellor's Directive C-70 and other defined consultation processes, then present the proposed changes to the applicable committee of the Board of Trustees.

4. Once the proposed changes have been adopted or rejected by the appropriate authority (i.e., the Board of Trustees for proposed revisions to Board Rules, or the Chancellor for proposed revisions to Administrative Regulations), the next scheduled review period for that rule or regulation shall be calendared three years from the current year.

5. If the specified designee recommends that no changes be made to a particular rule or regulation, the rule will be noticed at the next scheduled Board meeting for subsequent affirmation. The next scheduled review period for that rule or regulation shall be calendared three years from the current year.

6. If the review process for a particular rule or regulation is not completed within its scheduled year, the process shall be rolled over to the subsequent year(s) until the process is completed.

7. The General Counsel will be responsible for reviewing this regulation annually to confirm the correct titles and designees. The General Counsel will provide a schedule of review to the Chancellor's Designees.

Original Issue Date: February 27, 2007

Initiated by: Office of General Counsel

Dates of Changes: September 10, 2012, November 30, 2012, December 9, 2014, May 11, 2016

References: Board Rule 2418.12.

The Los Angeles Community College District does not discriminate on the basis of disability in the admissions or access to, or treatment of or employment in, its programs or activities.

CONFIRMATION OF PERIODIC REVIEW

Complete 1, 2, 3 and 4 and return to the Office of General Counsel.

#1 – Responsible Administrator

Name _____

Title _____

#2 – Subject matter

Board Rules Reviewed:

Administrative Regulations Reviewed:

#3 - Outcome

- No changes are recommended at this time; the Board rule will be presented to the Board of Trustees for affirmation.
- Changes are recommended and
 - o Expected to be submitted to the Chancellor for authorization by (date)_____
 - o Expected to be noticed for Board consideration by (date) _____

Comments:

#4 - Signature

SIGNED

Position Budget Control

Prototype and Planning

PBC

DRAFT

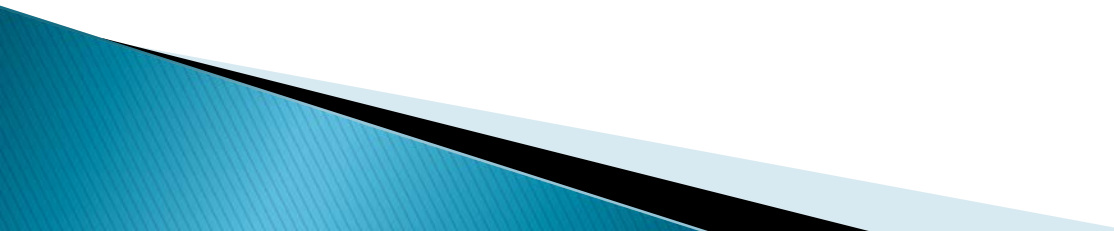
Chancellor Report

Business Issue

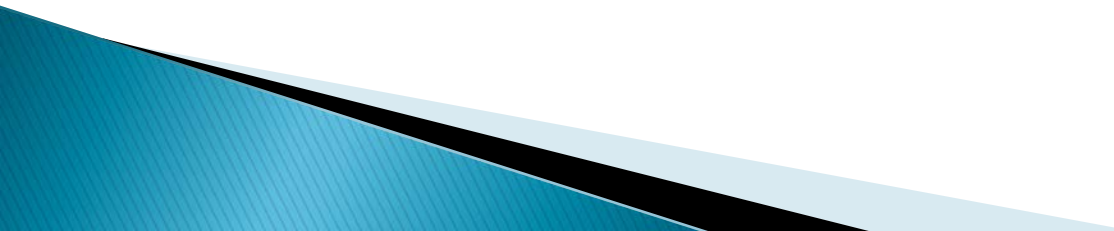
▶ Overview

- The accreditation committee identified Position Control as an area for improvement during the past accreditation review.


Project Objectives

- ▶ Improve the current Business Process by implementing Position Budget Control to meet Accreditation findings.
 - ▶ Utilize existing LACCD applications to enable the PBC process to integrate with Human Resources, Payroll, Accounting, Budget Office and Information Technology as the base holder.
 - ▶ Real time decision reporting of position Budget.
 - ▶ Automated alerts when position financing is not available and identification of savings for reallocation.
- 

Benefits of Position Budget Control

- ▶ Planning salary commitments are created and salary encumbered for control checking and monitoring.
 - ▶ Personnel cost savings are calculated and determined for holding or redistribution.
 - ▶ Alerts and notification are automatically sent when a funding requirement is exceeded.
- 

The PBC Project Task Includes:

- ▶ Setting up prototype of Position Budget Control application.
 - ▶ Requirement Gathering (aka Blue Print)
 - ▶ Development and Testing (aka Realization).
 - ▶ Training and initial support, documentation, security (aka Final Preparation).
 - ▶ Go Live and Support of Position Budget Control Application.
 - ▶ Post Go Live and Support (institutionalize business process for PBC).
- 

Project Timeline Generic

- ▶ Pre scope assessment – 2 weeks
- ▶ Project Preparation – 2 weeks
- ▶ Business Blue Print – 8 weeks
- ▶ Realization – 12 weeks
- ▶ Final Preparation – 4 weeks
- ▶ Go Live and Support – 4 weeks
- ▶ Post Go Live and Support – on going

Phased Approach: Filled Positions and then vacant positions after initial project completed.



Position Budget Control Timeline Subject to change depending on actual start date and times



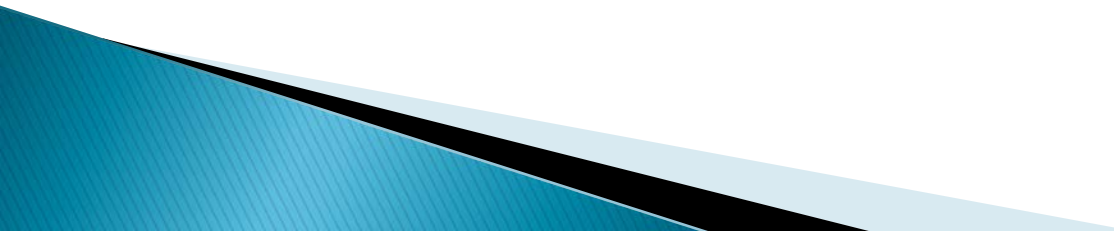
Funding Requirements

- ▶ Internal: \$0.00 Fill vacant Senior Business Analyst position (already funded)

\$130,000.00 Hire Architect Position (previously funds available, but need to reallocate)
- ▶ External: \$170,000.00 for Architect (six month assignment)
- ▶ Hardware: \$0.00 Already own the hardware
- ▶ Software: \$0.00 Already own the software

Total: \$170,000.00 external Architect for six month assignment or \$130,000.00 to fill internal Architect Position and fill vacant Senior Business Analyst Position already budgeted.

Risks

- ▶ Exiting resources are not available to work on the project due to illness, leaving, vacancy, or other higher priority assignment.
 - ▶ Business requirements are outside the standard application design.
 - ▶ Resources for on going support are not available.
 - ▶ May need additional resources if internal resources are not available.
- 

EAST LOS ANGELES COLLEGE

MIDTERM REPORT

Submitted by

East Los Angeles College
1301 Avenida Cesar Chavez
Monterey Park, CA 91754

To

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

March 15, 2012

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STATEMENT ON REPORT PREPARATION

The nine recommendations made by the visiting team during the spring 2009 visit to East Los Angeles College include six college-specific and three district recommendations. The college recommendations address the college mission statement; improving institutional effectiveness through the integration of planning with decision making and budgeting processes to ensure effective resource allocation; the acceleration of SLO implementation and assessment to achieve proficiency level of the ACCJC rubric by 2012; development of a transparent program review process that is clearly communicated; regular evaluation of and augmentation, if necessary, of staffing, services, and programs in the student services division; and full development of a formal written policy describing the college governance and decision-making structures and processes. Districtwide recommendations are focused on the monitoring of post-retirement health liability for potential fiscal ramifications, the need for consistent adherence to the *Functional Map*, and the development, implementation, and communication of methods for the evaluation of role delineation and governance and decision-making structures and processes for the college and the district.

The responses to the college recommendations were directed by the Accreditation Liaison Officer and the faculty accreditation chair, in conjunction with members of relevant campus committees and administrators.

- **College Recommendation 1:** The college mission statement that had been approved by campus constituencies prior to the team visit was formally approved by the Board of Trustees in 2009. Since that time a new mission statement has been approved by the appropriate governing bodies at the campus and district levels.
- **College Recommendation 2:** The college has clearly articulated, in written format, its planning structure, the integration of planning with the decision-making and budgeting processes, and the evaluation of the planning processes in its *Shared Governance and Decision-Making Policy Handbook*.

The college planning structure reflects the college's commitment to shared governance and to obtaining campuswide and community input on the college goals and objectives that will shape the college's future. The ELAC Shared Governance Council (ESGC) serves as the central governing body for all planning decisions and makes recommendations directly to the college president as part of the shared governance process. In addition to the ESGC, the Strategic Planning Committee (SPC), Educational Planning Subcommittee (EPSC), Facilities Planning Subcommittee (FPSC), Technology Planning Subcommittee (TPSC), Program Review and Viability Committee (PRVC), and the Budget Committee also play key roles in the development and implementation of the college planning agenda. The Office of Institutional Effectiveness (OIE), formerly the Office of Research and Planning, facilitates the development of the college planning documents and assists in the implementation and evaluation of the planning agenda.

- **College Recommendation 3:** The college is committed to achieving the proficiency level of the ACCJC rubric relative to Student Learning Outcomes by the year 2012. To reach this goal, the college has increased the reassigned time (2 FTEF) for a SLO coordinator and three SLO facilitators. Each facilitator is assigned to specific academic departments, student services, and academic units. The SLO team (also referred to as the learning assessment team), assisted by the research staff in the Office of Institutional Effectiveness (OIE), has attended department and unit meetings and held campus workshops, winter retreats, and opening day sessions to help the campus community to understand SLO development and SLO assessment and how to use assessment results. The SLO team

publishes a monthly newsletter and maintains the SLO website to educate the campus on outcome- and assessment-related issues and to keep the campus informed of policies related to SLOs and the campus's progress.

SLOs have been developed at the course, program, and institutional level. The SLO Assessment Committee (SLOAC), now the Learning Assessment Advisory Committee (LAAC), was established to ensure that the SLOs at all levels are tied to the college mission and to the Institutional Learning Outcomes (ILOs) and are assessed regularly with authentic assessment strategies. The learning assessment facilitators use a rubric to assess each department's course learning outcomes (CLOs), assessments, results, and use of results plans. They provide feedback to departments regarding best practices for CLOs and areas where improvements are needed. The facilitators also prepare reports on learning trends based on what they find. The LAAC hears the reviews of all end-of-the-year SLO reports given by the learning assessment facilitators, and the committee analyzes the assessment results and use of results plans for teaching and learning trends to inform the college community of needed changes and to improve institutionwide student learning by making recommendations of any needed institutional changes to the Academic Senate and the Educational Planning Subcommittee.

- **College Recommendation 4:** All college units must prepare a comprehensive program review every six years and an Annual Update Plan as the starting point for all decision making regarding the allocation of resources and the measurement of student success. Further, each of the college's four clusters (Liberal Arts and Sciences, Workforce Education and Economic Development, Student Services, and Administrative Services) must develop annual cluster plans which offer a global perspective of the needs of the campus and each individual cluster. Therefore, it is imperative that this important process be transparent and clearly communicated. The college has undertaken a number of activities to ensure transparency and better communication.

The Office of Institutional Effectiveness (OIE) conducts annual workshops and desk-side training to assist departments in the preparation of their documents by providing internal and external data and explaining the use of the data. The OIE provides continual updates regarding program review at the Shared Governance Council (ESGC) meetings. As part of the program review process, the commendations and recommendations for all departments and units provided by the Program Review Validation Committees are noticed and approved at the ESGC. Minutes of the meetings are posted on the college website. Council members are expected to report proceedings to their constituent groups. When supervisors/deans meet with their units to review requests for positions, equipment, and increases to their base budget for the upcoming fiscal year, the Annual Update Plan and Comprehensive Program Review are the primary documents used during consultation. Vice Presidents present their cluster reports in an annual address to the campus community to communicate goals and priorities for the following year

- **College Recommendation 5:** Efforts to provide the necessary staffing, services, and programs in the student services division are ongoing. The college has multiple methods for the evaluation of student service units. In the same manner as academic and administrative units, student service units undergo a comprehensive program review every six years and complete an Annual Update Plan to justify resource allocations on a yearly basis. Validated recommendations from the program review process serve as a regularly occurring evaluation meant to improve their operation. Regular evaluation of student services by the students is accomplished by alternating between point-of-service surveys and general student body surveys. An example of the use of data to improve student services is the Transfer Center's development of a program to expand awareness of its services.

- **College Recommendation 6:** Following the ACCJC team visit in 2009, the Accreditation Response Group (ARG) was formed. ARG's first task was the development of the *Shared Governance and Decision-Making Policy Handbook* to clearly describe how decision-making processes at ELAC integrate into the overall Planning, Implementation, and Evaluation cycle of the college. The *Handbook* serves as a guide for students, faculty, staff, and administrators who desire to be or are already involved in college planning and other campuswide decisions. The *Handbook* includes descriptions of college processes, college committees, and a schedule of college planning, evaluation, and reevaluation. The *Handbook* is also used as a reference guide for those who wish to participate in the shared governance system or develop the campus's planning agenda. Each section describes the manner in which decisions are made and the committees responsible for each decision-making area. These processes include thorough and regular evaluation mechanisms for creating a cycle of continuous quality improvement in college practices. As such, the *Handbook* is a living document that can regularly be adapted to any changes made in decision-making processes in an effort to continually improve college governance through the use of regular formative and summative evaluations.

The *Handbook*, now in its second edition, is posted on the college website. Elements of the *Handbook* are highlighted in workshops on developing the Annual Update Plan, which are presented by the Office of Institutional Effectiveness annually.

The responses to the three district recommendations were initiated by the Los Angeles Community College District Office of Institutional Effectiveness on behalf of the college.

- **District Recommendation 1:** The LACCD took significant steps to address the issue of its unfunded liability for retiree health care (District Recommendation 1) in fall 2006 by negotiating an agreement, approved by the district's six unions and its Board of Trustees, to begin pre-funding a portion of its unfunded obligation into an irrevocable trust. Also, in 2010, the district's health care plans for both active and retired employees were moved to CalPERS, resulting in significantly lower costs.
- **District Recommendation 2:** The LACCD District Planning Committee conducted a full assessment of the *2008 Functional Map* that engaged faculty, staff, administrative, and student leaders in a dialogue on the mutual roles and responsibilities of the colleges and the district system. This dialogue led to the replacement of the *2008 Functional Map* with the *LACCD District/College Governance and Functions Handbook*. Further, the results of customer satisfaction surveys, begun in 2008, for every major service unit in the district office continue to be collected and the results used to measure the effectiveness of support services.
- **District Recommendation 3:** The District Planning Committee has taken steps to implement a new cyclical process for self-assessment of the effectiveness of its role delineation and the decision-making processes. The district now employs a biennial governance assessment cycle and an annual self-assessment of district governance committees.

This midterm report was reviewed internally by the Accreditation Response Group; the Academic Senate; the Shared Governance Council; the Office of Institutional Effectiveness; and members of the administration, including the interim president and vice presidents of academic affairs, student services, and administrative services. The Shared Governance Council approved the report on January 9, 2012. On February 22, 2012, the report was presented to the members of the District Institutional Effectiveness Committee and then approved by the Board of Trustees.

RESPONSE TO TEAM RECOMMENDATIONS AND THE COMMISSION ACTION LETTER

College Recommendation 1: Mission

The team recommends that in order to meet standards, the college ensure that the revised mission statement receives board approval (Eligibility Requirement 2; Standard I.A.2).

The college addressed this recommendation in its first Follow-Up Report (October 2009). The Board of Trustees approved the college mission statement on May 13, 2009. Further, the College has now adopted a policy that is detailed in its *Shared Governance and Decision-Making Policy Handbook* (<http://www.elac.edu/departments/accreditation/Shared%20Gov%20Dec%20Making%20Policy%20Handbook%202nd%20edition.pdf>) that clearly states the process by which all future revisions of the mission statement will be undertaken, including forwarding of the statement to the district for approval by the board. The Accrediting Commission notified the college on January 29, 2010, that the Follow-up Report 1 had been accepted.

Since that time, the college has adopted a new Mission Statement, along with a revised Vision Statement, Goals, and Strategic Plan. The Strategic Planning Committee conducted a review of these documents during spring 2011. The committee analyzed the previous Mission Statement to determine its continued relevance and the manner in which it fit the needs and assets of the current and projected student body.

The Strategic Planning Committee vetted the revised College Mission Statement, along with the Vision Statement, Goals, and Strategic Plan, throughout the campus community at four open forums for faculty, staff, and the general student body, as well as through the Academic Senate, the Associated Student Union, and the Shared Governance Council. The goal of the vetting process was to receive input from all constituent groups in a manner that promoted the development of a revised mission with collegewide support. After the Shared Governance Council approved the documents, they were forwarded to the president, who upon acceptance forwarded them to the Board of Trustees for approval. Following Board approval on August 10, 2011 (**CR.1.1 – Board Minutes, August 10, 2011, p. 7**), the Accreditation Liaison Officer released the revised Mission Statement for use in all official college documents, including the college schedule and catalog.

MISSION STATEMENT

East Los Angeles College empowers students to achieve their educational goals, to expand their individual potential, and to successfully pursue their aspirations for a better future for themselves, their community, and the world.

College Recommendation 2: Improving Institutional Effectiveness

Improving Institutional Effectiveness. As noted by the 2003 team, the current team recommends the previous recommendation given to the college in 2003: The college should integrate planning with decision making and budgeting processes to ensure that the decisions to allocate staff, equipment, resources, and facilities throughout the college are based on identified strategic priorities and to ensure a continuous cycle of evaluation and improvement based upon data (Eligibility Requirement 19; Standards I.B.2, I.B.3, I.B.6, IV.B.2.b).

The College Planning Structure

East Los Angeles College (ELAC) has clearly articulated in written format its planning structure, the integration of planning with the decision-making and budgeting processes, and the evaluation of the planning processes in its *Shared Governance and Decision-Making Policy Handbook* (<http://www.elac.edu/departments/accreditation/Shared%20Gov%20Dec%20Making%20Policy%20Handbook%202nd%20edition.pdf>). The college has utilized the established process in its most recent adoption of the revised *Strategic Plan*, including the college's Mission Statement, Vision Statement, and Goals. The following narrative describes how these processes are accomplished.

The college planning structure reflects the college's commitment to shared governance and to obtaining campuswide and community input on the college goals and objectives that will shape the college's future. The ELAC Shared Governance Council (ESGC) serves as the central governing body for all planning decisions and makes recommendations directly to the college president as part of the shared governance process. In addition to the ESGC, the Strategic Planning Committee (SPC), Educational Planning Subcommittee (EPSC), Facilities Planning Subcommittee (FPSC), Technology Planning Subcommittee (TPSC), Program Review and Viability Committee (PRVC), and the Budget Committee also play key roles in the development and implementation of the college planning agenda. The Office of Institutional Effectiveness (OIE), formerly the Office of Research and Planning, facilitates the development of the college planning documents and assists in the implementation and evaluation of the planning agenda.

As part of a multi-college district, East Los Angeles College is guided by the Strategic Planning agenda provided by the district office. The District *Strategic Plan* sets priorities that guide district actions and initiatives. It also serves to align district goals and priorities with those established in the California Community College System *Strategic Plan*. The District Planning Committee (DPC) oversees the plan's implementation and works to coordinate the future planning efforts of all nine district colleges.

In formulating its own planning agenda, ELAC utilizes the District Planning Goals to guide its development. The college produces four planning documents, which are formally revised regularly on a six-year schedule.

1. The East Los Angeles College *Strategic Plan* serves as the central planning document for the college and contains the College Mission, Vision, and Goals. The Strategic Planning Committee (SPC) is responsible for the development, implementation, and evaluation of the *Strategic Plan* and reports to the ESGC. The *Strategic Plan* is used to guide the development of the other planning documents.
(http://www.elac.edu/departments/accreditation/STRATEGIC%20PLAN%202011-2017_Final.pdf)
2. The *Educational Master Plan* details all academic and educational planning objectives, including student and administrative service objectives that relate to educational goals. The Educational Planning Subcommittee (EPSC) is responsible for the development, implementation, and evaluation of the *Educational Master Plan*.
(http://www.elac.edu/departments/accreditation/doc/Ed_Plan_12_11_08.pdf)
3. The *Facilities Master Plan* describes all planning objectives related to facilities and college infrastructure. The Facilities Planning Subcommittee (FPSC) is responsible for the development, implementation and evaluation of the *Facilities Master Plan*.
(<http://www.elac.edu/departments/accreditation/doc/FacilitiesMasterPlan.pdf>)
4. The *Technology Master Plan* describes all objectives related to educational technology and technology infrastructure. The Technology Planning Subcommittee (TPSC) is responsible for the

development, implementation and evaluation of the *Technology Master Plan*. All objectives are aligned with the strategic directions and values of the *Strategic Plan*.

(<http://www.elac.edu/departments/accreditation/doc/ELACTechMasterPlan2008-2011.pdf>)

All college planning agenda are created through data-driven processes that include national, state, local, and campus data. The Office of Institutional Effectiveness provides comprehensive college data on student outcomes and college core indicators of success, the latest of which can be viewed in the *Strategic Plan Data Report 2011-2017*

(<http://www.elac.edu/faculty/oie/Strategic%20Plan%20Data%20Report%202011-2017.pdf>). In addition, the Program Review process is used to substantiate the efforts made by departments to improve student learning and to identify the needs of ELAC students and the surrounding community. The Program Review and Viability Committee reviews and updates the college's Program Review Plan every six years. This plan includes the schedule for conducting comprehensive program review and annual update plans. The Comprehensive Program Review Questionnaire focuses on the manner in which each program is supporting the agenda items listed in the *Strategic Plan*. In addition, the Comprehensive Program Review and Program Review Annual Update Plans utilize Student Learning Outcomes to assess the degree to which departments and programs are working to improve the student learning process and creating improvements in student outcomes. Annual Update Plans are completed in between comprehensive reviews to determine the progress made in responding to Comprehensive Program Review recommendations and the program or department's own unit goals. The Annual Update Plans serve as the basis for resource allocation decisions, such as the hiring of new faculty and staff, purchases of new equipment, and increases or decreases to a unit's base budget. The Comprehensive Program Review and Annual Update Plans provide essential data in the development, implementation, and evaluative planning processes. The Comprehensive Program Review (**CR.2.1 - Form**) is currently undergoing revision to align with the mission and the goals of the new Strategic Plan. The form for *the Annual Update Plan 2011-2012* can be viewed at (<http://www.elac.edu/faculty/oie/programreview.html>).

All college planning is conducted using evaluation cycles focused on continuous quality improvement for all instruction, student services, and administrative programs. ELAC enters into six-year planning cycles in which the college progresses through phases of Planning, Implementation, and Evaluation (PIE). A chart that illustrates the college's cycle of Planning, Implementation, and Evaluation (PIE) can be viewed on page 23 of the *Shared Governance Decision-Making and Policy Handbook*

(<http://www.elac.edu/departments/accreditation/Shared%20Gov%20Dec%20Making%20Policy%20Handbook%202nd%20edition.pdf>).

By incorporating formative evaluations into operational decision-making, ELAC ensures that these annual processes are subject to self-reflective examination on an ongoing basis and that lessons learned contribute to improvements in these processes. Data-driven measures and formative evaluations contribute to a summative evaluation of the *Strategic Plan* implementation at the end of its six-year cycle. The link between the formative evaluations and summative evaluation ensures that continuous quality improvement is ongoing and is the driving force for revisions to the *Strategic Plan*. Through this model, the college ensures that all programs, as well as the college's governing and decision-making processes, are regularly and thoroughly evaluated.

In addition to six-year strategic planning, the college utilizes annual operational planning to ensure that the college is making adequate yearly progress on accomplishing the general planning agenda. Operational planning includes the annual implementation and evaluation efforts that take place through the use of Student Learning Outcomes, Annual Update Plans, resource allocation, operational decision making, and formative evaluation using an implementation matrix. These yearly decisions and their respective evaluations are used to improve the connection between strategic planning, daily decisions and

resource allocation and to gather data regularly on campus efforts toward accomplishing its planning agenda and in the overall summative college evaluation.

Meeting the planning needs of the college requires a staggered planning structure that allows the *Strategic Plan* to be developed prior to the master plans. In this manner, the global planning directions and values can be used to drive the completion of the specific master plan objectives and action items. Following the development of the master plans, the Program Review structure is revised using the college's new priorities and planning objectives. The Planning Calendar describes the college planning and evaluation sequence and its integration with the college's accreditation process. The calendar can be viewed on page 25 of the *Shared Governance Decision-Making and Policy Handbook* (<http://www.elac.edu/departments/accreditation/Shared%20Gov%20Dec%20Making%20Policy%20Handbook%202nd%20edition.pdf>).

Short-term and long-term planning at ELAC is accomplished using the skills and expertise of college faculty, administration, staff, and students. As a college invested in the shared governance process, ELAC has sought to develop and implement its planning agenda through the use of representative committees. The following paragraphs describe the major campus committees involved in the creation of strategic and master plans and their approval processes.

The **Strategic Planning Committee** (SPC) is a shared-governance standing committee that oversees the creation, implementation, evaluation, and revision of the *Strategic Plan*. Membership on this committee ensures representation from all vital constituent groups and those with the requisite knowledge to formulate the college planning agenda. The SPC reviews the strategic planning documents which include the Mission, Vision, and Goals. Formal reviews of the documents are conducted every six years; however, the committee can initiate a review of the *Strategic Plan* any time that changes in the college environment warrant possible revisions. Requests for such review can be made directly to the committee or through the ESGC. The **Educational Planning Subcommittee**, **Facilities Planning Subcommittee**, **Technology Planning Subcommittee**, and **Program Review and Viability Committee** all report to the SPC to ensure alignment of the planning and implementation process. The SPC is responsible for overseeing the implementation process of the strategic and master plans and reviewing ongoing formative evaluations.

During the summative evaluation cycle of the current *Strategic Plan*, the Strategic Planning Committee reviewed relevant data to be used in the strategic planning process in spring 2011 (<http://www.elac.edu/faculty/oie/Strategic%20Plan%20Data%20Report%202011-2017.pdf>).

The committee analyzed the previous Mission Statement to determine its continued relevance and the manner in which it fitted the needs and assets of the current and projected student body. The vision focuses on the future and serves as a statement of the college's commitment to student success. The goals are used in the development of the *Educational, Facilities, and Technology Master Plans*. These goals take into account the current and future needs of the college, its faculty, staff, and students.

The Strategic Planning Committee vetted the College Mission Statement, Vision Statement and Goals through the campus community, including but not limited to the Academic Senate, the Associated Student Union, and the faculty, staff, and general student body. The goal of the vetting process was to receive input from all constituent groups in a manner that promoted the development of a revised mission with collegewide support. The vetting process included four open forums (**CR.2.2 – Forum Announcements**) to present collegewide data supporting the development of the *Strategic Plan*. Once completed, the *Strategic Plan* was also circulated to all faculty and staff via email. Upon completion of the vetting process, the Strategic Planning Committee submitted the final draft of the *Strategic Plan* to the ESGC for approval. The ESGC-approved draft on May 23, 2011 (**CR.2.3 – ESGC Minutes, p. 2**) was forwarded to the president, who upon acceptance forwarded it to the Board of Trustees for approval and notified the

Accreditation Liaison Officer (ALO). Prior to inclusion in any campus publications, the ALO formally requested that the campus-approved *Strategic Plan* be placed on the Board of Trustees' meeting agenda for approval on the soonest possible Board meeting date. Following Board approval on August 10, 2011, (**CR.2.4 – Board Minutes, p. 7**) the ALO released the revised Mission Statement for use in all official college documents, including the class schedule and the catalog. The approved *Strategic Plan* is forwarded to college planning subcommittees for use in the development of college plans.

The Strategic Planning Committee has three subcommittees: the Educational Planning Subcommittee, the Facilities Planning Subcommittee, and the Technology Planning Subcommittee. Each committee is made up of college faculty, administrators, staff, and students. An additional committee that is crucial to the planning process is the Program Review and Viability Committee.

The **Educational Planning Subcommittee (EPSC)** serves as the central planning committee for all educational matters, including those administrative and student service areas that overlap with or support educational goals. The EPSC completes and oversees the *Educational Master Plan*, determines the needs of the college, and makes recommendations for its revisions and funding for components from ESGC. In order to include leadership committees related to the educational needs of students, the following committees report to the EPSC: Distance Education Committee, Enrollment Management Committee, Matriculation Advisory Committee, Off-Site Committee, Student Learning Outcomes Committee; Student Success Committee, and Transfer Committee.

The **Facilities Planning Subcommittee (FPSC)** addresses issues regarding college facilities planning, completes and oversees the *Facilities Master Plan*, determines projected space needs, reviews bond projects and related programming, provides solid documentation of funding requests to the State, restructures current facilities to conform with State Utilization Standards, and meets objectives articulated in the *Strategic* and *Educational Master Plans*. The subcommittee serves as the central planning committee for all facilities matters, including those educational, administrative, and student service areas that overlap with or support educational goals.

The **Technology Planning Subcommittee (TPSC)** addresses issues regarding the college's technology use, completes and oversees the *Technology Master Plan*, determines the technology needs of the college, and meets the technology objectives articulated in the *Strategic* and *Educational Master Plans*. The subcommittee serves as the central planning committee for all technology matters, including those educational, administrative, and student service areas that overlap with or support educational goals.

During the summative evaluation cycle of the current plans, the subcommittees evaluate and revise each master plan. The timeline for summative and formative evaluations appears on p. 25 in the *Handbook* (<http://www.elac.edu/departments/accreditation/Shared%20Gov%20Dec%20Making%20Policy%20Handbook%202nd%20edition.pdf>). The subcommittees review relevant data to include district and state *Strategic Plans*; the formative evaluations and implementation history of the previous plans; the college external scan, internal scan, college profile, and core indicators; student surveys; bond initiatives; recent literature on technology trends in education; reports from related committees; program reviews and annual update plans; program student learning outcomes and college institutional learning outcomes; and any additional information relevant to the revision of each master plan.

Following the completion of the data review, the subcommittees construct planning objectives using the college mission, vision, and goals as a guide. Planning objectives are developed so that meeting these objectives will lead to the fulfillment of the college's goals. Each completed plan is vetted through the campus community, including but not limited to the Academic Senate, the Associated Student Union, and the faculty, staff, and general student body. The goal of the vetting process is to receive input from all constituent groups in a manner that promotes the development of the revised plans with collegewide

support. Upon completion of the vetting process, the subcommittees meet to finalize each draft to be sent to ESGC for approval. The ESGC-approved drafts are then forwarded to the Board of Trustees for approval. The approved plans are posted on the college's Institutional Effectiveness and Accreditation websites.

A key component to the college planning processes is the Program Review and Viability Committee (PRVC). The Program Review and Viability Committee has the primary responsibility of developing the policies and structure related to comprehensive program review, annual updates, and program viability. The program review plan and documents are revised in the second year of the *Strategic Plan* and the first year of the master plans to reflect the changes in the college's planning agenda. The PRVC is made up of college faculty, administrators, and staff. The committee meets on a monthly basis to review and discuss comprehensive program review, annual update, and program viability processes. The Office of Institutional Effectiveness works with the PRVC to develop and refine the structure, process, and documentation of program review. The office is also the contact liaison for all constituencies involved in the program review process: the units under review, the validation committees, the ESGC, and the college president.

Upon completion of the college's *Strategic Plan* and *Educational, Facilities, and Technology Master Plans*, the PRVC creates a *Program Review Plan*. The plan consists of the schedule for the assessment and validation of all campus departments, units, and clusters. In addition, the PRVC revises the Comprehensive Program Review Questionnaire to reflect the changes in the planning documents and to assess the contribution that each unit is making toward fulfilling the college's plans, mission, vision and goals. The PRVC is responsible for direct oversight of the Program Review Plan. Yearly formative evaluations are conducted on an ongoing basis to ensure effective planning processes.

Following the creation of ELAC's planning agenda (*Strategic, Educational, Facilities, Technology, and Program Review Plans*), the campus is actively involved in implementing the college's objectives. The college's *Educational Master* and *Strategic Plans* guide the prioritization of resource allocation, including hiring and equipment purchases. In addition, the plans serve as a guide in daily decision-making regarding all aspects of ELAC policies and governance. The *Shared Governance and Decision Making Policy Handbook* describes the manner in which decisions are made through the roles and structures of the various groups and committees that play integral roles in the overall functioning of the college.

For example, the college Budget Committee is a shared governance body through which funding requests are vetted and budget recommendations are made to the ESGC. The committee also recommends budget policies and adjustments to the budget development process and develops policies that link resource allocation with the planning agenda presented in the *Strategic* and various *Master Plans*.

The ELAC budget development process effectively links resource allocation to planning and provides a general timeline toward achieving that goal. The Annual Update Plan is the central vehicle through which planning and budget are connected. Each year, every unit submits a plan detailing unit activities and future goals related to the Educational Master and Strategic Plans and the efforts made to respond to the unit's comprehensive program review recommendations. All requests for staffing, equipment, and additional resources required for those unit activities are identified in the unit's Annual Update Plan. College committees, such as the Hiring Prioritization Committee and the State Equipment Grants Committee, review resource requests and provide recommendations for allocations. Any department that does not complete an Annual Update Plan by the deadline is ineligible for increased staffing or other resources. Thus, the Annual Update Plans are an integral part of the college's budgetary processes.

The Budget Committee remains actively involved in establishing the link between annual planning through program review and the prioritization of budgetary needs. The vice presidents for Academic Affairs,

Workforce Education, Student Services, and Administrative Services are required to submit Cluster Update Plans (<http://www.elac.edu/faculty/oie/Annualupdates2011.html>) and to set annual cluster goals for the college. The cluster update runs parallel to the unit annual update planning cycle, but offers a global perspective of the needs of the campus and each individual cluster. This perspective assists in annual college planning efforts by providing a venue through which the vice presidents can identify overlapping needs that relate to the college's *Strategic Plan* and synthesize creative solutions that span multiple units within and between the clusters.

The vice presidents annually present their Cluster Update Plans to an open college forum during a standing Budget Committee meeting. In addition, the Educational Planning Subcommittee and the vice presidents, through Cluster Update Plans presented to the Budget Committee and the ESGC, prioritize the items in the lists of unfunded or underfunded objectives. The Budget Committee, in consultation with the college's fiscal office, reviews and forwards to the ESGC the potential costs and savings related to the hiring of faculty for growth and replacement positions as prioritized by the Hiring Prioritization Committee and approved by the Academic Senate. Additionally, the Budget Committee continues to assess the extent to which the budget development process ensures transparency concerning any large expenditure.

Evaluation of the Planning Structure

The college recognizes that planning structures must be sustainable and implemented throughout the college. In this manner, the *Shared Governance and Decision Making Policy Handbook* calls for both formative and summative evaluations of the planning structures and, based on the results of these evaluations, the implementation of appropriate changes.

In the final year of each college plan, a summative evaluation occurs to determine the overall effectiveness of a plan's implementation and its impact on student outcomes. The planning evaluation includes reports of college core indicators and plan-specific quantitative measures. These measures are used to determine the impact of the plan on institutional access, student learning, and student success. The college core indicators are developed using the *Strategic* and *Educational Master Plans* as guides, and they serve as quantitative evidence of the impact of the college's planning agenda. The core indicators serve as quantitative benchmarks and are indicators of success. They can be viewed on pages 22-29, and 49 of the *Strategic Plan* (http://www.elac.edu/departments/accreditation/STRATEGIC%20PLAN%202011-2017_Final.pdf)

In addition to quantitative evidence, qualitative assessments are conducted. These evaluations include faculty and staff surveys that are conducted in the final year of each plan to determine the level of satisfaction with the planning process and perceived impact of the plan on program improvement, and to identify any potential areas of improvement in the planning process. The results of these assessments are used to improve future plans and planning processes. Assessment measures are provided to each planning committee and to the college community. The qualitative data is geared to initiate a dialog of self-evaluation and to stimulate improvements in planning procedures and the roles of the campus leaders that participate in the planning and shared governance process.

The results of formative and summative evaluations are distributed to the campus community via the Office of Institutional Effectiveness website and through the corresponding governance groups. The evaluations are used to stimulate a campus dialog on decision-making processes and the needs of the campus community. The goal of evaluation is to improve processes and measures of student success. Each committee works to incorporate the results of the evaluation to improve planning processes and as evidence of need in future data-driven planning.

College Recommendation 3: Instructional Programs

In order to achieve the proficiency level of the ACCJC rubric relative to Student Learning Outcomes by the year 2012, the team recommends the college accelerate its completion of Student Learning Outcomes for courses and programs and complete the assessment cycle by using assessment results to improve instruction and student services (Eligibility Requirements 8, 10, and 11; Standards II.A.1.b-c, II.A.2.a-b, II.A.2.e-1, II.A.3, II.A.6, II.A.6.a).

The college is committed to achieving the proficiency level of the ACCJC rubric relative to Student Learning Outcomes by fall 2012. To reach this goal, the college has increased the reassigned time (2 FTEF) for a SLO coordinator and three SLO facilitators (**CR.3.1 – Position Descriptions**). Each facilitator is assigned to specific academic departments, student services, and academic units. The SLO team (also referred to as the learning assessment team) has attended department and unit meetings and held campus workshops, winter retreats, and opening day sessions to help the campus community to understand SLO development and SLO assessment and how to use assessment results (**CR.3.2 – Examples – Let Us Help**). The SLO team publishes a monthly newsletter and maintains the SLO website to educate the campus on outcome- and assessment-related issues and to keep the campus informed of policies related to SLOs and the campus's progress (**CR.3.3 – Learning Assessment News**).

The SLO Coordinator

- Acts as the administrator of the college's online SLO reporting system, TracDat (<http://www.elac.edu/departments/slo/index.htm>)
- Chairs meetings of the Learning Assessment Committee (formerly the SLO Committee) and the Learning Assessment Advisory Committee (formerly SLO Assessment Committee or SLOAC)
- Serves as the principal interface for the campus regarding SLO development and processes by attending on-campus and off-campus meetings and workshops related to student success, SLOs, and accreditation
- Reports regularly to the Educational Planning Subcommittee (EPSC), the Academic Senate, and the department chairs
- Oversees the process that ensures all departments will receive support to assist them in working through the SLO development and assessment processes
- Is a member of the Program Review and Viability Committee (PRVC) to help guide the inclusion of SLO assessment data in the Annual Update Plan and the Comprehensive Program Review
- Is a member of the Accreditation Response Group (ARG).

Further efforts to promote the SLO process include

- In spring 2010, the SLO team was given an office, which has made their role on campus more formalized. The SLO facilitators hold weekly office hours, during which all staff and faculty are welcome to visit and obtain the answers to SLO- and assessment-related questions.
- The campus supports the SLO team's attendance at conferences and workshops to learn about SLO and assessment best practices and accreditation policies. For example, the SLO team has attended the RP Strengthening Student Success Conference and WASC-sponsored Assessment Retreats and the Academic Resource Conference.
- This year, the district supported sending the SLO coordinator to the WASC Assessment Leadership Academy. This experience has allowed the SLO coordinator to become more focused on how to facilitate assessment development. During this training, the coordinator learned that there is a trend toward the support of learning assessment offices and assessment coordinators in four-year colleges. The SLO team realized that this should be their mission: to focus on facilitating learning assessment by actively helping departments and units to build rubrics, run

focus groups, run norming sessions, and in general be a hands-on resource to assist with assessment on campus.

- During the 2011-2012 academic year, the team will be offering an online course based around four modules: the history of assessment, Bloom's taxonomy and how it relates to outcomes, assessment, and closing the loop. This course will provide a faculty development opportunity focused on learning outcome assessment.
- The Learning Assessment Committee meets monthly to discuss campus SLO-related issues, to present best practices, and to give guidance to the SLO team on their campus outreach. A representative from each academic department and representatives from the student service and administrative units serve on the SLO Committee.
- The SLO Assessment Committee (SLOAC), now the Learning Assessment Advisory Committee (LAAC), was developed; its membership is comprised of the following: the learning assessment coordinator, the three learning assessment facilitators, an OIE representative, an Academic Senate representative (CTE or Academic), a Student Services representative, and an instructional administrative representative. The purpose of LAAC is to ensure that the SLOs at all levels are tied to the college mission and to the Institutional Learning Outcomes (ILOs) and are assessed regularly with authentic assessment strategies. The learning assessment facilitators use a rubric to assess each department's course learning outcomes (CLOs), assessments, results, and use of results plans. They provide feedback to departments regarding best practices for CLOs and areas where improvements are needed. The learning assessment facilitators also prepare reports on learning trends based on what they find. The LAAC hears the reviews of all end-of-the-year SLO reports given by the learning assessment facilitators, and the committee analyzes the assessment results and use of results plans for teaching and learning trends to inform the college community of needed changes and to improve institutionwide student learning by making recommendations of any needed institutional changes to the Academic Senate and the Educational Planning Subcommittee.

Course Learning Outcomes

The college is committed to the SLO process being a faculty-driven process. Course Learning Outcomes (CLOs) are developed and approved by the department's full-time faculty. This ensures that discipline experts with expertise in the course material are identifying the appropriateness and validity of the CLO. Departments can use the Learning Assessment Office for assistance in this development. The CLOs are reported on the Course SLO Approval Form, which is submitted to the curriculum chair to attach as an addendum to the Course Outline of Record (COR). The curriculum chair forwards a copy of the form to the Learning Assessment Office. The course learning outcome is then uploaded to TracDat and placed on course syllabi. The Senate passed a policy in May 2009 to ensure that all new courses have approved CLOs attached as an addendum to the course outline of record before being presented at the Senate for approval (**CR.3.4 – CLO Addendum to COR**). This ensures that departments have developed CLOs concurrently with all new courses. Currently, 92 percent of the college's courses have CLOs.

CLO assessments are developed by the department's full-time faculty, with part-time faculty input. These assessments are approved within the departments. The learning assessment team and the Office of Institutional Effectiveness are available to facilitate this process. At the end of spring 2011, the learning assessment facilitators worked with Architecture, Business Administration and Library Sciences faculty to refine CLOs for their high enrollment courses and develop authentic assessments for those CLOs. Those CLOs are currently undergoing assessment, and the facilitators will continue to work with faculty in those departments to assist with "closing the loop."

CLO assessments, results, and use of results are reported on TracDat. These reports are collected annually in June by the learning assessment coordinator to use in the annual report to the ACCJC and to report to LAAC. Currently, 58 percent of the courses have been reported on TracDat to have assessments in process. These CLO assessments and results are reported by departments in the Annual Update Plan and used as one piece of evidence for budgetary and hiring requests.

CLO assessment results have led departments to improve their CLOs and assessments, to improve teaching, and to change curriculum. For example:

- Accounting faculty recognized that after a few semesters of assessment and making minor changes in pedagogy that students still were unable to achieve one key CLO; in consultation with the department's learning assessment facilitator, faculty recognized their need to use active-learning techniques. For the first time since development, students in Accounting 1 exceeded the benchmark, with 78 percent of students successfully achieving the CLO, a marked improvement over the previous assessment in which only 61 percent of students were successful.
- Based on CLO assessment that showed students struggling with discipline-specific writing, Art History faculty developed a "Writing Guide for Art History," worked with the Writing Center and Learning Center to train tutors on their discipline-specific writing styles, created an assessment rubric to be used by all Art History faculty doing writing assessment, and worked with the Library to get a subscription to the ARTstor database so that students taking Art History would have better resources to access for research. As a result of these changes, Art History faculty have seen student success on the CLOs increase by 12 percent.
- After undergoing a major shift in curriculum, ESL faculty significantly revised their CLOs. In ESL 6A, all faculty use a discipline-approved rubric to assess the final project, in which students demonstrate the CLO. Use of the rubric has helped ESL faculty to identify gaps in teaching instruction to dialogue about best practices, and to revise the Course Outline of Record so that students can be more successful.
- Chemistry faculty recognized that even though Chemistry 65 students needed to have completed Math 115 before enrolling in 65, there was still insufficient math preparation for their students to be successful at the CLOs dealing with mathematical calculations. Chemistry and Math faculty created a 1-unit math course to supplement Chemistry 65.
- Nursing faculty, who track students through their success on the NCLEX, saw a drop in the success rate and linked that back to poor performance on CLOs. They underwent a curriculum shift that included the development of entirely new CLOs, as well as faculty buy-in and implementation of the Kaplan testing system, which allows for more 'remediation' for students throughout the learning process. Since implementing the Kaplan system, Nursing faculty have seen student success in the knowledge-based CLOs increase; this success has also created greater success for students at the program level, with more students passing the NCLEX on the first attempt.

Program Learning Outcomes

During fall 2010, the Program Review and Viability Committee (PRVC) clarified the definition of programs on campus, creating the *Program of Study* and *Program of Service* ([CR.3.5 – Definition of Programs](#)). There are departments and disciplines that have many certificates that are similar to or are part of a larger degree or career plan for students. However, there are also many departments and disciplines that offer no degrees or certificates. Thus, PRVC created a Program of Study definition to account for both types of departments and disciplines; the definition was based on the student perspective of understanding what program a sequence of courses or certificate or degree fits into. The Academic Senate and ESGC approved the Program of Study definition in fall 2010. Spring 2010 was devoted to formalizing the declaration of program of study process and educating faculty of this change in program

definition through discussions at meetings of the Academic Senate, Chairs, Chairs Council, Learning Assessment Committee, EPSC, and ESGC.

The Learning Assessment Committee, with Academic Senate guidance, developed and approved in May 2011, *the Program of Study Declaration Form*, which includes three sections: Part A declares the Program of Study, its courses, and any associated degrees and certificates; Part B includes the Program Learning Outcome Listing with departmental approval; and Part C is the acknowledgement of the program shown by signatures from the Academic Senate president, the Curriculum Chair, and the Department Chair (**CR.3.6 – Program of Study Declaration Form**). This form is forwarded to OIE, who then distributes a copy to the catalog dean and to the Learning Assessment Office. OIE keeps records of these programs to plan for the comprehensive program review. The catalog dean adds the program learning outcomes to the catalog, and the Learning Assessment Office adds the programs of study and learning outcomes to TracDat.

During spring 2011, the faculty chair of PRVC, the learning assessment coordinator, and the dean of OIE met with some selected departments to discuss program of studies and initiate the process. During summer 2011, the learning assessment team and OIE held Program of Study workshops with department chairs. This year's Opening Day allowed departments and disciplines time to discuss their program of study, define PLOs, and their connection to the program's courses through curriculum mapping. The learning assessment team was on hand to advise several departments on the process. Additionally, department chairs received specific training on curriculum mapping at the Chairs Committee. All departments and disciplines were expected to complete the *Program of Study Declaration Form*, curriculum maps, and develop an assessment plan by November 16, 2011. To date, 96 percent of the academic departments have identified 57 programs of study with the associated program-level outcomes. Most departments have assessed their curriculum through the use of a curriculum map and developed an assessment plan to delineate when and what type of assessments will be conducted (**CR.3.7 – Example Completed Program of Study Declaration Form**).

The PLOs will be listed in next year's 2011-2013 Catalog Update, while assessment reports will be hosted on TracDat and discussed thoroughly in the Comprehensive Program Review. PLOs will be mapped to the ILOs. The following two items provide examples of how the PLO process is operating:

- Faculty worked with the Administration of Justice Student Club to write PLOs that clearly articulate what students will gain from the various programs that they offer. With the assistance of the student-run club, as well as with the various law enforcement agencies that hire Administration of Justice graduates, they follow-up on students to help them understand how their programs can function better.
- Respiratory Therapy developed their program of study with the assistance of their learning assessment facilitator. They have created an assessment method that triangulates student scores on licensure tests with the assessment—by more than one faculty member—of e-portfolios that are designed to demonstrate student knowledge and skills and to increase student qualifications for employment. They will work with the facilitator to norm on the rubric prior to their assessment of the portfolios.

The campus also has Student Services, Administrative Units, and special programs, i.e., MESA, Adelante, and Honors. Currently, 50 percent of these services/programs have Student Services Outcomes (SSOs) and Administrative Unit Outcomes (AUOs) developed, and 48 percent are involved in assessment. The SSOs and AUOs are focused on their programmatic goals and or student learning where applicable. These services/programs have performed assessments and are using these results in the evaluation of the success and programming. They also report their progress on TracDat, and discuss their assessment results in their Annual Update Plans. The PRVC also developed a Program of Service definition. These units are

reviewing their missions and deciding if they will be grouping into Programs of Service or remain alone for the comprehensive program review.

General Education Outcomes

The campus has also been developing and assessing outcomes for the five General Education (GE) areas. The Academic Senate, with the recommendation of the Learning Assessment Committee, assembled general education committees to develop General Education Outcomes (GEOs) during spring 2010. The GEOs were shared with all faculty and discussed and refined during the 2010 Opening Day activities. The Senate approved GE outcomes in the fall 2010, and the GE-area specific committees met during fall 2010 to discuss, develop, and plan assessments. GE outcomes are delineated in the college 2011-2013 catalog, pp. 69-70 (<http://www.elac.edu/academic/catalog.htm>).

ELAC has GE outcomes for the following areas: Language and Rationality, Humanities, Natural Sciences, Social and Behavioral Sciences, and Health and Physical Education. Assessments were created and proctored during spring and fall 2011 for Rationality, Humanities, Natural Sciences, and Social and Behavioral Sciences. The GE outcomes for Language and for Health and Physical Education will be assessed during spring 2012.

- Since the Rationality portion of the Language and Rationality GE area is met by a broad range of classes, the faculty on that committee agreed to a common rubric that measures three criteria (the ability to analyze information; the ability to apply formulas, procedures, principles, or themes; and the ability to draw well-supported conclusions) that would be used to assess discipline-specific assignments. The assessment was conducted during spring 2011 with 527 students participating.
 - For the first criteria, the student's ability to analyze information, 79 percent of students were proficient; 21 percent of students were not.
 - For the second criteria, the student's ability to apply formulas, procedures, principles or themes, 71 percent of students were proficient; 29 percent of students were not proficient.
 - For the third criteria, the student's ability to draw well-supported conclusions, 68 percent of students were proficient; 31 percent were not.
 - The learning assessment team hosted a faculty-dialogue session in January 2012 during which norming of the rubric was completed, along with discussion of how to proceed in the process. Since only four of the ten disciplines covered by this area participated in this initial assessment, the participants in the dialogue session decided that it was critical to gather data from other disciplines before making a decision about how best to handle the results and the trend that was already noticed. The learning assessment team, with the assistance of the Speech Department, will be developing a video to explain how to use the rubric to complete the assessment. This video will be sent to all participating departments in March 2012 so that faculty have an easy resource to reference when completing this assessment.
- The Natural Sciences Committee created a common assignment and a rubric to judge students' proficiency on the assignment. A total of 849 students participated in this assignment. The learning assessment team hosted a norming session in January 2012 that was attended by faculty from a variety of disciplines within Natural Science as well as from other areas. After assessing approximately 400 of the submitted assignments, the attendees discussed improvements to the rubric. The learning assessment team will host another norming session in March to complete this process, discuss the results, and develop the report.
- The Social and Behavioral Sciences Committee created a common assignment. Instructors within that area were asked to choose a discipline-specific reading that was appropriate for their course and to have students compose a two-page essay in which the students identify and evaluate the

behaviors of individuals or groups portrayed and discuss how the issue/behavior can be applied to a similar current issue/behavior encountered within this discipline. In March 2012, the learning assessment team will host a norming session during which these assignments will be graded using a common rubric, followed by a discussion of the results.

- The committee for the “Language” portion of the Language and Rationality GE area will meet in early March 2012 to discuss which of two common rubrics will be used to assess student composition skills. Each discipline will then disseminate the rubric and ask that instructors assess student writing using that rubric and compile the results. The learning assessment team will host a dialogue session in April 2012 to discuss the results and develop a report.
- The Humanities GE area met in June 2011 to discuss the initial results they had gathered. This meeting was attended by stakeholders in every discipline covered by the Humanities GE Outcome. While results from each discipline were presented and discussed, ultimately, the committee decided to dismiss those results because they felt that they were getting “flawed perfection” based on a problematic outcome. They decided to revise the GE Outcome to better reflect what students would be able to do. Discussion continued on new language for the GE Outcome throughout fall 2011, and the Humanities GE Committee will be presenting the new outcome to the Academic Senate for vetting this spring.

Finally, the reports prepared by the committees will be discussed by the Learning Assessment Committee and the Academic Senate, with any recommendations based on the results going on to the Educational Planning Subcommittee.

Institutional Learning Outcomes

The campus began its SLO endeavor with the development of core competencies, which are now called Institutional Learning Outcomes (ILOs). Next the campus began developing CLOs and mapping them to the ILOs. The learning assessment coordinator and the campus researcher produced a report from TracDat that aggregated assessment results to the ILOs and discussed the report at the Learning Assessment Advisory Committee. This 800-page report did not prove to be useful in helping the campus to understand how students are performing in the ILOs. The current plan is to map the PLOs to the ILOs. In the development of a PLO, the learning assessment team is emphasizing the how the PLO can be clearly related to its ILO.

The Learning Assessment Committee is currently discussing a revision to the college’s ILOs and more effective ways to assess them. Topics under consideration include creating common rubrics for use across all course offerings. This dialogue represents a great shift in the overall perspective of how the college community embraces the value of the SLO process as a contributor to student success.

The campus is committed to making data-based decisions and has added this as a campus goal. The campus is also involved in the Achieving the Dream Initiative (AtD), which is focused on developing information that depicts why students are failing and developing successful interventions based on this data, and is aligning its SLO effort as part of the AtD effort. The college has integrated assessment into its culture and is making significant progress toward achieving proficiency in fall 2012.

College Recommendation 4: Instructional Programs

In order to improve, the team recommends the college ensure that the current program review process is transparent and clearly communicated to the college constituencies (II.A.2.f).

All college units must prepare a comprehensive program review every six years and an Annual Update

Plan as the starting point for all decision making regarding the allocation of resources and the measurement of student success. Further, each of the college's four clusters (Liberal Arts and Sciences, Workforce Education and Economic Development, Student Services, and Administrative Services) must develop annual cluster plans which offer a global perspective of the needs of the campus and each individual cluster. Therefore, it is imperative that this important process be transparent and clearly communicated. The college has undertaken a number of activities to ensure transparency and better communication.

The Office of Institutional Effectiveness (OIE) conducts annual workshops and desk-side training to assist departments in the preparation of their documents by providing internal and external data and explaining the use of the data. For example, prior to the September 30, 2011, due date for the Annual Update Program Review Plan, the OIE offered four training workshops and desk-side training sessions for 14 academic departments, Student Service units, Administrative Services units, and the Chairs' Council (**CR.4.1 - Annual Update 2011 Training Schedule**). Staff are available to provide individual assistance by appointment. The training is also posted online (<http://www.elac.edu/faculty/oie/Annualupdates.html>).

The training workshops are a continuation of the focus that began on the August 27, 2009, Opening Day wherein the Office of Institutional Effectiveness assisted departments in connecting department/unit planning and subsequent program review recommendations with the college's *Strategic Plan* to promote student success. The OIE staff and faculty provided information to over 300 faculty and administrators on such topics as how to complete the Annual Update Plan, how planning and budget are linked, how data can be used to plan and make decisions, and how faculty inquiry can be used to collaboratively investigate and resolve issues that will improve student learning and success. In the afternoon, members of individual departments, using the Faculty Inquiry Group approach, met to collaboratively investigate and resolve issues that were raised in their previous program review that will lead to improved student learning and success. The Opening Day training continues to be referred to as units further develop goals and action plans each succeeding year.

The OIE provides continual updates regarding program review at the Shared Governance Council meetings. As part of the program review process, the commendations and recommendations for all departments and units provided by the Program Review Validation Committees are noticed and approved at the ESGC. Minutes of the meetings are posted on the college website (<http://www.elac.edu/departments/acadsenate/minutes/ebpac/index.htm>). Council members are expected to report proceedings to their constituent groups. When supervisors/deans meet with their units to review requests for positions, equipment, and increases to their base budget for the upcoming fiscal year, the Annual Update Plan and Comprehensive Program Review are the primary documents used during consultation. Vice Presidents present their cluster reports in an annual address to the campus community to communicate goals and priorities for the following year. Budgetary requests are then prioritized and presented to the college Budget Committee and Shared Governance Council in order to further create transparency for all college constituencies. Each unit's Annual Update Plan, including the Annual Cluster Plan, is posted on the college's website for referral by shared governance committees during the budget and resource allocation process.

Each year, the Program Review and Viability Committee (PRVC) reviews the Annual Update Plan and responds to recommendations on improvement provided by the Chairs Council, the Budget Committee, the ESGC, the Hiring Prioritization Committee, the Chairs' Council, and other administrative and student service unit users. The PRVC is currently reviewing the Comprehensive Program Review Questionnaire and program review process in preparation for its distribution in fall 2012. Once completed by users, each portion of the comprehensive program review will be distributed to applicable campus committees for review and commentary (e.g., new courses/programs to be reviewed by the Curriculum Committee and

departmental goal alignment to the *Educational Master Plan* to be reviewed by the EPSC) before final review by the unit's validation committee.

The *Shared Governance and Decision-Making Policy Handbook*, pp. 46-54, clearly describes the program review process, including the roles of the Annual Update Plan and the four cluster plans. The handbook is available online to all campus constituents (<http://www.elac.edu/departments/accreditation/Shared%20Gov%20Dec%20Making%20Policy%20Handbook%202nd%20edition.pdf>). The review of applicable portions of the revised comprehensive program review by associated campus committees is a new process that will be documented in the next edition of the *Shared Governance and Decision Making Policy Handbook*, scheduled for distribution in 2013.

College Recommendation 5: Student Support Services

In order to meet standards, the college should regularly evaluate and augment, if necessary, staffing, services and programs in the student services division to ensure student needs are being met (II.B, II.B.3.c.)

The college has multiple methods for the evaluation of student service units. In the same manner as academic and administrative units, student service units undergo a comprehensive program review every six years and complete an Annual Update Plan to justify resource allocations on a yearly basis. The program review process uses validation procedures that include all campus constituencies. Validated recommendations from this process serve as a regularly occurring evaluation meant to improve student service units. Each unit responds to these recommendations on a yearly basis through the completion of the Annual Update Plan (<http://www.elac.edu/faculty/oie/Annualupdates2011.html>). All student service units completed the Comprehensive Program Review during the last cycle (**CR.5.1 – Comprehensive Program Review Form for Student Services**).

All student service units completed Annual Update Plans for the 2009-2010 and 2010-2011 planning years. All but three of the student service units completed their latest Annual Update Plan for the 2012-2013 planning year (<http://www.elac.edu/faculty/oie/Annualupdates.html>). The completed student service Annual Update Plans detail the resources needed to satisfy the recommendations of the Comprehensive Program Review and/or meet college planning objectives. The vice president of Student Services completes an annual cluster plan that details the priorities of the Student Services Division as related to resource allocations. These priorities are reviewed by the Shared Governance Council, Budget Committee, and Educational Planning Subcommittee. An example of the results of this type of evaluative process is the recommendation from the Hiring Prioritization Committee for additional counselors to be hired. This exemplifies the process of regular evaluation of student services and a resulting augmentation to meet student needs.

Most student service units received a recommendation during their comprehensive program review process to create and administer point-of-service surveys to determine the quality of student services and the level of student satisfaction. In response to this recommendation, the Office of Institutional Effectiveness (OIE) began a search for an effective software system that could be utilized for regular evaluation of student services and other college units. In summer 2009, the college purchased the Class Climate system, which is capable of administering paper and web-based surveys. The OIE met with the vice president of Student Services and the directors of each student service unit. This group collaborated to develop quality assurance and student satisfaction measures to be used for all student services. In addition, each unit worked with representatives from the OIE to create additional unit-specific questions to provide data on the work of each unit and the degree to which they are meeting their unit goals. When

appropriate, the OIE sought to create measures that would provide data related to the unit's Student Service Outcomes (SSO).

In fall 2009, each student service unit distributed the point-of-service survey to students seeking their services (**CR.5.2 – Examples – Student Services Point-of-Service Surveys 2011**). More than 1,000 surveys were collected. The results indicated a general satisfaction with the services provided. However, each measure was reviewed with the unit directors and college researchers. Any measure ranking lower than the average for that unit was highlighted for follow-up. Point-of-service surveys will continue to be administered on a regular basis.

Although point-of-service surveys provide indications of overall quality, they only target those already receiving the services and do not assess actual usage among the general student population, nor do they assess whether there are any barriers to service. These shortcomings proved to be problematic in that the demographic of those completing the point of service survey did not match the overall campus population. To address this issue it was determined that a general student survey was needed in order to determine the effectiveness of student services.

To enhance the evaluation of student service offerings, the OIE developed a general student survey that was administered to a random sample of ELAC students. The need for this type of assessment was confirmed by the results of the point-of-service surveys which indicated that more than 50 percent of students surveyed were full-time students. This trend did not match the student population, which is only 25 percent full-time. In January 2010, the college's assistant research analyst completed a report detailing the methods for administering a general student survey to a random sample of ELAC students. In spring 2010, the general survey was administered, which focused on the use, awareness and satisfaction with the student services provided. The survey resulted in 3,193 completed surveys. The results, which can be viewed at

(http://www.elac.edu/faculty/oie/campus_surveys/Student%20services%20by%20enrollment%20status%20report.pdf) indicated that a key weakness of most units was that many students were unaware of the services available to them. As an example, over 20 percent of students reported having no awareness of counseling services, even though this is a primary need for all students. Over 40 percent reported having no familiarity with the Transfer Center. This data was submitted to the Student Services Division and to the college through the Strategic Planning Committee data report. The overall results were incorporated into the college evaluation for the new Strategic Plan. Individual results were used by the student service units to plan improvements. As an example, the Transfer Center has used the results to justify increased in-reach to the campus community to expand awareness of the services provided.

The college plans to continue this method of regular evaluation by alternating between point-of-service surveys and general student body surveys. The next round of point-of-service surveys (in progress at this writing) will be followed by another general student survey in the 2012-2013 academic year. The results of these two surveys will be compared to the previous surveys to determine if any progress has been made.

College Recommendation 6: Decision-Making Roles and Processes

In order to meet standards and improve communication and continuity, the team recommends the college fully develop a formal written policy describing its governance and decision making structures and processes. The policy should define the roles and responsibilities of the constituent groups in governance and then develop methods for the regular assessment of governance and decision making structures, widely distributing the results and using the results for continuous improvement (IV.A.2, IV.A.5).

The intent of the *Shared Governance and Decision-Making Policy Handbook* is to illustrate how decision-making processes at ELAC integrate into the overall Planning, Implementation, and Evaluation cycle of the college. ELAC has sought to establish structures and procedures that promote student success and utilize campus shared governance processes. The *Handbook* serves as a guide for students, faculty, staff, and administrators who desire to be or are already involved in college planning and other campuswide decisions. The *Handbook* includes descriptions of college processes, college committees, and a schedule of college planning, evaluation, and reevaluation.)

The *Handbook* is also used as a reference guide for those who wish to participate in the shared governance system or develop the campus's planning agenda. Each section describes the manner in which decisions are made and the committees responsible for each decision-making area. These processes include thorough and regular evaluation mechanisms for creating a cycle of continuous quality improvement in college practices. As such, the *Handbook* is a living document that can regularly be adapted to any changes made in decision-making processes in an effort to continually improve college governance through the use of regular formative and summative evaluations.

One of the college's Accreditation Response Group (ARG) primary responsibilities is to evaluate and update every other year the *Shared Governance and Decision Making Policy Handbook*. At ARG's meeting of July 15, 2010, it was determined that sections from the first edition would be circulated to each planning and decision-making committee headed by administrative and faculty leaders to identify gaps in the college's current decision-making processes and develop ways to further improve college planning and governance.

The second edition of the *Handbook* was adopted by the Shared Governance Council on January 24, 2011, and is posted on the college website. Elements of the *Handbook* are highlighted in workshops on developing the Annual Update Plan which are presented by the Office of Institutional Effectiveness annually.

The basic process for how the college planning structure itself will be evaluated is described in the *Evaluation* section of the *Handbook*. Every planning and governance committee uses formative and summative evaluations to gauge the degree to which it has been successful. For example, after the Hiring Prioritization Committee made its recommendations for hiring probationary faculty in fiscal year 2010-2011, the committee began to evaluate its operation. This discussion is ongoing.

The Office of Institutional Effectiveness (OIE) oversees the formative evaluation process. Each planning agenda item has a responsible entity assigned to ensure that the agenda item is met. Each year, the responsible entities submit a narrative describing the progress made, any obstacles encountered, and whether there is any need for changes associated with the objective or action items. These narratives serve as a historical knowledge base for future planning and college decision-making. In the event that a planning objective is found to no longer be relevant or needs to be modified, the narrative assists the planning committees in understanding the practical limitations faced by those attempting to implement the college's planning agenda and to create more appropriate goals for the institution.

The results of formative and summative evaluations are distributed to the campus community via the Office of Institutional Effectiveness website and through the corresponding governance groups. The evaluations are used to stimulate a campus dialog on decision-making processes and the needs of the campus community.

Initial evaluations have indicated a need to improve the process for evaluating the effectiveness of committees themselves as well as their planning procedures and successful completion of goals. Among

other methods, it is anticipated that revisions will focus on the development of annual committee evaluations that assess the role of the committee in the college planning process and the effectiveness of those serving on the committee. The Office of Institutional Effectiveness will conduct further survey evaluations in all major committees, and a description of these procedures will be included in the third edition of the *Shared Governance and Decision-Making Policy Handbook*, scheduled to be distributed in January 2013.

District Recommendation 1: Financial Resources and Board Administrative Organization

In order to improve, the post-retirement health liability should be carefully monitored for the potential fiscal ramifications that could arise over the next few years (IV.B.3.e).

The LACCD took significant steps to address the issue of its unfunded liability for retiree health care in fall 2006 by negotiating an agreement, approved by the District's six unions and its Board of Trustees, to begin pre-funding a portion of its unfunded obligation. The District annually directs 1.92 percent of the previous fiscal year's full-time employee payroll into an irrevocable trust, managed through CalPERS. In addition, an amount equivalent to the District's annual Medicare D refund was also diverted from the District's operating budget into the trust. In 2007, Governor Schwarzenegger's Commission on Public Employee Post-Employment Benefits issued a report in which the LACCD's prefunding plan was cited as a best practice (**D.1.1 - Funding Pensions and Retiree Health Care for Public Employees, a report of the Public Employees Post-Employment Benefits Commission, pp. 169-173**).

The Fair Market Value of the Trust on September 30, 2011, was \$35,132,579.64 (**D.1.2 - California Employer's Retirement Benefit Trust Quarterly Statement, September 30, 2011**).

In 2009, facing a state budget crisis and enormous increases in the cost of health benefits, the District's Joint Labor-Management Benefits Committee (JLMBC) took action to reduce the cost of health care coverage for both active and retired employees. After a great deal of research and discussion, the JLMBC voted and the Board approved the move to health care plans administered by CalPERS, which took effect January 1, 2010 (http://www.laccd.edu/board_of_trustees/board_minutes/documents/7-15-09minutes.pdf pp. 8-10). Because of the significantly lower retiree benefit costs under CalPERS, the district has reduced its GASB obligation by about \$97 million (**D.1.3 - Los Angeles Community College District Postretirement Health Benefits Actuarial Valuation Study, September 22, 2010**).

The decision to move the District's health care plans to CalPERS was an important step to help to control spiraling health care costs and reduce the District's post-retirement obligation. Reducing the District's post-retirement healthcare liability by \$97 million demonstrates the LACCD's clear commitment to monitoring this issue.

Although the District does not fully fund the annual (accrued) OPEB cost calculated based on the Annual Required Contribution (ARC), under the current plan, the District has committed to fund each year out of the General Fund the annual retiree health benefit payments (\$23,117,855 for fiscal year 2011) plus a 1.92 percent of the previous fiscal year's full-time employee payroll and Medicare Part D refund invested into the CalPERS irrevocable trust. The contribution for fiscal year 2010-11 totaled \$33,804,289, which was more than 82 percent of the Annual Required Contribution (ARC) of \$40,908,000. The District monitors its liability and continues to assess the adequacy of its annual contribution.

Considering that each year the District prefunds 1.92 percent of the total full-time salary expenditures in addition to the annual pay-as-you-go amount, the District will accumulate sufficient funds invested in the irrevocable trust over the next 15 to 20 years to fully fund the ARC and significantly reduce the unfunded

liabilities. Even though, over the last three years, the District received less funding from the State due to the budget crisis, the District has not interrupted its annual contribution under the plan. The District is committed to continuing the current contribution plan and will ensure that adequate cash will be available to pay for OPEB liabilities when those costs become due.

District Recommendation 2: Board and Administrative Organization

In order to improve, both the district and the college need to evaluate the consistent adherence in practice to the recently developed delineation of operational responsibilities and functions (IV.B.3.a).

The District has been actively engaged in addressing this standard since it participated in the ACCJC's first Multi-College Pilot Program in 1999. Several generations of functional maps delineating the mutually-defined operational roles and responsibilities of the district system and the colleges have been produced since then. The version in place at the time of the last comprehensive site visit in March 2009 was the *2008 Functional Map*, a 130-page document containing descriptions of the roles of the Board of Trustees and its committees, the functions and membership of 56 districtwide governance and administrative committees, a definition of the functional relationship between the district and the nine colleges, a grid of District Office Service Outcomes detailing the function of each division and administrative unit and outlining its relationship with its college counterparts, and flow charts showing participation in administrative processes ([D.2.1 – 2008 Functional Map](#)).

Although the evaluation teams concluded that the *Functional Map* may not have been sufficiently publicized at the campus level, they felt that it did successfully delineate the roles and responsibilities of the district and the colleges ([D.2.2 – ELAC Report, p. 49](#); [Trade Report, p. 48](#)). However, the teams felt that the District needed to take the additional step of evaluating the accuracy of the delineation of district/college roles and responsibilities and use the information to improve effectiveness.

To respond to this recommendation, the District Planning Committee (DPC) created a project that culminated in a full assessment and revision of the *2008 Functional Map* ([D.2.3 – DPC Process for Addressing District Recommendations](#)). This process engaged faculty, staff, administrative, and student leaders in a dialogue on the mutual roles and responsibilities of the colleges and the district system.

The following activities were undertaken:

- So that District Office Service Outcomes would accurately reflect operational responsibilities, in fall 2009, all District Office administrative units reviewed the sections that described the relationship between their units and their college counterparts. They checked for accuracy, simplified and condensed descriptions, when possible, and made sure that outcome measures were feasible and appropriate. The new draft version was circulated among primary user groups for critique and comment ([D.2.4 – District Office Service Outcomes Review Process](#)) and suggestions were used to produce a final version of the service outcomes.
- All standing districtwide committees and councils were asked to revisit and revise their descriptions using a new template to provide uniform information on the committees' description and charge, reporting authority, consultation and collaboration, chair and membership by position, meeting dates and times, and date of annual self-evaluation and goal setting ([D.2.5 – Committee Evaluation Template](#)). Revised descriptions with templates of more than 50 districtwide committees were created for inclusion in the new handbook.

- Realizing it was necessary to include more detail on districtwide governance, planning, and decision-making processes, the DPC incorporated additional sections to clarify the principles of governance in a partially decentralized district, policy formulation processes, the roles and responsibilities of stakeholder groups and districtwide committees, and the process and timeline for cyclical evaluation of effectiveness and revision of the new handbook. This was done in conjunction with a districtwide effort encouraging the nine colleges to document their governance and planning processes by creating college handbooks (**D.2.6 – DPC Goals**). After researching several models, the DPC designed a guide for colleges to use (**D.2.7 – Governance Handbook Template**). The DPC reviewed the new segments and members of appropriate stakeholder groups reviewed sections on participatory governance.
- The DPC also launched a survey to assess the accuracy of the current definition of the district/college relationship. The results were used to create an assessment report with action items for continuous improvement of district/college role delineation. [See Response to District Recommendation #3.]

All of these efforts led to the replacement of the 2008 functional map with the *LACCD District/College Governance and Functions Handbook*, which was approved by the Board of Trustees in March 2010 and was posted on the District website and distributed to the colleges and constituency groups (http://www.laccd.edu/inst_effectiveness/documents/RevCopyofHandbook8-23-2011.doc). The handbook serves as a convenient, user-friendly guide to district/college roles and responsibilities and decision-making processes and provides employees with a more accurate and informed understanding of the District's role in relation to the colleges. It is helping faculty, administrative, staff, and student leaders navigate districtwide governance and decision-making processes more effectively. The Office of Educational Programs and Institutional Effectiveness keeps the online edition updated. Beginning in spring 2012, the handbook will be re-assessed and revised on a two-year cycle. [See response to District Recommendation #3.]

In addition, the institution of Customer Satisfaction Surveys has greatly improved the understanding of roles and responsibilities across the district for all campus constituencies. To assess the District's effectiveness in providing services, these surveys for every major service unit in the District Office were piloted in fall 2008 and continue to be collected (**D.2.8 – Customer Satisfaction Surveys**). The results are used to measure the effectiveness of support services, leading to improvement of unit performance and the refining of District Office operations.

For example, respondents answering the Human Relations survey reported that they needed to increase their knowledge about the products, services, and staff in that division. In response, the HR Division created a series of publications called HR Guides and other useful resources, which are posted on the District's intranet. The division also established an HR help desk.

When District IT sent out its satisfaction survey, most colleges overwhelmingly responded that they were dissatisfied and frustrated with the current Student Information System, which was purchased in 1982. Consequently, a consultant firm was brought in to assess District needs and a new Student Information System was added to the list of Proposition J bond projects.

As a result of another satisfaction survey report, the Office of Diversity Programs concluded that it needed to provide more training in compliance issues (e.g., sexual harassment and reasonable accommodations), to provide guidance, leadership, and direction on diversity and equal employment issues (so as not to be only associated with investigations of complaints), and to continue providing technical assistance to colleges on prohibited discrimination complaints. Since receiving this feedback, the Office of Diversity Programs has provided more training and assistance to the colleges.

District Recommendation 3: Board and Administrative Organization

To meet standards, develop and implement methods for the evaluation of role delineation and governance and decision-making structures and processes for the college and the district. Widely communicate the results of the evaluation and use those results as the basis for improvement. (IV.B.3.g)

The LACCD has been continuously delineating the roles played by the District and the colleges and has a long history of active participatory governance at the district level; however, the effectiveness of its role delineation and its decision-making processes had not been formally assessed prior to the ACCJC evaluation team site visits in spring 2009. In response to the teams' recommendations, in fall 2009, the District Planning Committee (DPC) took steps to implement a new cyclical process for self-assessment.

First, in fall 2009, the DPC conducted a survey of the accuracy of the definition of the district/college functional relationship as documented in the *2008 Functional Map*. Given the size and scope of district operations, the DPC decided to survey faculty, staff, administrative, and student leaders who participate directly in administrative or decision-making processes that involve active district/college collaboration. Respondents were asked to indicate their level of agreement with statements on whether the delineation accurately reflected the roles of the District in relationship to the colleges and were also invited to offer suggestions to make the descriptions more accurate and for administrative or operational changes that they believed would improve district/college effectiveness ([D.3.1 – District/College Roles and Functions Survey](#)).

The results of the survey, completed by 185 respondents, were presented to the DPC in January 2010 for review and analysis ([D.3.2 – DPC Minutes, January 29, 2010](#)). Suggestions to improve the accuracy of the description of the district/college functional relationship included making the delineation of functions as brief as possible, adding a glossary of terms, and including the names of those responsible for various functions. Suggestions for improving the district/college relationship included improving communication, streamlining operations, creating a districtwide ombudsperson to channel concerns, and more time spent by District senior staff at the colleges.

The DPC issued an assessment report that analyzed and summarized this project ([D.3.3 – District/College Roles and Functions Assessment Report](#)). Although most college leaders endorsed the accuracy of the delineation of district/college operational responsibilities as defined in the original *Functional Map*, to address some of the issues raised, the report included these recommendations:

1. Review the District Budget Process
2. Optimize District/College Administrative Operations

[Follow-up efforts for #1 are described below, since this recommendation was also made in the governance survey assessment report. Follow-up on #2 is handled by the District Office on an ongoing basis -- it reviews the results of Customer Satisfaction Surveys and makes changes in its processes, when necessary. See examples described in the response to District Recommendation #2.]

Also in fall 2009, the DPC conducted a survey of stakeholder satisfaction with districtwide participatory governance, targeting faculty, staff, administrators, and student leaders directly involved in some form of district- or college-level governance ([D.3.4 – Districtwide Governance Survey](#)). Respondents were asked to indicate their agreement with 21 questions about the roles played by stakeholder groups, the effectiveness of decision-making processes, administrative and Board support of participatory governance, and the effectiveness of decision making in relation to the District's stated mission. In addition, respondents were invited to indicate problems and suggest solutions.

On the 311 surveys completed, results indicated generally positive approval of district-level governance overall, tempered with concerns about the effectiveness of communications, the transparency of decision-making processes, and the level of centralization. Most of those surveyed agreed that all stakeholder groups play an appropriate role and are effectively represented in district-level decision making and that the Board supports participatory governance at the district level. Suggestions included more use of video conferencing, e-bulletin boards, periodic status reports to the colleges, open forums, and a web page dedicated to fiscal transparency. Some felt that the colleges need more freedom to make their own decisions and indicated that geographical dispersion and the large number of stakeholder groups make district-level governance cumbersome and time-consuming, which discourages participation and distances district-level activity from realities at the colleges ([D.3.5 – Districtwide Governance Survey Results](#)).

In spring 2010, the DPC issued a report summarizing and analyzing the results of the survey ([D.3.6 – Districtwide Governance Assessment Report](#)) and included four action plans for improving district-level governance and decision making processes. The report was approved by the Board in March 2010 ([D.3.7 – Board Minutes, March 10, 2010](#)) and communicated to key stakeholder groups, including the Chancellor’s Cabinet, the three administrative councils, the District Academic Senate, the AFT Faculty and Staff Guilds, the colleges’ Academic Senates, and the colleges’ shared governance councils.

The four action plans were the following:

1. Implement a Districtwide Communications and Transparency Initiative
2. Review the District Budget Process
3. Streamline District-level Governance and Planning Processes
4. Enhance Professional Development on District Governance

The following steps have been taken to implement the recommended action items:

1. Implement a Districtwide Communications and Transparency Initiative

In the past year, the District Office of Educational Programs and Institutional Effectiveness has done the following to improve communication and the flow of information between the District and the colleges.

- Established a new link, District-level Governance Committees, on the District home page and moved agendas and minutes from the intranet to the new LACCD 411 page (http://www.laccd.edu/inst_effectiveness/DL_Governance_Committees/).
- Collected and posted minutes of key District committees whose minutes were not current; the minutes are now up to date.
- Added a search feature so that visitors can search for information in the minutes. In the first two months of being posted, the page had over 600 hits.
- Reminded district-level governance chairs of their responsibility to send agendas to the IE Office at least 72 hours before each meeting as well as approved minutes following the meetings for posting on the District website.
- Posted information on major District student success initiatives on the homepage – visitors to www.laccd.edu who click on “What’s New” will find information on District Strategic Planning, Achieving the Dream, and the Student Success Initiative.

So that the flow of information can be a two-way street, District IT will pilot a system to allow college constituents to comment and provide feedback on documents, such as plans and proposals, posted by District committees. In August 2011, District IT began the process of

completely revamping the District Office website (**D.3.8 – District Website Redesign Kick-Off Meeting**), to be launched in May 2012.

The new District chancellor, who took office in August 2010, made a commitment to improving communication between the District and the colleges. The Chancellor’s Office issues frequent bulletins to all employees at the colleges with budget updates and relevant information, including resolutions passed by the Board (**D.3.9 – Chancellor’s Bulletins**).

The new chair of the District Strategic Planning Committee made a similar commitment to improve communication. At its July 2011 meeting, the committee discussed the Strategic Plan Communications Plan (**D.3.10 – District Strategic Plan Communications Plan**), which is designed to increase employee understanding of how their roles relate to the strategic plan. The committee will conduct a pre- and post-assessment. The goal is to increase the percentage of employees who understand the relationship to 50 percent above the baseline by June 2012.

2. Review the District Budget Process

The Executive Committee of the District Budget Committee (DBC) has been reviewing the District’s current budget allocation formula, examining base allocations, the use of ending balance policy, assessments for District Office operations, enrollment growth targets, and the college deficit repayment policy. It has been looking at other multi-college district budget models to determine whether it is necessary to develop a new model or make changes to the current one.

In January 2012, the committee issued a draft proposal to revise its budget allocation process, based on a review of current mechanisms (**D.3.11 – Report and Recommendation of the Executive Committee of the DBC January 2012**). The recommendation, to increase the colleges’ basic allocation to include the costs of minimum administrative staffing and Maintenance & Operations, will go to the DBC for a vote on February 15, 2012.

3. Streamline District-level Governance and Planning Processes

The DPC designed a process for the annual self-evaluation of district-level participatory governance committees to assure that activities align with the committees’ charges, solicit reflections on achievements, and generate recommendations for improvements. To guide each committee’s self-evaluation, the DPC designed a Districtwide Governance Committee Self Evaluation Form, an assessment template originally piloted at Los Angeles Mission College. It requires committees to provide information on such aspects as a monthly summary of major issues addressed, accomplishments, obstacles to effective functioning, and future goals. District committees performed the self-evaluation process in 2010 and 2011 (**D.3.12 – District Committees’ Self Evaluation**). District-level governance committee self-evaluations will be conducted every year and results will be reported to the Board as part of its annual review of district effectiveness (**D.3.13 – Board of Trustees Effectiveness Review Cycle**).

The DPC will ensure that the District takes steps to follow up on recommendations stemming from the biennial governance assessment cycle and the annual self-assessment of District governance committees so that governance processes can be continuously improved.

4. Enhance Professional Development on District Governance

The District Academic Senate is taking the lead on this by hiring a multimedia specialist to develop an online professional development training module, which will be posted on the District

website for use in training constituents about the inter-connection between local shared governance decision-making structures and district governance.

Both of the comprehensive assessment efforts described above led to the creation of the new *LACCD District/College Governance and Functions Handbook* [See the response to District Recommendation #2].

To close the loop on its biennial cycle of governance assessment and improvement, in spring 2012, the DPC will send out a revised assessment survey. The results will be used to craft new recommendations to improve district-level governance and decision-making processes and be included in the new *Districtwide Governance Assessment Report* to be issued in late spring 2012. The results of this assessment, along with specific recommendations for further improvement, will be presented to the Board of Trustees in a new report, and districtwide governance and decision-making processes will be re-assessed and refined every two years.

The District's follow-up regimen – the newly implemented biennial governance assessment cycle and the annual self-assessment of District governance committees – was created to improve district-level governance and decision-making processes and ensure that ongoing efforts to enhance district-wide decision-making are sustainable and lead to continuous improvement of governance processes. The Board's new District Effectiveness Review Cycle is expected to increase the Board's ability to monitor districtwide progress on all district-level strategic goals and Board priorities and help guide district-level decision making.

SELF-IDENTIFIED ISSUES – PROGRESS

Student Learning Outcomes

During the self study year, as the contributors to the self study prepared responses for the standards based on extensive dialogue, the need for a number of planning agenda items related to student learning outcomes became apparent. Most of them have been addressed in Recommendation 3. Further details are presented in this section.

Standard I.A.1. The institution establishes student learning programs and services aligned with its purposes and its student population.

Planning Agenda #1 (Oversight: Coordinator, SLOs; Dean, Institutional Effectiveness; and Academic Senate)

In consultation with the college's Academic Senate, the Research and Planning Office (now Office of Institutional Effectiveness) will develop an integrated system of measurement that accounts for Student Learning Outcomes and their connection to achieving established College Core Competencies (now Institutional Learning Outcomes). Research and Planning will then integrate this data along with the ongoing College Profile Data to assess whether the college is fulfilling its mission to its students and community.

Response

As explained in Recommendation 3, after the SLO coordinator and campus researcher attempted initial analysis of mapping the course assessment results to the ILOs, it became clear that the course-level outcomes mapping was an ineffective means of assessing institutional learning outcomes. The SLOAC (now Learning Assessment Advisory Council) decided that mapping would be more effectively accomplished at the program level. Current efforts are focused on developing an appropriate alignment between course and program, and program and institutional outcomes. This work includes a focus on the integration of program- and course-level outcomes into the program review cycle and the use of this data as a means of assessing institutional learning outcomes.

Standard II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Planning Agenda #2 (Oversight: Coordinator, SLOs, and Dean, Institutional Effectiveness)

Student Learning Outcomes (SLO) activities will be implemented in all courses. The college will rely on the program review process to maintain the educational integrity of all programs regardless of delivery method.

Response

The college relies heavily on the program review process to evaluate the integrity of the programs it offers. The Office of Institutional Effectiveness, in collaboration with the Strategic Planning Committee, has produced multiple reports on the successful outcomes of students, which have included an investigation of the modality and location of course offerings. These reports have demonstrated that students at the college's main off-site location, South Gate Educational Center, are succeeding at near equivalent rates as the students at the main campus. Those in distance education courses have been shown to be less successful, and the college has engaged in a collective effort to investigate the determining

factors for student success in these courses and develop effective strategies through the college Distance Education Committee.

Standard II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Planning Agenda #3 (Oversight: Coordinator, SLOs; and Dean, Institutional Effectiveness)

The SLO coordinator and facilitators will work with departments and administration to complete the SLO cycle in every campus unit.

Response

The SLO coordinator and facilitators have worked with departments and administration to complete the SLO cycle in every campus unit. [Please see Recommendation 3.]

Standard II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Planning Agenda #4 (Oversight: Coordinator, SLOs; and SLO Committee)

The SLO Committee, which is in the process of developing the SLO Assessment Committee (SLOAC), will validate the assessment tools, review data collected, and ensure the core competencies are addressed.

Response

The SLO Assessment Committee (SLOAC) was formed. SLOAC members hear the reviews of all end-of-the-year SLO reports given by the SLO facilitators, and they analyze the use of assessment results for trends to inform the college community of needed changes, and to improve institutionwide student learning by making recommendations of any institutional changes needed as supported by SLO assessment to the Academic Senate and the Educational Planning Subcommittee. In September 2011, SLOAC was renamed and is now known as the Learning Assessment Advisory Council (LAAC).

Standard II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs, including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Planning Agenda #5 (Oversight: Coordinator, SLOs, and Dean, Institutional Effectiveness)

The college will ensure that SLOs and assessments are developed for all courses and programs, and will link them directly into the college's Core Competencies. Results will be aggregated into institutional information with the expansion of activities by the Research and Planning Office to continually assess the effectiveness of all programs.

The Office of Research and Planning is also creating a template for a new Internet-based Research and Planning newsletter.

Response

Please see Recommendation 3 and Planning Agenda II.A.2.a.

The Office of Institutional Effectiveness, formerly Research and Planning, regularly produces a newsletter to provide faculty with insights into institutional data on student outcomes ([PA.5.1 – OIE Newsletter](#)). In addition, the Office of Institutional Effectiveness has increased the data provided to departments and decision-making committees. The focus of this additional data has been creating data that meets the needs of campus leaders and moving the campus to evidence-driven discussions on student learning and student success. The campus has also joined the Achieving the Dream (AtD) initiative. Through this effort, the Office of Institutional Effectiveness will also produce AtD newsletters with an emphasis on longitudinal student outcomes, equity, and student success ([PA.5.2 – AtD Newsletter](#)).

Standard II.A.2.i. The institution awards degrees and certificates based on student achievement of a program’s stated learning outcomes.

Planning Agenda #6 (Oversight: Coordinator, SLOs, and Dean, Institutional Effectiveness)

The college is in the process of developing Student Learning Outcomes (SLOs) for courses and for degree/certificate programs. Development of SLO assessment tools will enable departments to assess a student’s achievement of a program’s stated learning outcomes. The college will more effectively link achievement of program SLOs with the granting of degrees and certificates.

Response

Please see Recommendation 3. The Program Review Annual Update allows for discussion of what has been learned from course-level SLO assessment and to delineate any needs. PRVC is currently constructing an updated Comprehensive Program Review form that will include PLO reporting, discussion of assessment results, and how those results align with the degrees and certificates awarded by the college.

Standard II.A.3.a. General education has comprehensive learning outcomes for the students who complete it, including the following: An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

Planning Agenda #7 (Oversight: Coordinator, SLOs, and Dean, Institutional Effectiveness)

The college will create programmatic SLOs, including creating specific outcomes for students completing the General Education portion of each program.

Response

Please see Recommendation 3.

Standard III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Planning Agenda #8 (Oversight: Coordinator, SLOs; PRVC; and Dean, Institutional Effectiveness)

The use of added evaluation components will help SLOs become a greater part of the college culture. The use of SLOs as component of the unit’s Program Review and Program Review Annual Update will also assist in the development of interdisciplinary discussions on student learning and the effective use of SLOs.

Response

SLOs have been integrated into the college's annual update process as a component of the college's overall program review process. This integration includes the ability of departments to request additional resources needed to implement changes resulting from the analysis of SLO assessment data. See page 5 of the Annual Update Plan 2011-2012 (<http://www.elac.edu/faculty/oie/programreview.html>).

The Faculty AFT contract states that faculty can be evaluated on their participation in the SLO process. See page 185 of the contract (http://www.laccd.edu/faculty_staff/hr/documents/2008-11FacultyContract.pdf). However, the campus SLO mission statement clearly states that the college's purpose for assessment is to improve student learning, and the results of assessment will not be used to evaluate faculty performance (<http://elac.edu/departments/slo/index.htm>). Further, the college's current Mission Statement clearly demonstrates the college's commitment to student success and making data-supported decisions, with the assessment of SLOs being one piece of evidence used in decision making.

Other Self-Identified Issues

Standard I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and educational processes.

Planning Agenda #9 (Oversight: Student Success Committee)

It is one thing to create action plans, but another to implement them. Part of the college planning agenda for Student Success and Basic Skills must be to implement the four newly created action plan matrices. The Student Success Committee has formed four ad hoc task forces, one for each matrix, which will identify actions to be taken, implement and supervise these actions, and determine how they will be budgeted for the next one to two years. This will depend on the coordinating efforts of the new associate dean.

Response

The associate dean position was not filled. To compensate, the college utilized the team approach, creating four co-chairs/captains to lead the Student Success Committee and Basic Skills Initiative efforts. Through institutional dialogue, the college has developed a campuswide initiative to partner with Achieving the Dream (AtD), described in Recommendation 2. Through this work, the college's action plan matrices have evolved into four campuswide student success goals that align with its educational planning goals: (1) expand the college's bridge program, (2) launch a new software that tracks student interactions in the resource centers, (3) review gatekeeper courses, and (4) increase participation in faculty development programs. Based on data received from the Achieving the Dream focus groups and other data-gathering methods, the Student Success Committee will forward recommendations to the appropriate shared governance committees for institutional implementation, assessment, and evaluation.

Standard I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Planning Agenda #10 (Oversight: PRVC and Division Vice Presidents)

The PRVC, in collaboration with the vice presidents of all divisions, will oversee the development of structures and processes that will formalize the use of departmental planning processes and measures of effectiveness through Program Review in budget allocation. The college Budget Committee will review the collegewide structure and process for the allocation of discretionary funds established in 2005 to

assess its applicability toward current budget allocation. Upon full assessment and confirmation of these processes, they will be forwarded to the ESGC for approval.

Response

The Program Review and Viability Committee established a process in 2009 to use annual updates as a central mechanism for requesting and determining the allocations of resources. Development of an annual update, detailed in the college's *Shared Governance and Decision Making Policy Handbook*, provides the first step in the collegewide budgeting process. Each department or unit is responsible for reviewing their area to determine what resources are needed to best meet student needs and that will impact student outcomes in a manner consistent with the college mission and strategic plan. The annual update includes sections dedicated to the advanced planning of curriculum development, the use of SLOs to determine student need, responses to previous comprehensive program review recommendations (comprehensive reviews occur on the college's six-year planning cycle) and departmental planning.

The completed forms are delivered to the individual committees responsible for prioritizing faculty hires and special funds, such as Perkins funds and State Equipment funds. The remainder of the requests is reviewed by the vice presidents and associated deans over those areas. These administrative representatives review the requests in context and determine which requests are needed to maintain essential college functions, which are desirable as they relate to the college's ability to progress toward achieving its strategic planning goals and which are not prioritized at this time. Each of the vice presidents completes a cluster plan which details the priorities of those areas and lists the funded and unfunded items. These reports are submitted to the Budget Committee for a collegial discussion on the funding priorities of the college and a recommendation is made, via the Shared Governance Council, to the college president for the incorporation of these items in the college's budget (**PA.10.1 – Budget Committee and ESGC Minutes**).

The college has recognized the need to continually assess the degree to which its processes are purposeful and effective. Annually, the Office of Institutional Effectiveness solicits feedback from department chairs, administration and decision-making committees in an effort to improve and streamline the budget allocation process and enhance the college's ability to fund those areas most needed to enhance student learning. Each year, the PRVC has reviewed and made changes to both the process and the forms to enhance the overall process.

Standard II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

AND

Standard III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.

Planning Agenda #11 (Oversight: Academic Senate)

The District Academic Senate has almost finalized an Academic Freedom policy that is similar to the one used by the California State University system. When approved, the college will print that statement in its Catalog.

AND

Planning Agenda #12 (Oversight: Academic Senate)

The Academic Senate will work toward reviving its inactive Ethics Committee.

Response

The Academic Senate formally acknowledged Board Rule 1204 regarding academic freedom and code of ethics at a Senate meeting on October 25, 2011. ELAC does not have its own policy on academic freedom, but in the coming months, the Senate Executive Committee will propose a policy to the faculty that is reflective of how academic freedom is perceived by those at ELAC.

In reviewing its committee make-up and structure, the Senate Executive Committee decided not to pursue the reactivation of the Ethics Committee. However, as the Senate reviews the Board Rules detailing the code of ethics and develops its own code of ethics and academic freedom policy, the Senate will reconsider the activation of an Ethics Committee.

Standard II.B. Student Support Services: The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Planning Agenda #13 (Oversight: Vice President, Student Services)

The Student Services Division will annually review and update its cluster plan and develop strategies to improve student services.

Response

As previously described in Recommendation 5, the Student Services Division reviews the Annual Updates from each student service unit. The division vice president analyzes the needs of each unit and proposes campus funding priorities for the improvement of student services. These efforts result in a list of funding priorities that meet the college's strategic planning goals. To inform departments and units in the annual update process and the division in its analysis, the college has conducted regular evaluations of its student services. These evaluations have included point-of-service surveys, as well as a general campus survey, to determine the awareness, use, and satisfaction with each service. The college has also sought to improve the data systems to inform decisions in the student services area. Most of student services are now located in a single student services building, which opened in fall 2011. This building was designed with input from user groups to ensure that the facilities could adequately address student needs.

Standard II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Planning Agenda #14 (Oversight: Vice President, Student Services)

The college needs to hire regular staff that can be trained in all aspects of student services programs to provide direct information and service in the morning and evening at the Rosemead Center. The college also needs to hire a Student Services Specialist and cross-train him or her in the diverse student services programs and services provided to students for the Rosemead Center by the spring 2009 semester.

Response

The Rosemead Center serves as a swing space for ELAC and is a temporary location, with the lease scheduled to end in 2013. A full-time academic administrator manages the location. The college moved the Community Services Operation to Rosemead Center to provide oversight to the Rosemead Center and direct students to the appropriate services. The Community Services operation is open six days a week, with business hours from 8:30 a.m. to 10:00 p.m. An administrator is assigned nightly duty Monday through Thursday from 5:30 pm to 10:00 p.m. to coordinate evening hours support. A Student Services Specialist was not hired for this location due to the short-term lease agreement and the fact that the facility serves as a swing space and not as an educational center. Currently, students are directed to the main campus for assessment and financial services. The number of students needing these services is small since many students have classes at both the main campus and at the Rosemead location.

Planning Agenda #15 (Vice President, Student Services, and Chair, Counseling Department)

The college needs to work with off-campus vendors to investigate the feasibility of increasing web-based student services in the areas of Admissions, Counseling, and Financial Aid. The college will also investigate the feasibility of an online counseling system to increase access to services for online and general student populations.

Response

In 2008-2009, the Counseling Department began to utilize the basic email system to address the issue of counseling students online. In June 2009, the Counseling Department, in conjunction with the Information Technology unit, developed a web-based interface to enhance the online counseling advising service.

In January 2011, the Counseling Department implemented E-SARS, the online appointment scheduling system for student use. This provides online access for students who wish to make a counseling appointment via the Internet (<http://www.elac.edu/student-services/counseling/appointments.htm>).

The Counseling Department, in conjunction with Information Technology, has explored the use of the California Community College Confer system (CCC Confer), Veri Show software, and a homegrown Microsoft portal to provide online counseling student appointment services. In spring 2012, the Counseling Department will pilot this online counseling student appointment system.

Standard II.B.3.a. 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.

Planning Agenda #16 (Oversight: Vice President, Student Services, and Dean, Institutional Effectiveness)

By the end of 2008, with the development of Student Service Outcomes (SSOs) and the collection of assessment data, there will be a systematic approach of assessing how the student service units and programs are meeting the needs of the students. The college recognizes the need to provide greater access to student services through improved technology. The Student Services Division is in the process of determining the feasibility of implementing online student services. Specifically, the Student Services Division plans to provide a means through which counseling services can be provided to students over the internet.

Response

As described in Recommendation 5, the college has conducted two rounds of point-of-service surveys and one general student survey to determine the manner in which student services are meeting the needs of students. The first point-of-service survey revealed that students were overwhelmingly satisfied with the services provided. However, these units determined that those being served provided only part of the data that they required. An additional general student survey focused on awareness and use to ensure that services were adequately reaching all populations, regardless of location, modality, or time of attendance. The results indicated a lack of awareness of services in many areas and a lack of use in others. These results gave the information needed to improve student services. A follow-up evaluation at each point of service will be completed in fall 2011, and results will be available in spring 2012. Additionally, the college has engaged in other activities to gain more detailed information. These efforts include faculty inquiry groups on counseling services, plans to incorporate initial counseling and orientation services into the Achieving the Dream evaluation efforts, and data analysis conducted through the Educational Planning efforts.

The Counseling Office conducted a feasibility study and determined that some counseling services could be offered online. The Educational Planning Subcommittee had already listed this goal in the college's *Educational Master Plan* and ranked the need for these services as one of its highest funding priorities. The funding allowed the college to produce an online system for academic advising. Additionally, the college has hired a counselor for the continued development and oversight of these services. Since 2009, the Counseling Department has made significant gains toward offering counseling services online. As previously stated in another planning agenda, the Counseling Department has implemented the use of E-SARS (the online appointment scheduling system) and online counseling advising, and will pilot the online counseling student appointment system in spring 2012.

Standard II.B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Planning Agenda #17 (Oversight: Chair, Counseling Department)

The Counseling Department will develop and implement online counseling by the end of 2008.

The Counseling Department will seek to increase the number of counseling faculty members to meet the increased demand of the growing student population.

By the end of spring 2009, the Counseling Department plans to have established Student Service Outcomes (SSOs) for implementation, and to start the collection of data for review by the fall 2009 semester. This process will include the deployment of a survey system capable of creating Point of Service surveys for all Student Service units including Counseling.

Response

The Counseling Department has worked to increase the services provided to students online. The first achievement was adapting the college's scheduling system to permit students to book face-to-face counseling appointments online. The Counseling Department has also developed an online academic advising system that allows students to receive answers to their questions regarding their academic pursuits (<http://www.elac.edu/student-services/counseling/quickQuestion.htm>). This system falls short of a true online counseling system, which would allow the counselors to work interactively with students to create a Student Educational Plan online. A joint taskforce, composed of representatives from the Counseling Department and IT, is developing a more effective system. To aid in this endeavor, the

college has hired a counselor to work online and has scheduled other existing counselors to work on this system.

The Counseling Office is now incorporated into the college's Hiring Prioritization Committee processes. This has allowed the college to weigh the need for additional counselors in relationship to academic departments. The results have been that the Counseling Department has hired three replacement positions and one growth position. The department will continue to seek additional growth positions through the annual update and hiring prioritization processes.

The Counseling Department had created SSOs that were reflective of the standards as they were understood at the time. Assessments were conducted using general and point-of-service surveys and the data was used to inform decision-making through the department's normal processes and within a special Faculty Inquiry Group. Through the learning process, the department has adjusted its SSOs to be more reflective of the current SLO rubrics and will be entering into re-assessment with new SSOs in this round of surveys.

Standard II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Planning Agenda #18 (Dean, Institutional Effectiveness, and chairs for Chemistry, Math, and English Departments)

The Research and Planning Office and the Chemistry, Mathematics, and English Departments have committed to conducting regular evaluations of the assessment placement instruments in coordination with the Assessment Office and the State Chancellor's guidelines in accordance with Standards, Policies, and Procedures for Evaluation of Assessment Instruments Used in the California Community Colleges.

The college plans to conduct validation studies on newly selected instruments during winter and spring of 2009. Newly validated Mathematics and English assessment tests will be deployed thereafter. These efforts have been integrated into the Basic Skills Planning Matrix for the 2008-2009 academic year. Regular evaluations will be conducted on each instrument on a continual basis.

Response

As part of the college's *Educational Master Plan*, the college sought to implement computer-based adaptive testing instruments. This process began in 2009 with an evaluation of the current instruments used for math and English assessments. The results of this assessment were three-fold. First, the use of a single written instrument for multiple years raises concerns regarding test security and the integrity of the testing process. Second, scheduled paper-based sessions were inconvenient for students and forced students to be present for at least two hours and up to three hours. The use of a computer-based system would allow an open-entry lab environment for assessment. Lastly, many students were placed into additional assessments, requiring the student to return to the college or have no placement. This was especially the case in math, which had four test levels that students selected. Up to 20 percent of students were mandated to reassess, and in some years as many as 12 percent were still requiring a reassessment at the end of the year. The result of this analysis was a faculty vote in both departments to select new testing instruments from state-approved, computer-based instruments.

Following this initial decision, each department organized a group of faculty to review the state-approved instruments and select one as the college's placement tool. These groups met and reviewed the instruments for content validity, appropriateness for the student population and the usability of the tool itself. Each department voted and *Accuplacer* was selected for English and math, while *Compass* was selected for ESL. After confirming the selections, the college conducted validation procedures for the

initial cut scores. As described in the matriculation guidelines, initial cut scores require only content validation with a plan for quantitative analysis for criterion validation and to evaluate disparate impact. Compass validation involved this type of content validation. Accuplacer is being used at multiple colleges within the district. For initial cut scores, the college evaluated the success rate of each college's placement model and the correlation between raw scores and success in the placed course. Informed by the content validation and quantitative data, each department selected initial cut scores. These scores went into effect in January 2011. The college has an assessment plan in place to evaluate the success rate of students taking the recommended courses at the end of fall 2011. The initial enrollments in spring 2011 were not substantial enough to allow a thorough analysis since those taking the new placement tests were doing so at a time in which most math and English courses were already full.

Chemistry conducted an evaluation of its testing instrument in 2009. In addition to using state-recommended content validation techniques, the assessment instrument was administered to entering Chemistry 101 students and exiting Chemistry 065 students. Based on both sets of data, the Chemistry department set initial cut scores for its placement instrument.

Standard II.B.3.f. 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.

Planning Agenda #19 (Oversight: Dean, Admissions and Records)

The college's Admissions Office will seek the additional staffing resources to dedicate to directly scanning or contract scanning of all admission documents to an outside company. The admission forms will be redesigned for the ease of indexing and scanning into the computer database.

Response

The college complies with Board Rule 7708, which classifies all admission documents as either permanent records, optional records, or disposable records. All permanent records were scanned to electronic format several years ago with back-up files maintained by campus IT and an outside scanning company. The college has hired a staff person to specifically input all new incoming permanent records into the scanning system. All classes of Admission records in hard paper format are stored in fireproof cabinets within a fireproof vault until scanned into the system. Disposable records are stored for approximately two years and are destroyed according to Board Rule 7709.1 procedures (http://www.laccd.edu/board_rules/documents/Ch.VII-ArticleVII.pdf).

The college release of student records complies with LACCD board rules and Federal FERPA regulations (http://www.laccd.edu/board_rules/documents/Ch.VIII-ArticleIV.pdf). Transcripts, enrollment information for a student, or student records are released to the requesting student or other educational institute based upon a signed student release request, judicial order (subpoena), Federal or State mandate including Financial Aid, authorized research studies, or emergency health and safety issues.

Standard II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Planning Agenda #20 (Oversight: Director, Learning Assistance Center)

To assess the quantitative impact of workshops provided by the Learning Assistance Center that promote information competency, the Learning Center will determine the following: (1) total class orientations and workshops for the past three years as noted on the Appointment Calendar; (2) The number of repeat class orientations and workshops requested by particular instructors; (3) total number of orientations and

workshops for special populations for the past three years; (4) the number of repeat orientations and workshops for special populations for the same time period; (5) Total number of LAC workshops for online applications to UC and CSU for the past three years as noted in the Appointment Calendar and at the Transfer Center; and, (6) total number of FABSA workshops conducted for the past three years.

To assess the qualitative impact of workshops that promote information competency, the Learning Center will develop evaluation tools for the following: (1) class orientations and workshops; (2) online college application workshops; and, (3) individual tutoring sessions on word processing, Internet and email access.

Response

The Learning Assistance Center (LAC) has been reviewing its records, including its Student Satisfaction Survey for CAI Lab Services and its Appointment Calendar, for the past three years. The following narrative covers calendar year 2009 and discusses the preliminary results to its quantitative survey on the number and type of class orientations held during that year.

In spring 2009, the LAC assisted 42 classes by providing use of its computer lab facilities. Twenty faculty and staff from eleven departments or programs brought their students to the Center to receive orientations on the ACE system, become familiar with their web-specific materials, take tests, and apply online for financial aid and transfer to four-year institutions.

Furthermore, in summer 2009, the LAC assisted 17 classes by providing use of its computer lab facilities. Ten faculty and staff from nine departments or programs brought their students to the Center to receive orientations on the ACE system, get familiar with their web-specific materials, take tests, and research four-year institutions.

Finally, in fall 2009, the LAC assisted 30 classes by providing use of its computer lab facilities. Twenty-one faculty from eleven departments or programs brought their students to the Center to receive orientations on the ACE system, become familiar with their web-specific materials, take tests, and apply online for transfer to Cal State Universities or the University of California.

This quantitative study for calendar year 2009 demonstrates that the LAC is heavily requested by faculty and staff to assist their students in a variety of activities essential for their students' academic success. The LAC is conducting similar quantitative studies for calendar years 2010 and 2011 (up to the summer session).

This study also demonstrates that faculty support the LAC on a regular basis and bring their students more than once a semester to use its services. These faculty will be invited to participate in a qualitative survey to determine the level of assistance that the Center has provided to them and their students ([PA.20.1](#) – CAI Laboratory Evaluations Spring 2007 to Spring 2011).

Currently, the Learning Center Director is working with the Office of Institutional Effectiveness to develop a satisfaction survey to be distributed during fall 2011 among the faculty and staff who regularly use LAC's services.

Standard III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training and experience to provide and support these programs and services.

Planning Agenda #21 (Oversight: Vice Presidents, Academic Affairs)

The responsibilities and purpose of the newly created District Human Resource Council should be communicated to all college leadership, including the faculty, to ensure their input, suggestions, and recommendations.

Response

The District's Human Resource Council "hears matters regarding classified service forwarded by the Vice Presidents Council and the Personnel Commission and serves as a consultative body on other human resources issues and policies." The Council, which meets monthly, is comprised of two college presidents (co-chairs); two vice presidents of academic affairs; two vice presidents of administrative services; two vice presidents of student services; the senior associate vice chancellor of the Human Resource Division; the personnel director of the Personnel Commission, serving as a resource person; the associate general counsel, serving as a resource person; and five additional human resources division staff serving as resource persons.

The Council's charge is to

- Review all issues regarding classified service
- Serve as a management consultative body on matters outside the scope of collective bargaining
- Serve as a consultative body on human resources policies and other matters that relate to the implementation of the systems modernization project
- Perform additional responsibilities and duties as may be determined by the Chancellor's cabinet

The process for creating any human resource guide begins with consultation with the District Academic Senate or Staff Guild or any representative body; then the guide is sent to the President's Cabinet; after review it is sent to the Human Resource Council.

Standard III.A.1.b. 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.

Planning Agenda #22 (Oversight: Academic Senate)

The college faculty leadership will study the evaluation process for possible flaws and forward recommendations to the faculty. Recommendations may include trainings and workshops for potential evaluators.

AND

Planning Agenda #23 (Oversight: Academic Senate)

The Senate leadership will encourage the District Academic Senate to review AFT faculty evaluation forms and processes, formulating recommendations to be considered for the next contract ratification.

Response

During the preparation of the *College Strategic Plan*, ELAC faculty and staff participated in an online survey during fall 2010 that assessed their opinions of the college planning process. The Senate leadership contributed to the development of the survey. The results of the survey of ELAC faculty and staff reveal that the faculty (3.1 average on a scale of 1 to 5) and administration (3.4 average on a scale of 1 to 5)

believe that the “current faculty process is thorough and effective” and that the “current faculty evaluation process encourages faculty improvement”

(http://www.elac.edu/faculty/oie/campus_surveys/Faculty%20and%20Staff%20Survey%20Report%20Fall%202010.pdf).

Because the evaluation process is provided for in the faculty contract, the District Academic Senate (DAS) leadership has been conversing with the District American Federation of Teachers (AFT) leadership to continue to improve the evaluation process. The DAS discussed formulating recommendations to be considered for the 2011 contract discussions. The DAS leadership decided that an ad hoc group should be formed to study effective practices in faculty evaluations and to report its findings to the DAS and AFT leadership. Because the task force would need time to compile the report, it was not practical to forward suggestions before the contract negotiations would begin. While the new AFT agreement (only recently ratified) may provide for some improvements to the current process, the DAS still plans to follow through with its ad hoc committee to forward suggestions for a more aggressive improvement to the current faculty evaluation process that may be incorporated into a Memo of Understanding or into the next contract negotiations.

The District AFT offers annual workshops for department chairs, deans and vice presidents on contractual issues. Focused presentations included performance standards for creating effective evaluations and evaluation processes.

Planning Agenda #24 (Oversight: Academic Senate)

The college president and the Academic Senate will continue to work together to create a means of addressing the completion of the current vice presidents’ evaluation process. While still maintaining confidentiality, the college shall adopt a process for providing feedback to the faculty to ensure integrity and transparency in the vice presidents’ evaluation process.

Response

The college president did not agree to create a means of addressing the completion of evaluations for all vice presidents. Although two vice presidential evaluations were completed and included faculty input, the college Academic Senate did not think the president provided substantial or meaningful feedback during this process.

Standard III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Planning Agenda #25 (Oversight: Dean, Institutional Effectiveness; Vice President, Administrative Services; PRVC, Budget Committee)

The college will work to improve the link between college planning, Program Review, and budget decisions to ensure that the funds are distributed in a manner that enhances the institution’s ability to fulfill its mission.

Response

As described in the response to Recommendation 6, the college has institutionalized its process for tying planning, program review, and budget decisions in the creation of its *Shared Governance and Decision-Making Policy Handbook*. The *Handbook* details the planning process on a six-year cycle as well as its incorporation into the annual budget cycle. The centerpiece of this process is the Annual Update Plan, which is the single mechanism for requesting additional resources and justifying this need through the

department's goals, program review recommendations, SLO assessment results, and work toward fulfilling the college's Goals. The college regularly reviews this process and makes improvements to enhance the connection between budget and planning. These efforts have resulted in yearly changes to the annual update document, its submission process, and its use by administration. They have also resulted in a second edition of the handbook that reflects these changes.

Standard III.C.1. *The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.*

Planning Agenda #26 (Oversight: Information Technology Department)

Budget conditions permitting, the IT Department will hire more staff to assist in supporting the current technology as well as developing and deploying future projects.

Response

During the fall 2008 semester, the IT Department hired an Assistant Computer and Network Support Specialist and a Computer and Network Support Specialist. However, IT has been unable to hire a Data Communications Specialist (DCS), a primary position in the department that manages the core network, switches, and security equipment, because the district does not have a DCS hiring. Furthermore, as the campus continues to expand with new buildings being developed and brought online, the IT Department has proposed, through the Program Review process, to hire an additional Assistant Computer and Network Support Specialist (A-Shift, off-site), a Computer and Network Support Specialist (B-Shift), and a Senior Computer and Network Support Specialist.

The IT Department has expanded its service support hours to 7 a.m. to 10 p.m., Monday through Thursday; 7 a.m. to 4:30 p.m., Friday; and 8 a.m. to 4:30 p.m., Saturday.

Standard III.C.1.a. *Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.*

Planning Agenda #27 (Oversight: Information Technology Department)

The IT Department will develop and administer Point of Service surveys for students. These surveys will be administered during the fall 2008 semester.

Response

During spring semester 2009, the IT Department administered two Online Student Technology Surveys to determine the use and satisfaction of the technological services provided to students. Students were asked how often they used various services as well as their opinions on the availability and maintenance of the equipment and services ([PA.27.1 – Student Technology Survey](#)). The surveys were administered in February and May of 2009 with an aggressive advertisement campaign in the interim to make students aware of the services. Overall results showed an increase in the amount of use of the Academic Computing Environment (ACE) services such as the student email system, wireless internet, web portal, and document storage system. The next student survey will be administered during the 2012 spring semester.

Standard III.D.1.a. *Financial planning is integrated with and supports all institutional planning.*

Planning Agenda #28 (Oversight: Dean, Institutional Effectiveness; Vice President, Administrative Services; Program Review and Viability Committee; Budget Committee)

The college will revise and improve the integration of financial and institutional planning. The ESGC will receive reports from the strategic planning subcommittees that will identify unfunded and under-funded projects to ensure those needs are accounted for in preparing the annual budget or identified for funding from the college's positive balance.

The college will also ensure the successful implementation and assessment of the annual update process to ensure decisions about the annual budget are based on the strategic goals.

Response

As previously noted, the college has defined its planning and resource allocation process in its *Shared Governance and Decision-Making Policy Handbook* and has integrated the request process through the use of Annual Update Plans. The Budget Committee annually reviews the college's funding priorities to ensure alignment with the college's strategic goals and forwards these to the ESGC for approval as a final recommendation to the President. In addition, the college has had situations in which it has been given access to additional monies. In this case, the college's Educational Planning Subcommittee met and developed a priority funding list of the items listed in the *Educational Master Plan* to inform resource allocation. An example of this recommendation is the funding of work to provide online counseling. The college annually seeks feedback from department chairs during the Chairs meetings and Chairs Council meetings to ensure that the annual updates are meeting the needs of faculty leaders. Additional feedback is solicited from the various campus committees and the administration. The Program Review and Viability Committee synthesizes these comments and modifies the forms and processes annually in an effort to create a more responsive and effective planning and resource allocation process.

Standard III.D.1.d. 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.

Planning Agenda #29 (Oversight: PRVC; Dean, Institutional Effectiveness)

The college will implement the program review annual update process for non-academic units.

Response

The college conducts Annual Update Plans for all non-academic units to ensure that appropriate resource allocation decisions are made. In the 2011 cycle, 84 percent of the non-academic units submitted their Annual Update Plans on time and are thus qualified to have their resource requests reviewed. In addition, the college has worked to include key committees and offices in the annual update process. For example, both the SLO office and the Academic Senate submit Annual Update Plans to inform the college of their goals and to align their efforts with the college's resource allocation process.

Standard III.D.2.a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Planning Agenda #30 (Oversight: Vice Presidents, Academic Affairs, Administrative Services, and Student Services)

The college will communicate audit findings beyond the ESGC.

Response

District Office auditors, both internal and external auditors, communicate their findings to each of the nine campuses through the District Office Accounting Department. The District Accounting Manager sends the *Auditors Audit Findings Report* that pertains to specific ELAC programs to the Vice President of Administrative Services, the Vice President of Academic Affairs, and the Vice President of Student Services. Each division vice president requests that the director of any program for which an audit finding has been found prepare a written response to the finding. After reviewing the response from their respective director of the program, the division vice president transmits the response to the District Accounting Manager ([PA.30.1](#) – **East CAP Findings for 2009-10**). Anyone can request a copy of the latest audit report from each of the Divisions.

Standard IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in 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 discussion, planning and implementation.

Planning Agenda #31 (Oversight: Budget Committee; Dean, Institutional Effectiveness)

The Budget Committee will develop a narrative of the process and structure of the budget allocation process at all levels and will provide a graphic that assists the college at large in understanding this process. It will be incorporated in the college's decision-making handbook when it is completed.

The Research and Prioritization Committee will establish a collegewide research agenda and post this agenda on the college's Research and Planning website. Additionally, through consultation with the Research and Planning Office, the Research Prioritization Committee will develop a structure and process for the dissemination and use of data and research findings by faculty, staff, committees, the president and his cabinet for use in decision making.

The Budget Committee will report to ESGC recommendations on spending any discretionary monies derived from the college's yearly fund balance.

Response

The Budget Committee developed a narrative, which has been published in the college's *Shared Governance and Decision-Making Policy Handbook*. This policy has incorporated the district's budget development timeline and has integrated this timeline into the college's decision-making structure. To this end, the budget planning process begins in May of the previous year with the dispersal of the annual update forms to the departments and units. The departments and units respond by the end of September and the vice presidents develop budget priorities by the middle of November. These priorities are presented to the Budget Committee and the ESGC, which make formal recommendations to the college president for the incorporation of requests into the college's final budget.

The college developed a Research Prioritization Committee, but found that the simple evaluation of department- or unit-level requests was inefficient and ineffective in driving the college's research agenda. The Office of Institutional Effectiveness determined that the overall research priorities should be driven by the shared governance structure and should begin with the development of data to inform the college's planning committees. The Office of Institutional Effectiveness met with the Strategic Planning Committee and engaged the committee in a discussion on what information was needed to inform the review of the college's mission and revision of its goals. The discussion was moderated to maintain focus on developing data needs that would lead to effective decision-making. The end result was a list of priority research projects to inform decision-making and planning. The Office then evaluated the

feasibility of each request and developed a timeline for data production. The completed data report was given to the Strategic Planning Committee, which revised the college mission, goals, and strategic plan based on this information. The Office is currently replicating this process for the Educational Planning Subcommittee, Technology Planning Subcommittee, and Facilities Planning Subcommittee and to inform the development of the next program review self-evaluation through the Program Review and Viability Committee.

In addition, the Office of Institutional Effectiveness has developed annual goals for itself. These goals focus on the development of data that is informative to teaching faculty. Bulk success rates give little information about where students are failing and what can be done to improve student learning. These efforts have been integrated into the Achieving the Dream Initiative, which is focused on developing information that depicts why students are failing and developing successful interventions based on this data. Efforts are currently underway to use multiple datasets and to integrate the use of student surveys and focus groups at the course level.

Standard IV.A.2.a. Faculty and administrators 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. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Planning Agenda #32 (Oversight: Academic Senate)

In light of the recent increase in the hiring of new faculty, great opportunity exists for recruiting new committee participants. The importance of participation on committees should be stressed during new faculty orientation, at department meetings, and during opening day activities. The college, led by the faculty leadership, classified leadership, and administrators, will collaborate via a workshop or retreat to determine methods of promoting the involvement of all constituents in the governing process.

The Academic Senate will reexamine professional development guidelines to develop a specific policy that supports faculty participation on committees.

Response

Faculty involvement in institutional governance continues to be crucial to the continued development of shared governance on campus. Using professional development activities at such as the New Faculty Institute, Adjunct Institute, Adjunct Orientation, and Opening Day, faculty members are encouraged to become a part of the decision-making process by participating in campus committees. The Academic Senate and the Chairs Council regularly notify department chairs when faculty are needed on committees so that these opportunities may be announced at department meetings. Faculty participation on committees is specifically supported as eligible for flex credit in the updated *Professional Development Handbook* posted on the college website (<http://www.elac.edu/departments/tlc/docs/PDHANDBOOK2010.pdf>).

Rather than pursue a single workshop or retreat, the college has moved in the direction of institutionalizing ongoing dialogue among all constituents in the governing process. This strategy has been an outgrowth of the college's *Shared Governance and Decision-Making Policy Handbook*. Evidence that this collaboration has taken root is found in the college's implementation of the three-year Achieving the Dream (AtD) endeavor that encompasses administrators, faculty, staff, and students focusing on student success (<http://www.achievingthedream.org/>). The Academic Senate will continue to find ways to increase faculty involvement, especially among new faculty, in campus- and districtwide committees.

Standard IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

Planning Agenda #33 (Oversight: Academic Senate and College President)

The Academic Senate and college president will work to iron out areas of disagreement in the faculty hiring policy, with the goal of formalizing an official policy.

Response

The Academic Senate Executive Committee assumed the responsibility of revising the current unofficial faculty hiring policy. Working diligently for over a year, the Senate Executive Committee produced a final draft and presented it to the administration for feedback and further revisions. Eventually, a final document was produced, with two key areas yet to be resolved. The president (now retired) questioned the clause in the policy that the faculty on the hiring committees should be allowed to conduct reference checks of finalists; most importantly, the president remained steadfast in his objection to allowing the chair of the interview committee to sit in on the final candidates' interviews with the college president and his vice president.

At the invitation of the Senate, the president met with the full Senate to discuss these issues. Several senators offered reasonable arguments in favor of the proposed changes. Nevertheless, the college president remained committed to his position.

While the Senate leadership was preparing to take the issue to the Board of Trustees, the District Office began to consider the process of revising both the administrative and faculty hiring guidelines. At the same time, the college president announced his retirement, leaving the Senate with the option of waiting for another college president to review and possibly come to an agreement regarding the revised hiring policy or waiting to see if the district's new guidelines would include the changes the Senate is seeking. Ultimately, the district did not move forward with its revision of the hiring guidelines. The Senate is now pursuing a finalization of the hiring policy with the interim president.

Planning Agenda #34 (Oversight: Academic Senate and College President)

The Academic Senate and college president will work toward improving transparency and timeliness of communication between the president and the Joint Hires Committee (now the Hiring Prioritization Committee) regarding final hiring decisions and explanation of any deviations from Joint Hires recommendations.

Response

For the past two years, the president (now retired), concerned about budget constraints brought on by the current fiscal crisis, has not provided timely decisions, and many approvals for hires have been made well into the spring semester, resulting in late summer (or even early fall semester) hires. Members of the District Budget Committee have advocated for more timely deadlines so that college presidents can commit to a specific number of hires early in the fiscal year (by December) and hiring committees can conclude their processes by the end of the spring semester.

Standard IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationship with external agencies. It agrees to comply with Accrediting Commission Standards, policies, and guidelines and Commission requirements for public disclosure, self-study and other reports, team

visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Planning Agenda #35 (Oversight: Accreditation Liaison Officer)

The college will be more responsive to the preparation of substantive change reports as required by the guidelines and policies of the Accrediting Commission.

Response

The college's Accreditation Liaison Officer (ALO) meets annually with the vice presidents and the Distance Education coordinator to determine any need to prepare substantive change proposals. Once need is determined, the Accreditation Liaison Officer produces a timeline for completion, including meeting dates for the applicable college- and district-approval bodies, to ensure review and approval in time for submission to the Commission's Substantive Change Committee. Constituents are given ample opportunity to provide feedback at each level of the college's approval process. During the past two years, the college has submitted and received approval for two substantive change proposals for distance education to the Commission for their evaluation and approval. Substantive change proposals will be prepared as additional online courses are developed.

The college has recently submitted to the CCCO Inventory proposals for SB 1440 Transfer degrees. Once the degrees are approved, the ALO will formally communicate the acceptance of these degrees to the Commission to determine whether they are considered substantial changes. In addition, substantive change reports will be submitted to the Commission a few months before the opening of two new locations where more than 50 percent of existing programs are planned to be offered.

Standard IV.A.5. The role of leadership and the institution's governance and decision-making structures 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 of improvement.

Planning Agenda #36 (Oversight: Dean, Institutional Effectiveness)

The Research and Planning Office will present the District Core Indicator measures and the measures for monitoring the strategic, educational, facility, and technology plans to the ESGC. Additionally, it will determine the exact timeline it will use to report the progress on these measures to the college at large over and above posting results on the Research and Planning website.

Response

With the development of the college's *Strategic Plan* and *Educational Master Plan*, the Office of Institutional Effectiveness created college core indicators of success. These indicators, which were reported as evidence of success in the college's *Strategic Plan Data Report*, can be viewed at (<http://www.elac.edu/faculty/oie/Strategic%20Plan%20Data%20Report%202011-2017.pdf>).

This data was used to inform the development of the new Strategic Goals (see next page). Each new goal is linked to a new core indicator and has an associated target for improvement. The following chart summarizes the college's new core indicators. The Office of Institutional Effectiveness will report annual improvement reports during the summer for dispersal in each fall semester. Each objective for the Educational, Technology, and Facilities Master Plans will be linked to a specific objective to demonstrate alignment of goals and targeted improvement.

Goal	Measurement	Baseline	Target
Goal 1: Increasing student success and academic excellence through student-centered instruction, student-centered support services, and dynamic technologies.	In-course retention	85.42%	90%
	In-course success	63.79%	70%
	First-year persistence	53.47%	59%
	Certificate rate	4.82%	6%
	Graduation rate	11.41%	15%
	Transfer rate	17.00%	25%
	Student Right to Know (SRTK) completion/transfer rates	19.12%/8.15%	21%/9%
	ARCC student progress and achievement	43.30%	48%
	Math improvement rate	11.31%	25%
	English improvement rate	20.11%	40%
ESL improvement rate	37.09%	45%	
Goal 2: Increasing equity in successful outcomes by analyzing gaps in student achievement and using this, to identify and implement effective models and programming to remedy these gaps.	Hispanic/Latino in-course retention	84.32%	90%
	Hispanic/Latino in-course success	60.38%	70%
	Hispanic/Latino first-year persistence	52.03%	59%
	Hispanic/Latino certificate rate	3.62%	6%
	Hispanic/Latino graduation rate	10.33%	15%
	Hispanic/Latino transfer rate	11.00%	25%
	Hispanic/Latino Math improvement rate	11.31%	25%
	Hispanic/Latino English improvement rate	18.48%	40%
Hispanic/Latino ESL improvement rate	21.48%	45%	
Goal 3: Sustaining community-centered access, participation, and preparation that improves the college's presence in the community, maximizes access to higher education and provides outlets for artistic, civic, cultural, scientific and social expression as well as environmental awareness.	Size of entering cohort	3,925	4,318
	English preparation - % college-ready	12.00%	25%
	Math preparation - % college-ready	5.00%	15%
	Size of summer bridge program	228	1,000
	Number of high schools involved in formal partnerships via grants or other special agreements and/or programs (not regular outreach activities)	25	30
	Entering students will have a positive perception of ELAC as a center for academic excellence and community involvement	No Baseline	65.00%
Goal 4: Ensuring institutional effectiveness and accountability through data-driven decision-making as well as evaluation and improvement of all college programs and governance structures.	Budget linked to mission	49.3% agree the budget is linked to the college mission	75.00%
	Data use and awareness	46.48% agree that data is available and usable	75.00%
	% Completion of program review	100%	100%
	Number of courses that incorporated changes as a result of SLO assessments	170	600
	Number of programs of study and programs of service that have incorporated changes as a result of SLO assessments	0	30

July 2, 2012



**ACCREDITING
COMMISSION
for COMMUNITY and
JUNIOR COLLEGES**

*Western Association
of Schools and Colleges*

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Dr. Roland Chapdelaine
President
Los Angeles Trade-Technical College
400 West Washington Blvd
Los Angeles, CA 90015

Dear President Chapdelaine:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting June 6-8, 2012, considered the Midterm Report submitted by Los Angeles Trade-Technical College. The purpose of this review was to assure that the recommendations made by the evaluation team had been addressed by the institution and that the College had also provided an update on the self-identified planning agendas which were included in the institutional Self Study Report.

The Commission noted that Los Angeles Trade-Technical College, in its Midterm Report, responded to the six college recommendations and three district recommendations from the 2009 comprehensive review and also reviewed progress on self-identified plans for improvement, several of which were linked to the comprehensive team recommendations. The College also addressed the 2010 request for information regarding the Annual Required Contribution for retiree health benefits.

In addressing the recommendation concerning dialog, the College reports use of social media for enhanced connectivity, College wide email reporting of activities, and the use of newsletters for sharing of information. Accreditation information kiosks, the College website, prompt distribution of meeting agendas and minutes, and committee retreats are increasing knowledge and enhancing dialog. Integrated planning was enhanced with development of a full planning cycle involving review of the mission, utilization of the strategic master plan, linking program reviews to resource allocation, and coordinated plans which use data, analysis, broad input, and alignment of activities.

Student Learning Outcome (SLO) work was enhanced with planning and development of consistent documents among the curriculum, student learning outcomes, and program review committees. Goals were set for completion of milestones in the departments which was supported by training, tracking, and reporting. Service areas have defined both learning outcomes and service area outcomes where applicable.

The stabilization of College leadership was reported and steps taken to ensure stability in middle management and across all employee groups. Communication efforts between College and district constituent groups have included development of new webpages, a newsletter, and specifically identifying and publicizing the college representatives who serve on district committees.

Dr. Roland Chapdelaine
Los Angeles Trade-Technical College
July 2, 2012

The participatory governance processes were reviewed, revised, and have been documented in the LATTC College Participatory Governance Handbook.

The District recommendation to address post-retirement health liabilities was addressed in employee group negotiations and governing board actions. While not yet fully funded, the District's plan includes annual contributions until the full obligation is funded. Consistent adherence to the delineation of operational responsibilities and functions was evaluated in 2008 and since that time through surveys. Role delineation, governance, and decision-making processes are communicated through assessment reports containing specific plans approved by the governing board. They are publicized online and have been evaluated with changes to processes in 2009, 2010 and proposed changes in 2012.

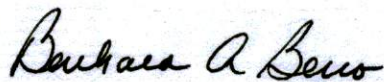
Institutions are expected to meet Standards at all times during the six-year review cycle and to provide evidence that they have addressed and resolved all recommendations made by the previous comprehensive evaluation team. At the time of the next regularly scheduled visit, the evaluation team will examine evidence and confirm that these changes and improvements have been sustained.

The Midterm Report will become part of the accreditation history of the College and should be used in preparing for the next comprehensive evaluation. The Commission requires that you give the report and this letter appropriate dissemination to your College staff and to those who were signatories of your College report. This group should include the Chancellor, campus leadership, and the Board of Trustees. The Commission also requires that the Midterm Report and this Commission action letter be made available to students and the public. Placing a copy on the College website can accomplish this.

Please note that the next comprehensive evaluation of Los Angeles Trade-Technical College will occur in **Spring 2015**.

On behalf of the Commission, I wish to express continuing interest in the institution's educational quality and students' success. Professional self-regulation is the most effective means of assuring integrity, effectiveness, and quality.

Sincerely,



Barbara A. Beno, Ph.D.
President

BAB/tl

cc: Dr. Daniel LaVista, Chancellor, Los Angeles Community College District
Ms. Marcy Drummond, Accreditation Liaison Officer
President, Board of Trustees, Los Angeles Community College District

Re: Proposal for changes to the District Planning and Accreditation Committee

Background:

The District Planning and Accreditation Committee has served the dual function of district planning and supporting accreditation. The charge of the committee is to:

Facilitate the sharing of information and effective practices related to institutional effectiveness, planning, and accreditation. Annually review the District Strategic Plan, including the District Mission Statement, and proposes changes as necessary. Coordinate the review of and oversight over district-wide accreditation resources on a regular basis including:

- Biennial District Student Survey
- Governance and Functions Handbook
- Annual review and evaluation of District Governance including Governance and Decision-Making Survey and District-level governance committee
- Accreditation Evidence

Coordinate timelines for submission of Institutional Effectiveness report to LACCD Board of Trustees.

With the recent focus on the accreditation visits, the committee has had limited time to dedicate to the elements planning, governance and effectiveness reporting. It is clear that the required workload for accreditation will continue on at least a cyclical basis, leaving the committee to forgo needed dialog on the remaining charges.

In addition, the committee had recently voted to take on the role of developing the new District Strategic Plan. In past instances, this work was conducted through ad hoc groups or with the aid of a consultant. The committee believes that it can develop a plan that will have significant buy-in, be meaningful to all constituencies and serve as a guiding document for the development of college educational and strategic master plans. However, to achieve these ends and address the issues related to accreditation workload, the committee must re-focus its charge and re-evaluate its composition.

Recommendation:

The District Planning and Accreditation Committee recommends that the committee be split into two committees; the District Accreditation Committee and the District Planning Committee. The committees will have the following charges and membership.

District Planning Committee

The DPC will serve as the central committee focused on the development, implementation and evaluation of the District Strategic Plan. The committee will also coordinate district and college planning and presentations of institutional effectiveness reports related to the fulfillment of the District Strategic Plan as well as state institutional effectiveness requirements. The DPC will

coordinate the evaluation of District Shared Governance processes and facilitate the sharing of institutional best practices.

To serve this role, the committee will bring together diverse representation from across all levels of district leadership.

Chair: Representative of the Division of Educational Planning and Institutional Effectiveness

Co-Chair: Representative of the District Academic Senate

Ex Officio: Vice Chancellor of Educational Programs and Institutional Effectiveness

- President's Representative
- 9 Administrative Representatives (selected by college president)
- 9 Academic Senate Representatives (one per college)
- 1 Student Representative
- 2 Classified Staff Representatives (1 AFT 1521A Staff Guild, 1 selected by non-staff guild)
- 1 AFT 1521 Faculty Guild Representative

25 total voting membership

District Accreditation Committee

The District Accreditation Committee will serve as a workgroup of DPC and coordinate the submission of all accreditation documents and oversee the development of Districtwide responses required in the self-evaluation and follow-up processes. The committee will work to assure that all accreditation standards, eligibility requirements and recommendations are met and develop best practices for collecting, compiling and reporting evidence. The committee will make recommendation to other governance and operational groups as needed to meet accreditation requirements. The group will meet on an ad hoc basis, as needed in the accreditation cycle, and at least twice per primary semester. The Accreditation Committee and District Planning Committee will host joint meetings twice per year to align overlapping work and assure that all integrated planning is conducted in a manner reflecting accreditation requirements. Additionally, regular reports on accreditation will be provided to the DPC as needed.

To serve this role, the committee will bring together diverse representation from across all levels of district leadership.

Chair: Vice Chancellor of Educational Programs and Institutional Effectiveness

Co-Chair: Representative of the District Academic Senate

- 9 Accreditation Liaison Officers (1 per college)
- 9 Faculty Accreditation Co-Chairs (1 per college)
- President's Representative
- DAS representative

22 Total members

SharePoint 2013 Web Publishing Lab Guide

SectorPoint 2013 Web Publishing Lab Guide

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Author: Jon Cornelison

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Course Introduction

Welcome to the SharePoint 2013 Web Publishing course!

This course is designed for end-users to learn how to use the Web content management (publishing) features of Microsoft SharePoint 2013 (SharePoint) to maintain a Web presence.

The course is composed of four modules. Each module will contain an instructional portion in which the instructor will explain concepts included in the course module followed by a demonstration. Each module will also include a hands-on lab portion which will give you step-by-step exercises to perform. Performing these exercises is crucial to you internalizing the concepts in this course, because the only way to become proficient in SharePoint (as with all software) is to use SharePoint repeatedly. The instructor will be available to answer questions while you work on the lab exercises.

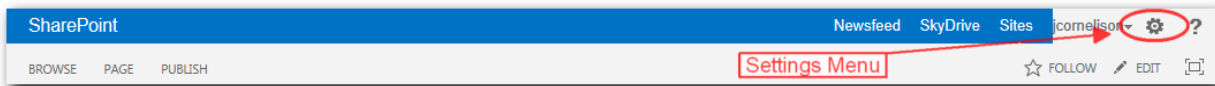
To illustrate concepts in this course, we will be working on a fictitious Human Resources department site and each course attendee will have a “sand box” site to practice the lab exercises in. What you learn and practice today will apply directly to your “real” site because Web publishing is performed exactly the same across all site powered by SharePoint.

In the end, we hope that this course will give you the hands-on practice you need to return to your office and be immediately productive in keeping your area of the Web site up to date. Thanks for attending, and get ready to learn all about Web publishing in SharePoint and to have some fun!

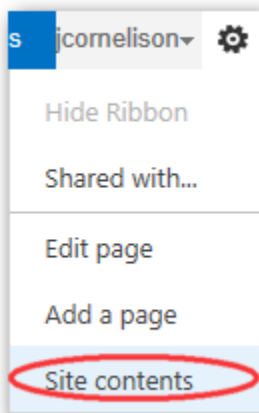
Lab 1: Exploring SharePoint

Explore the Web Publishing Environment

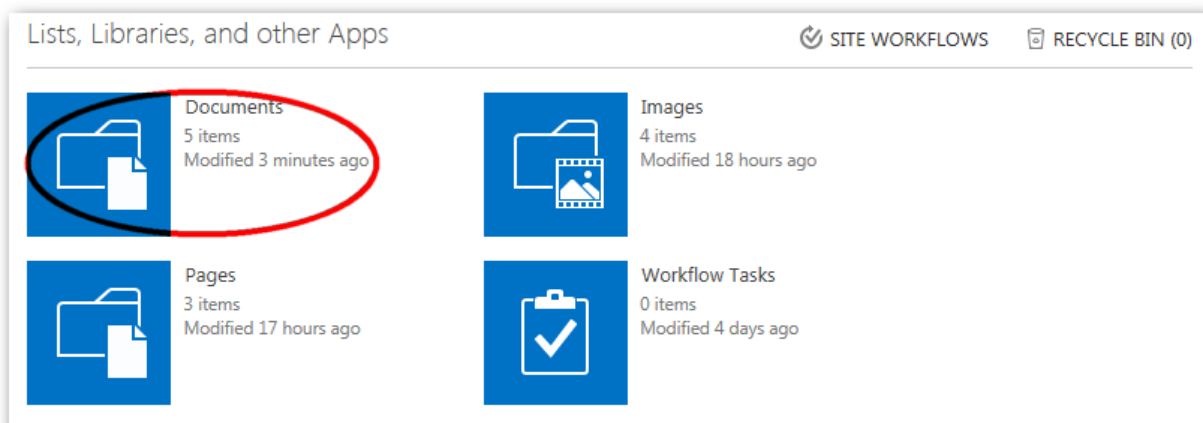
1. Click on the **Settings** menu.



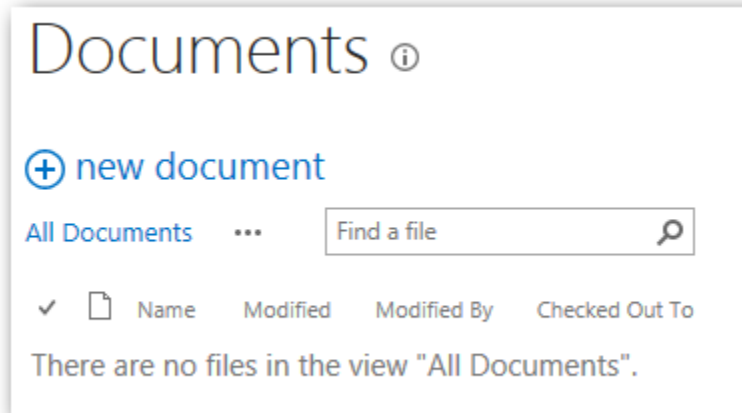
2. Click on **Site contents**.



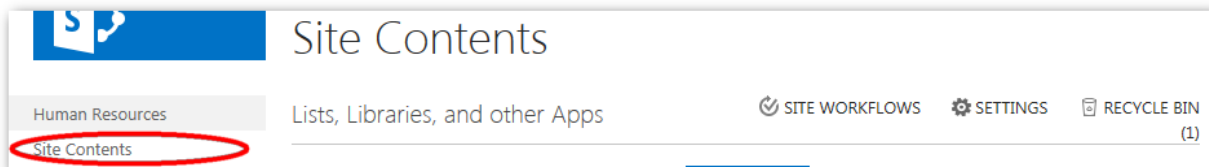
3. You are taken to the Site Contents area, which is the main repository for your site content. You will see three SharePoint Document Libraries: Documents, Images, and Pages. Click on **Documents** to open the Documents Library.



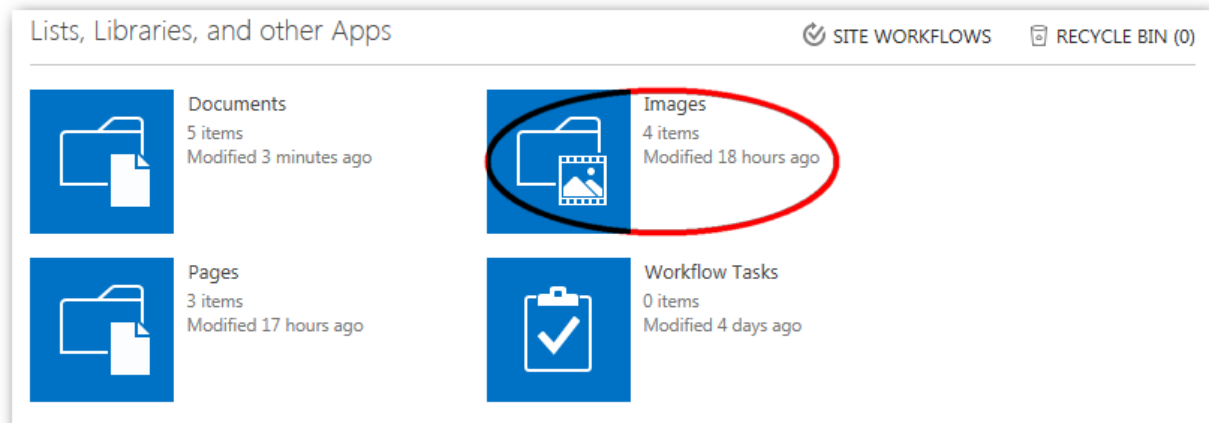
- You are now inside the **Documents Library**. This is where you will upload and store documents (i.e. PDF files) that you link to on Web pages. We will return to Documents Library in lab 3.



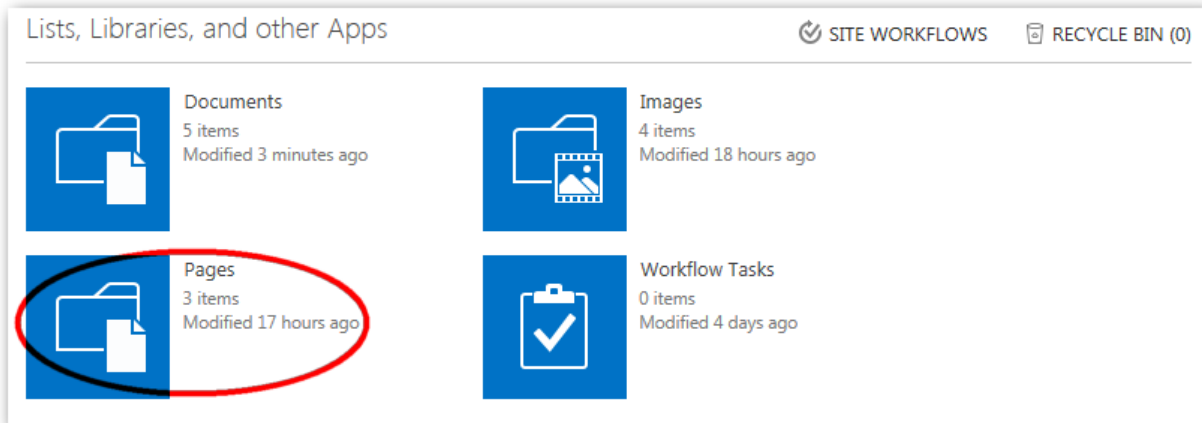
- Click on the **Site Contents** link in the left-hand menu to return to the Site Contents area.



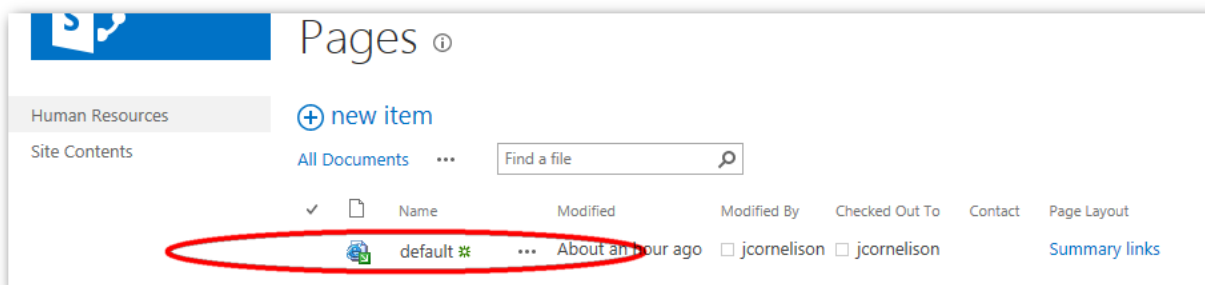
- In the Site Contents Area, click on **Images** to open the Images Library.



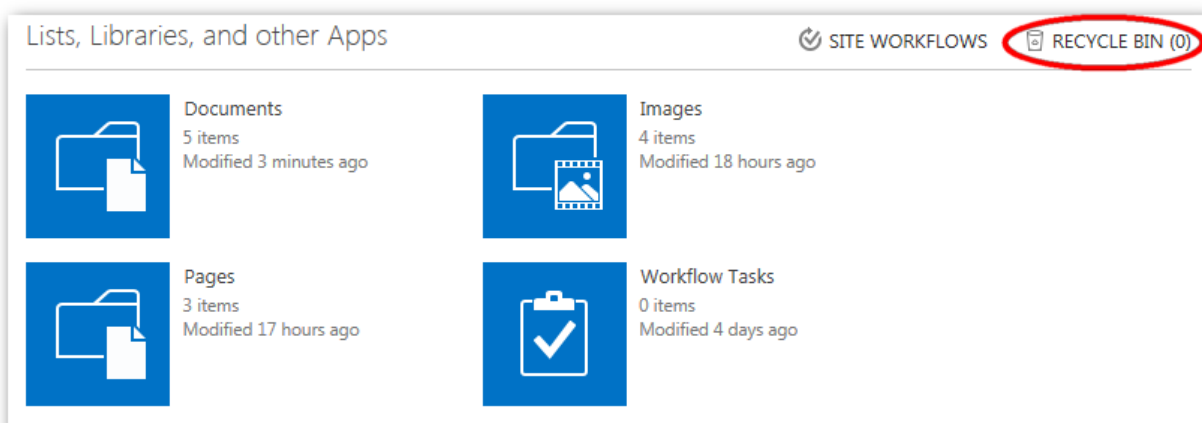
- You are now inside the **Images Library**. This is where you upload and store pictures and graphics that you place on Web pages. We will return to the Images Library in lab 2. Click on the **Site Contents** link in the left-hand menu to return to the Site Contents area.
- In the Site Contents Area, click on **Pages** to open the Pages Library.



9. You are now inside the **Pages Library**. This is where Web pages are stored that you create in SharePoint. Notice there is an existing page already in your Pages Library named **default**. This is your home page for your site and is created automatically when a site is created in SharePoint. We will create additional Web pages in lab 2.



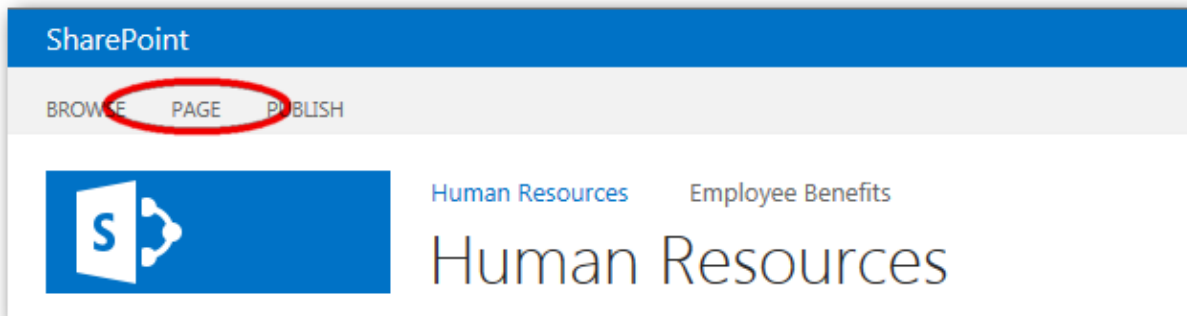
10. Next, let's look at the Recycle Bin. Click on the **Site Contents** link in the left-hand menu to return to the Site Contents area. Click on **RECYCLE BIN**.



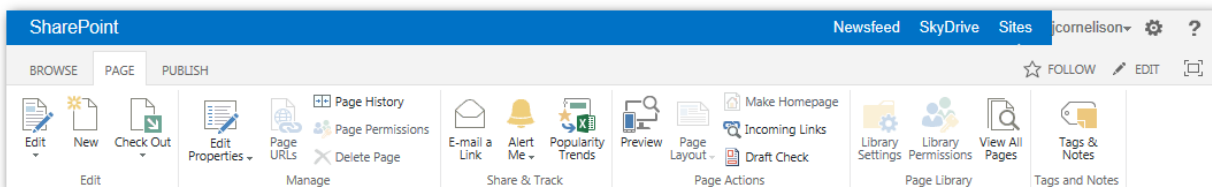
11. Whenever you delete an item stored in a library (i.e. a document, image, or page) the item is sent to your site's recycle bin. Use your Recycle Bin to restore an item to the location where it was deleted from. We will use the Recycle Bin in lab 4.

Note: Your site's Recycle Bin is a completely separate recycle bin that appears on your Windows desktop.

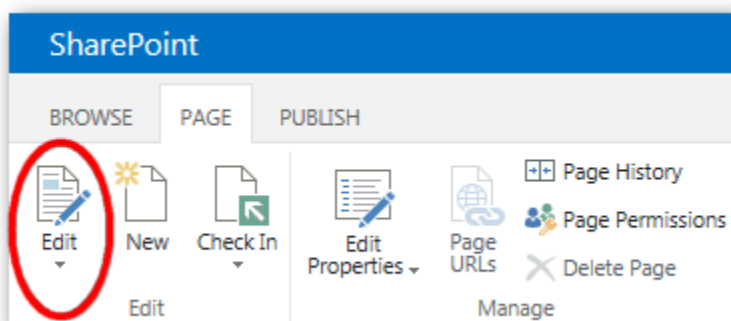
12. Return to the Human Resources home page by clicking on the **Human Resources** link in the left-hand site navigation menu.
13. Click on the **Page** tab in the ribbon toolbar.



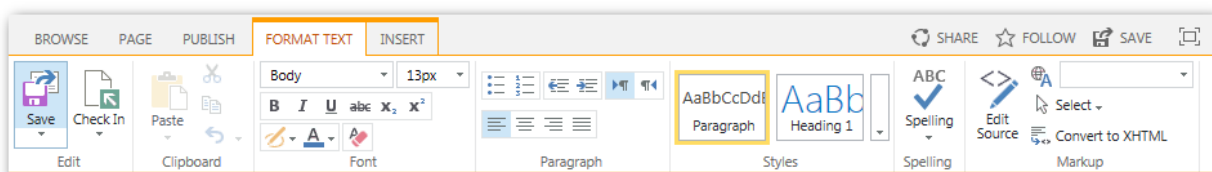
14. Review the options available on the Page ribbon. This is one of many ribbon toolbars that are included in the Web publishing environment.



15. Click on the **Edit** option.



16. Notice how the Human Resources home page changes to edit mode and the **Format Text** and **Insert** ribbons.

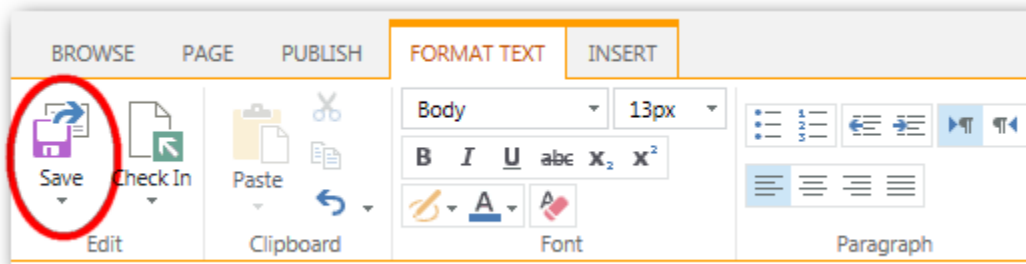


You can now make changes to the page.

17. In the Page Content area, change the phone number to **(777) 555-1220**.

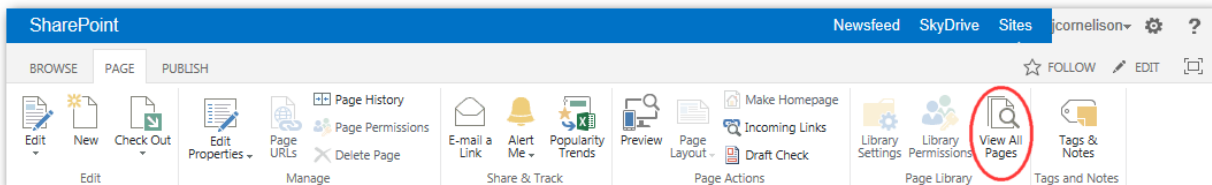
Our Web site contains information and resources for persons interested in employment with Adventure Works as well as information for current employees. After reviewing the material on this Web site, if you have any additional questions, please give us a call **at (777) 555-1220**.

18. Click **Save** on the ribbon.

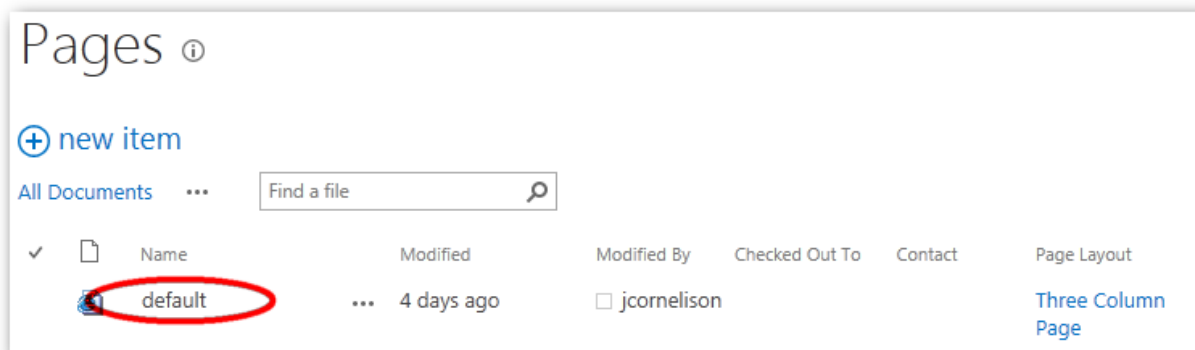


19. Your change is saved. Remember though, you are saving a draft of the page. Your changes are not publicly visible until you publish your draft. We will publish later in this lab.

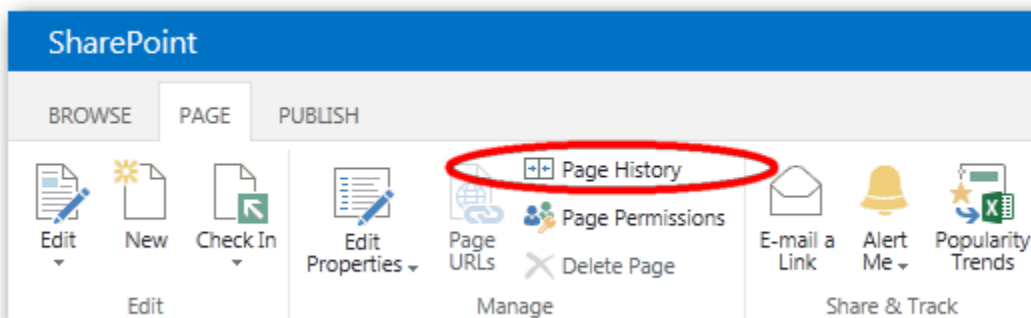
20. Next, click **View All Pages** on the ribbon.



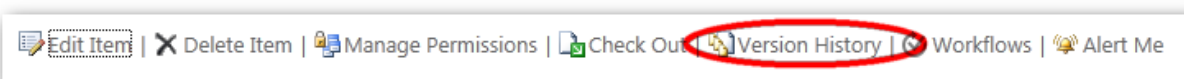
21. Notice you are now inside your Pages Library (i.e. View All Pages is a shortcut to your Pages Library that visited in step 8 above). Click on the **default** page name to return to your home page.



22. Click on the **Page** tab to view the Page ribbon and select **Page History** from the ribbon.



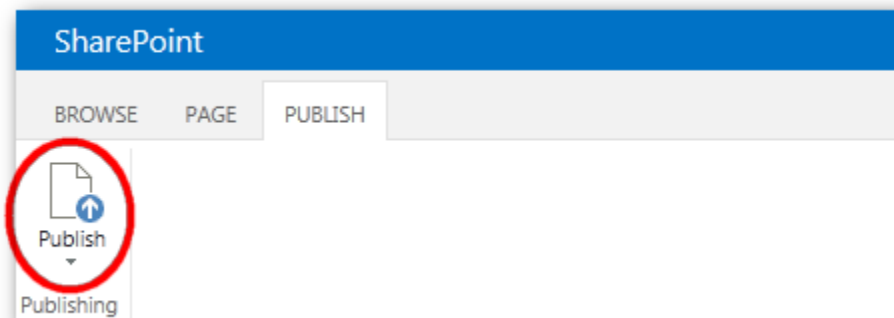
23. On the Page History page, click on the **Version History** option.



24. View the version history for this page. It is important to know how to access the version history for your page should you need to revert back to a previous version.

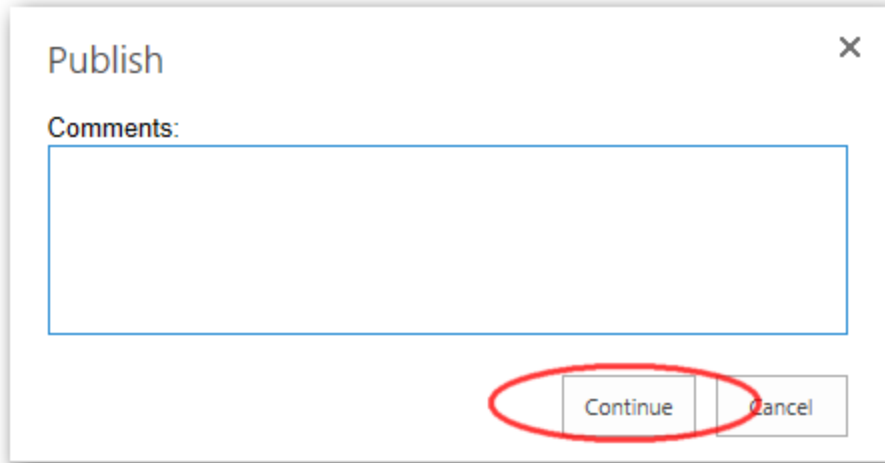
25. Return to the Human Resources home page by clicking on the **Human Resources** link in the left-hand site navigation menu.

26. Click on the **Publish** tab to view the Publish ribbon and click on the Publish option.



27. On the **Publish** dialog window, leave the Comments text box empty and click **Continue**.

Note: the comments text box is used for optional comments that appear in the version history.

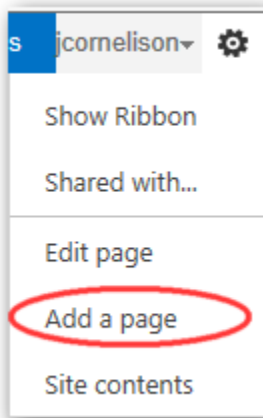


28. The page is now published and publicly visible.

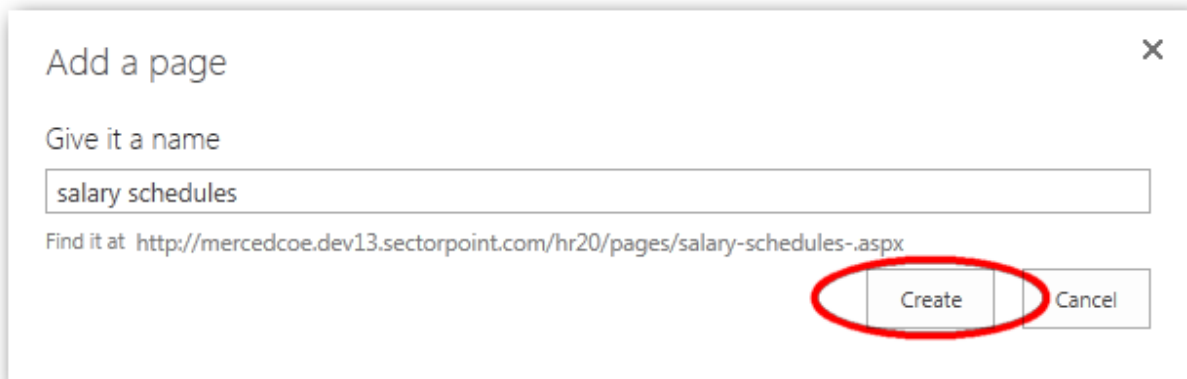
Lab 2: Creating Pages

Create a New Page

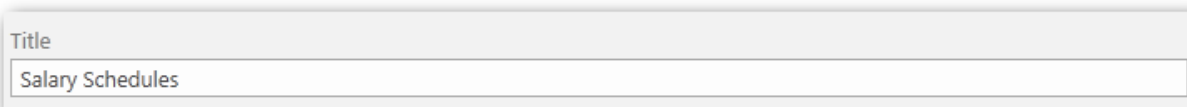
1. Click on **Settings** and select **Add a page**.



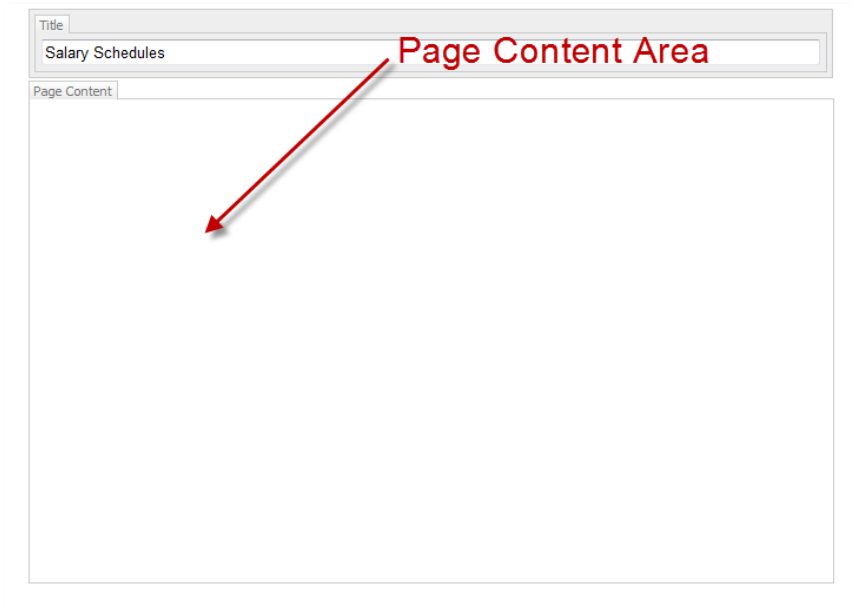
2. On the **Add a page** dialog window, type *salary schedules* in the **Give it a name** field and click on the **Create** button.



3. You are redirected to the new page and are in edit page mode which means you can start to add content to the page.
4. Change the Page Title to **Salary Schedules**.



5. Click inside the **Page Content** area.



6. Type the following text into the **Page Content** area:

There are four salary schedules that cover all positions. The following links will open the most recent salary schedules.

Please note that Salary Schedules are in PDF format.

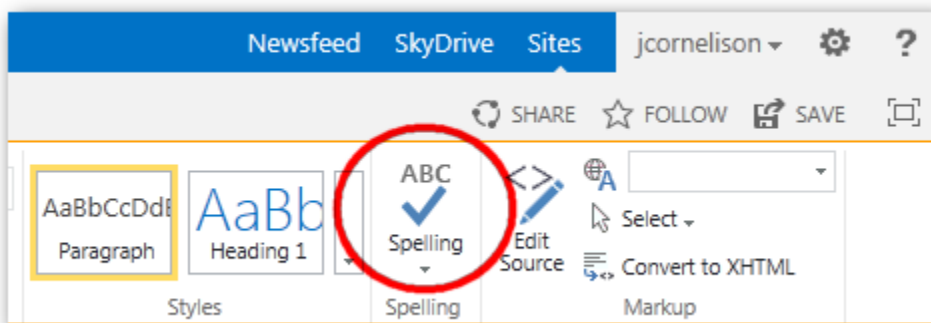
Confidential-Employees

Non-Represented Management

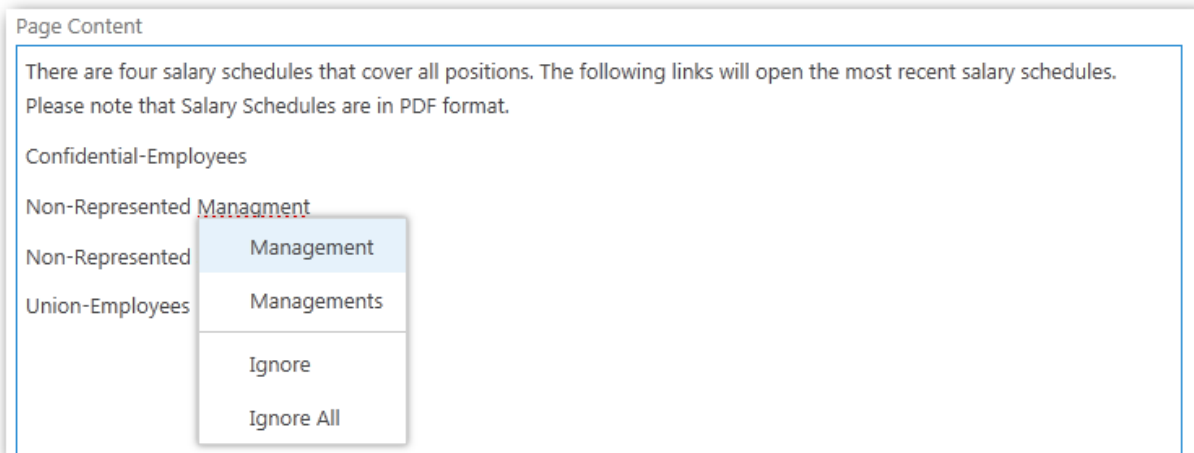
Non-Represented Supervisors

Union-Employees

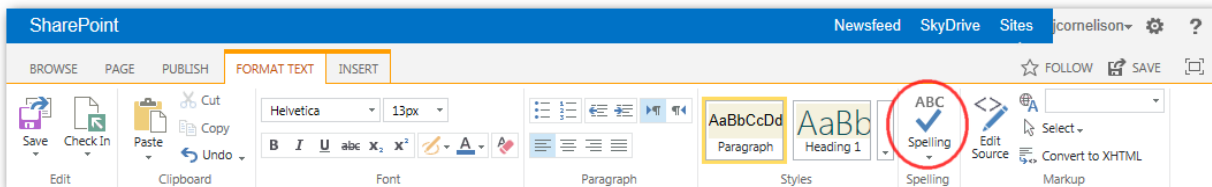
7. Click **Spelling** on the ribbon.



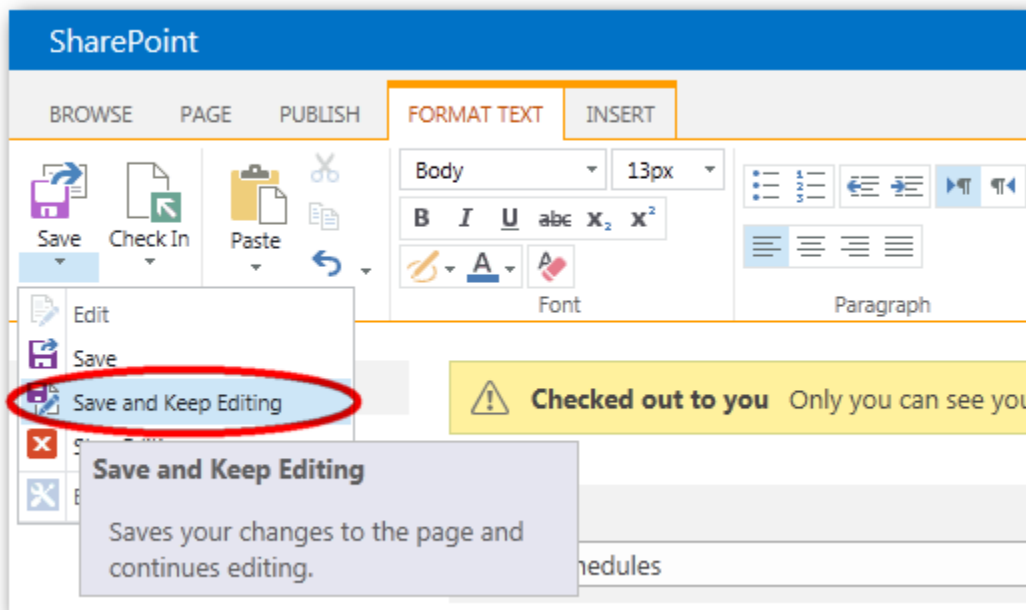
8. Fix the **Management** spelling error (click on the red underlined word).



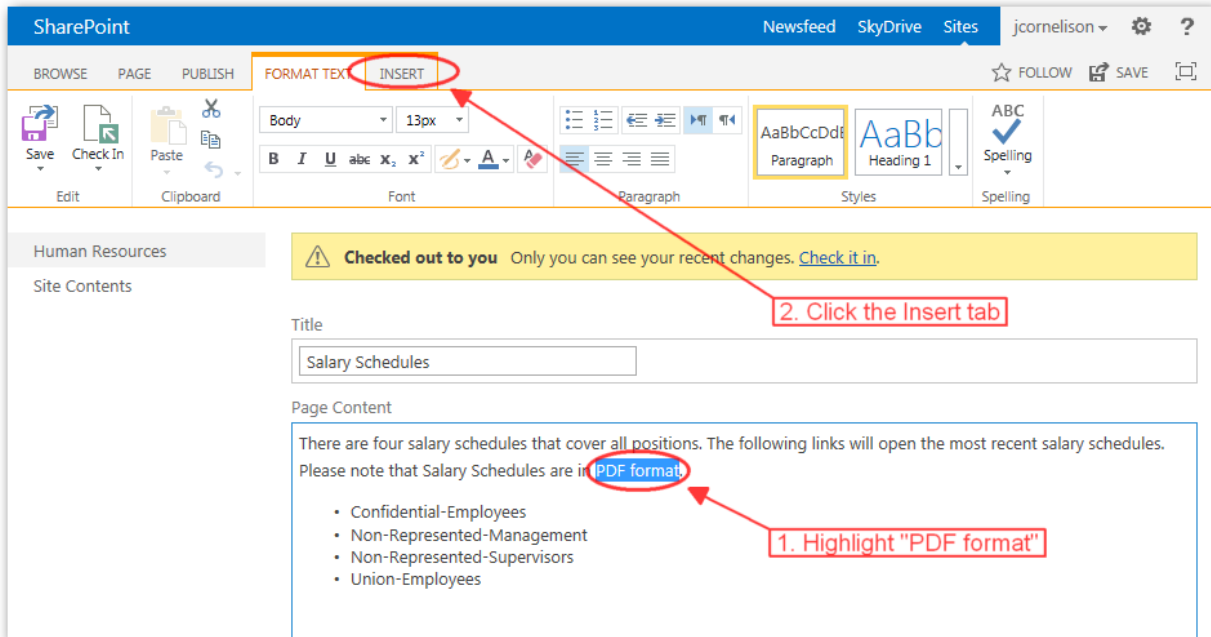
Note: SharePoint's spell check only checks spelling; it does not check grammar.



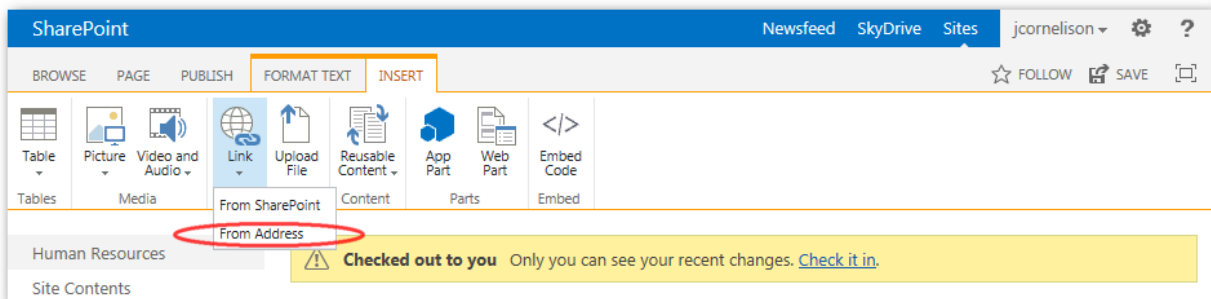
9. Next, let's save our work. Click on the arrow that appears under the **Save** option in the ribbon and select **Save & Keep Editing**. This will save your work and keep you in edit page mode.



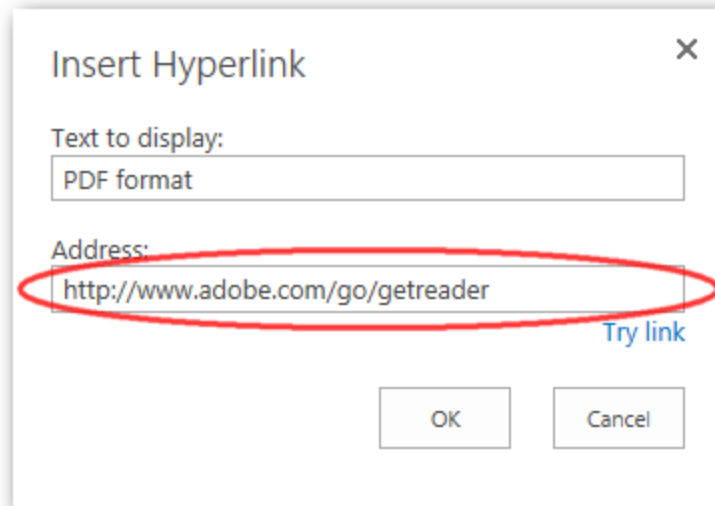
10. Next, continue to edit your page. Using your mouse, highlight the text which lists the four salary schedules and then click on the **Bullet List** icon on the ribbon.
11. Highlight **PDF format** and then click on the **Insert** tab on the ribbon.



12. Click on the arrow that appears under the **Link** icon and select **From Address**.



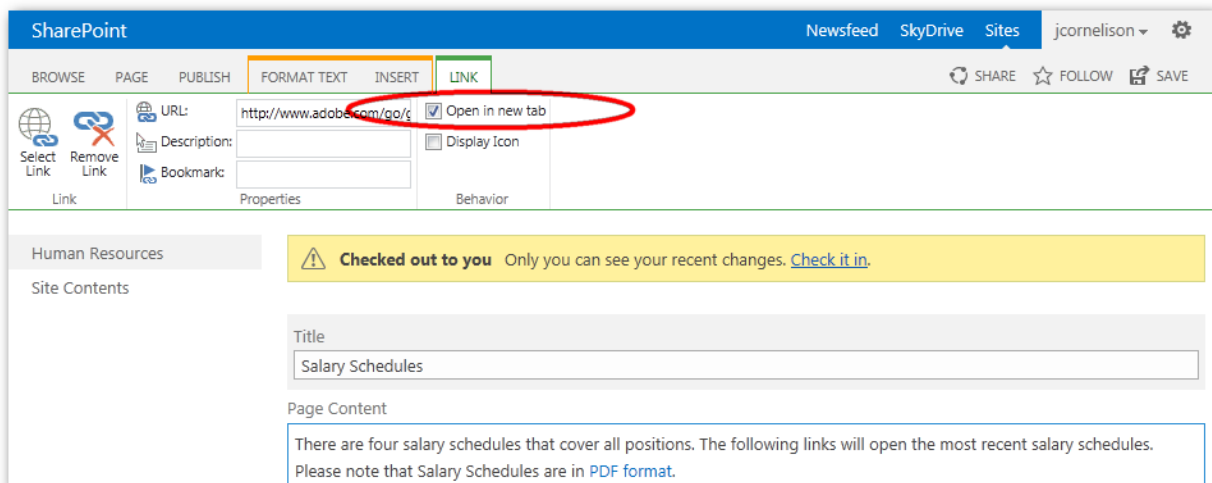
13. On the **Insert Hyperlink** dialog window, type ***http://www.adobe.com/go/getreader*** in the **Address** field. Ensure address is typed in correctly and then click on the **OK** button.



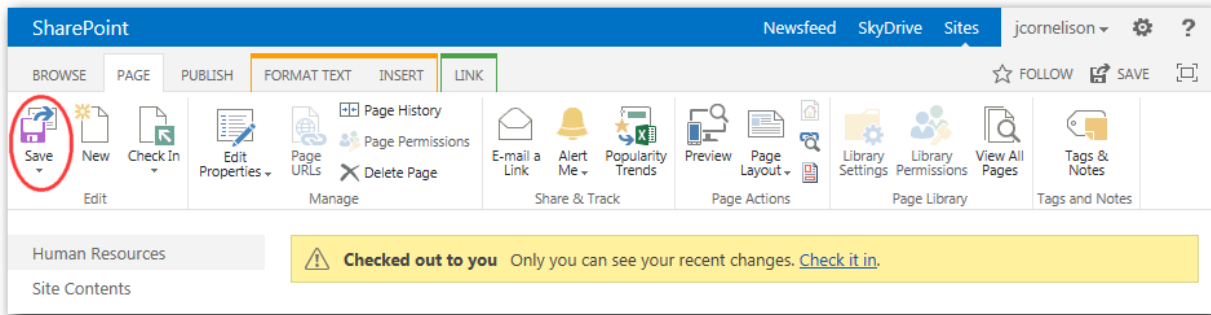
14. As you can see your **PDF format** text is now a hyperlink!

15. Next, check the option to **Open in new tab** on the ribbon.

Note: the **Open in new tab** option will make the link to the external web site open in a new browser tab when clicked on--this is what we want when linking to external sites.



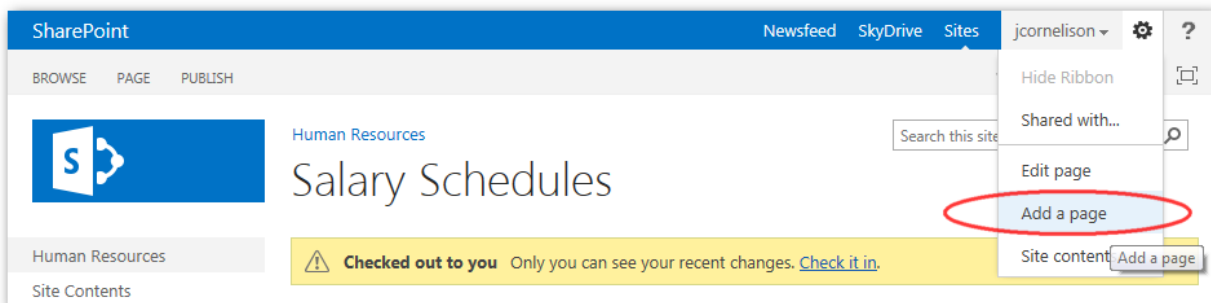
16. Click the **Save** option under the Page tab. This will save your work and switch to preview mode.



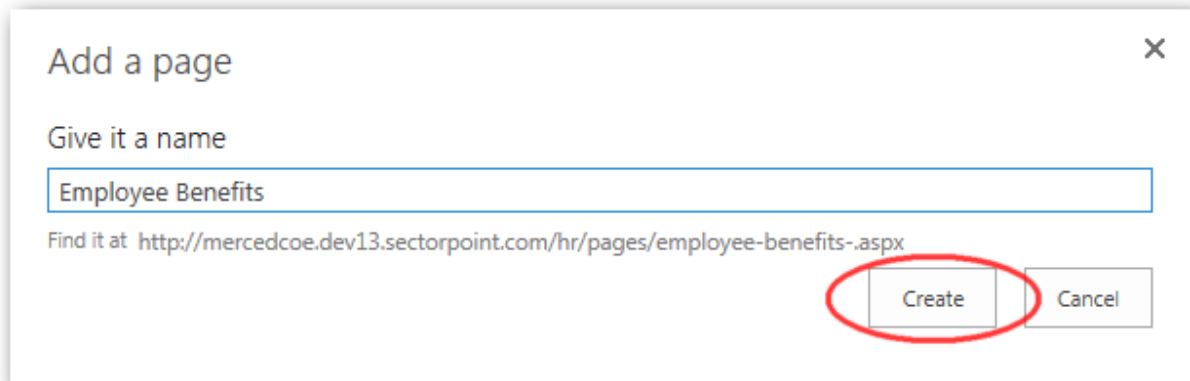
17. Click on your **PDF format** link to test the link. You should see the Adobe Web site in a new tab. After viewing the page, close the tab that contains the Adobe Web site and return back to your Salary Schedules page.

In the next part of the lab, we will create a new page, copy/paste text from a Word file, and format the page using structured headings.

18. Click on the **Settings** menu and select **Add a page**.

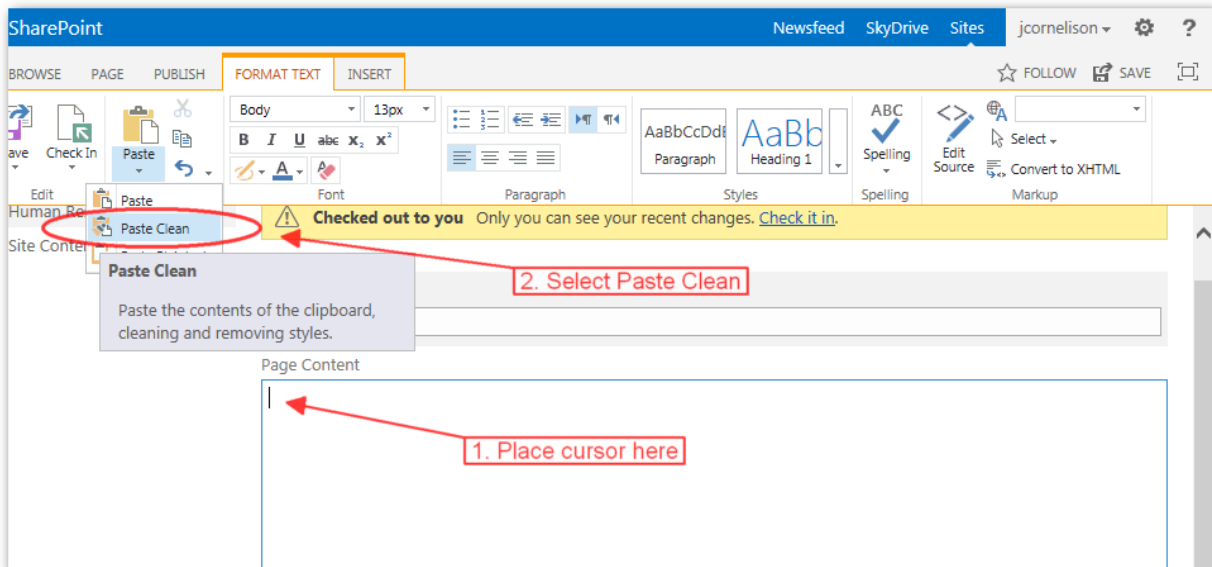


19. On the **Add a Page** dialog window, type **Employee Benefits** in the **Give it a name** field and click on the **Create** button.

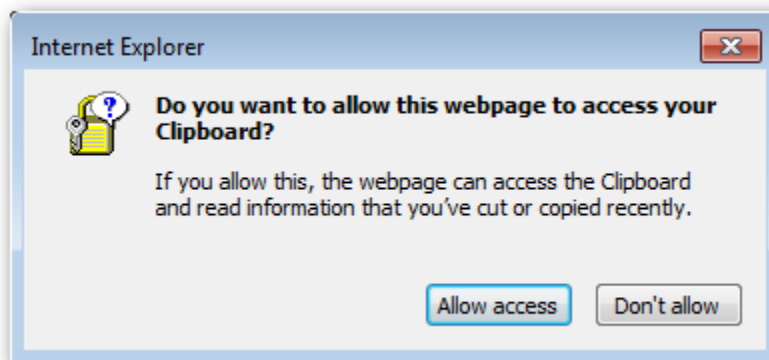


20. Open the **Employee-Benefits.docx** file contained in your Lab 2 folder. In Word, highlight and copy all the text contained in the file.

21. Return to SharePoint and paste the text on to the page by placing your cursor inside the **Page Content** area and then, on the ribbon, click on the arrow that appears under the **Paste** icon and select **Paste Clean**.



22. Note, if you receive the following dialog prompt, click **Allow access**:



23. After pasting "clean" your page should appear as seen below.

Title

Employee Benefits

Page Content

Health Insurance

All premiums for health coverage are paid 100% by the district. Subscribers are only responsible for deductibles and co-payments.

Blue Mountain Medical Plan

The Blue Mountain Medical Plan is a PPO (Preferred Provider Plan). There is a guaranteed payment to doctors who are Blue Mountain providers (80% paid by Blue Shield, 20% paid by employee) with a \$100 deductible per person/\$200 per family per calendar year (January 1-December 31). Maximum out-of-pocket per calendar year is \$350 per person/\$700 per family, including deductibles.

Faison Medical Plan

The Faison Medical Plan is a HMO Plan with no deductibles. There is a \$5 copayment per office visit and \$5 copayment per prescription. Includes employee and eligible dependents.

Other Benefits

In addition to one of the options listed above, employees receive the following:

Blue Mountain Dental Plan

Regardless of whether the Blue Mountain plan is selected as the chosen medical plan, Blue Mountain provides every employee (and eligible dependents) a dental plan. This dental plan is also a PPO (Preferred Provider) which guarantees payment to dentists who are Blue Mountain providers. The plan pays 100% for twice-a-year cleaning and x-ray services, and 90% for restorative work.

Eye Service Plan (ESP)

The Eye Service plan allows vision examinations every 12 months, lenses every 12 months, if needed, and frames every 24 months, if needed. The ESP is a preferred provider plan also, and these services are guaranteed if provider eye doctors are utilized.

Life Insurance

A \$50,000 life insurance policy is included in the benefit package. This policy is in effect as long as the employee is an active, benefit-eligible employee with the district.

24. At the end of the page, create a new paragraph and type **Gym Membership**.
25. Hit **Enter** and type: All employees also receive a free gym membership at Any City Fitness.
26. Your page should look like this:

Other Benefits

In addition to one of the options listed above, employees receive the following:

Blue Mountain Dental Plan

Regardless of whether the Blue Mountain plan is selected as the chosen medical plan, Blue Mountain provides every employee (and eligible dependents) a dental plan. This dental plan is also a PPO (Preferred Provider) which guarantees payment to dentists who are Blue Mountain providers. The plan pays 100% for twice-a-year cleaning and x-ray services, and 90% for restorative work.

Eye Service Plan (ESP)

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Life Insurance

A \$50,000 life insurance policy is included in the benefit package. This policy is in effect as long as the employee is an active, benefit-eligible employee with the district.

Gym Membership

All employees also receive a free gym membership at Any City Fitness.

27. Highlight Gym Membership with your mouse and select **Heading 3** from the Styles menu found on the ribbon. Note the Gym Membership text is now styled like a heading using the site's default style sheet.

Other Benefits

In addition to one of the options listed above, employees receive the following:

Blue Mountain Dental Plan

Regardless of whether the Blue Mountain plan is selected as the chosen medical plan, Blue Mountain provides every employee (and eligible dependents) a dental plan. This dental plan is also a PPO (Preferred Provider) which guarantees payment to dentists who are Blue Mountain providers. The plan pays 100% for twice-a-year cleaning and x-ray services, and 90% for restorative work.

Eye Service Plan (ESP)

The Eye Service plan allows vision examinations every 12 months, lenses every 12 months, if needed, and frames every 24 months, if needed. The ESP is a preferred provider plan also, and these services are guaranteed if provider eye doctors are utilized.

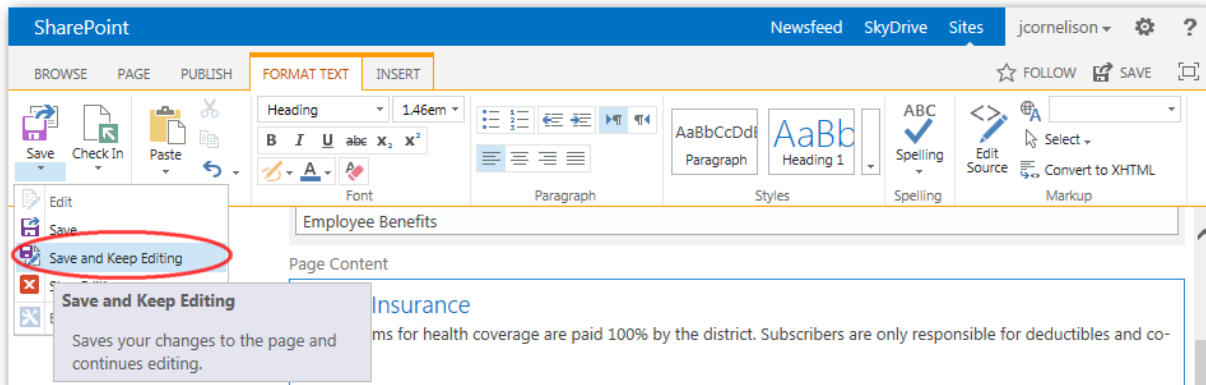
Life Insurance

A \$50,000 life insurance policy is included in the benefit package. This policy is in effect as long as the employee is an active, benefit-eligible employee with the district.

Gym Membership

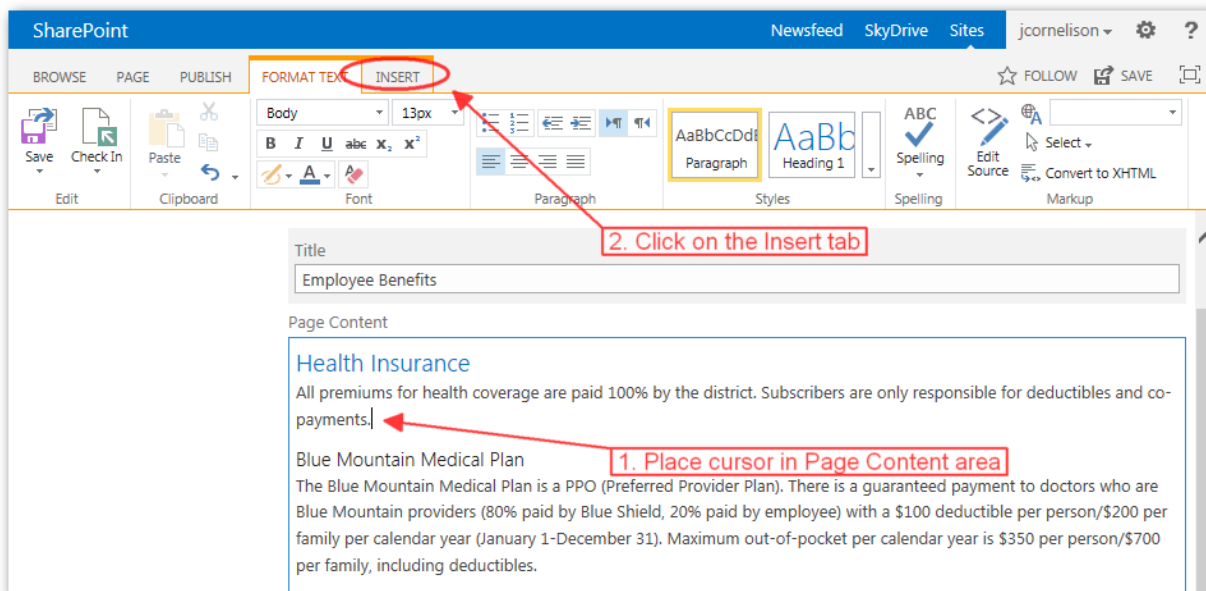
All employees also receive a free gym membership at Any City Fitness.

28. Click **Save and Keep Editing** on the ribbon.

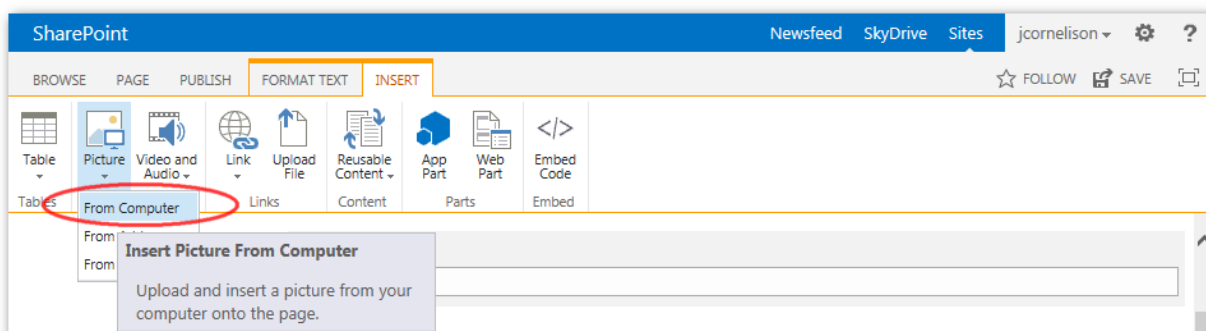


In the next section of this lab, we will place an image on our page. Remember, images must first be sized prior to uploading!

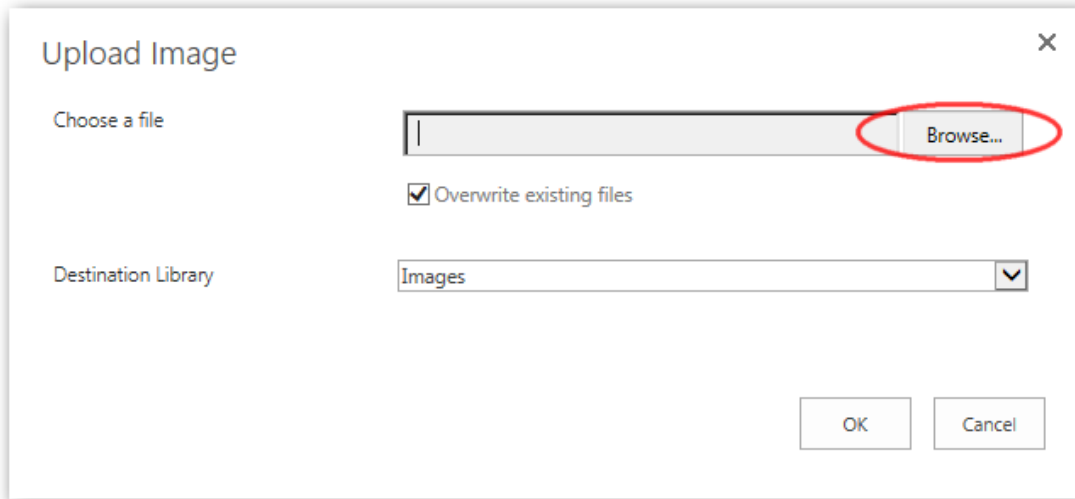
29. Place your cursor inside the **Page Content** area and then click on the **Insert** tab on the ribbon.



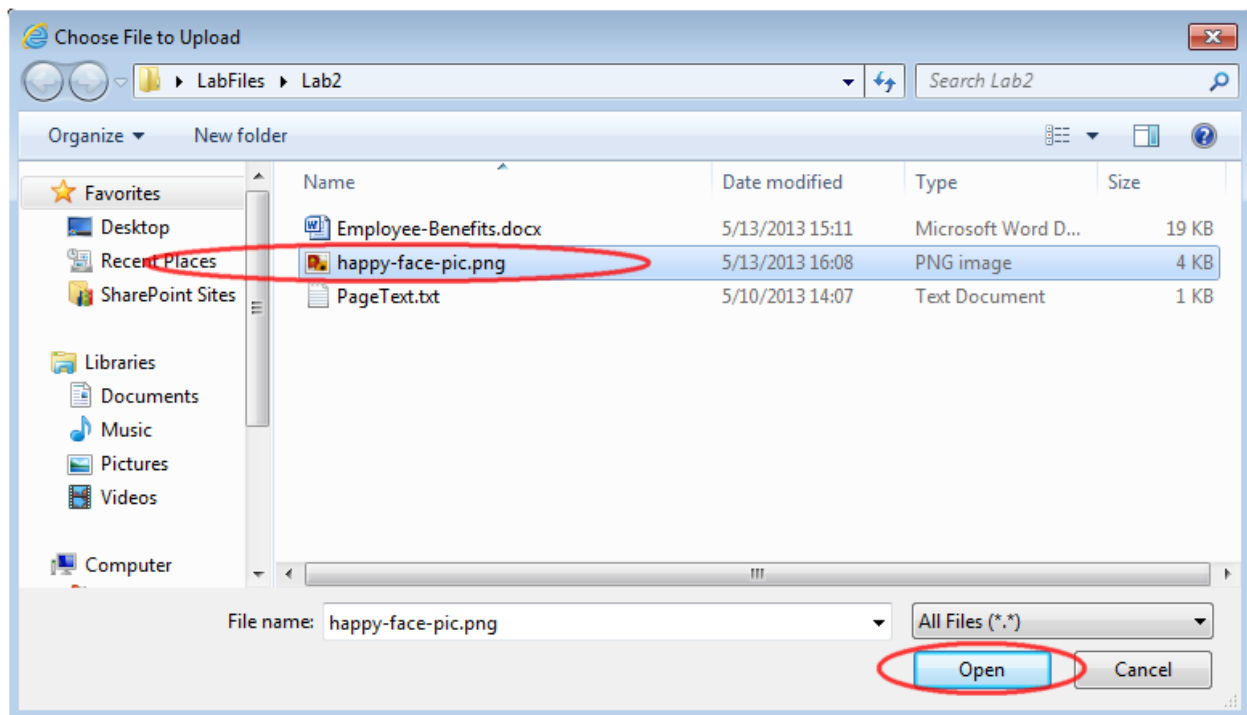
30. Click on the arrow under the **Picture** icon, and select **From Computer**.



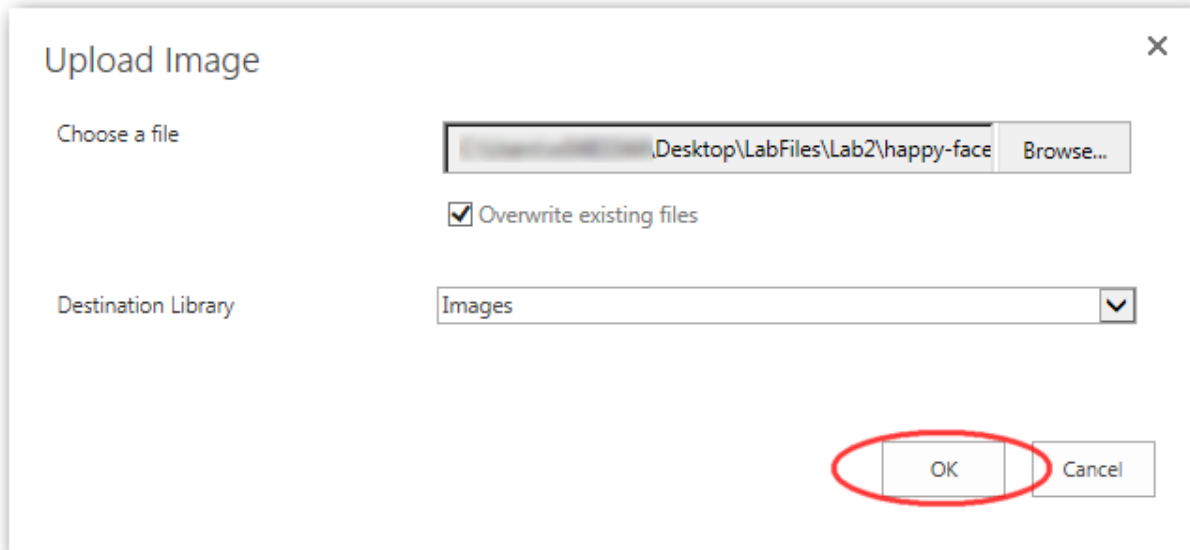
31. In the **Upload Image** dialog window, click on the **Browse** button.



32. Browse to the location of your lab files, click on the **happy-face-pic.png** file name located in the Lab2 folder, and select the **Open** button.



33. On the **Upload Image** dialog window, click on the **OK** button to upload and save the image.



34. On the **Images – happy-face-pic.png** dialog window, leave the fields blank and click on the **Save** button.

Note: Image properties are optional.

Images - happy-face-pic.png

EDIT

Save Cancel Paste Copy Cut Delete Item

Commit Clipboard Actions

The document was uploaded successfully. Use this form to update the properties of the document.

Content Type Image
Upload an image.

Name * happy-face-pic .png

Title

Keywords
For example: scenery, mountains, trees, nature

Comments

A summary of this asset

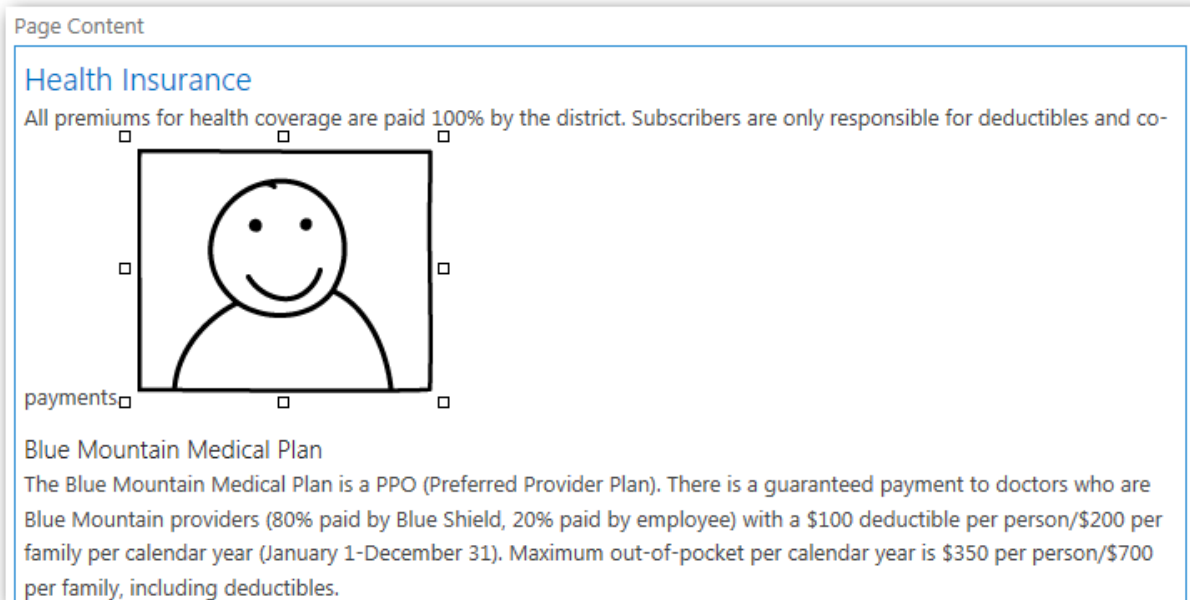
Author

The primary author

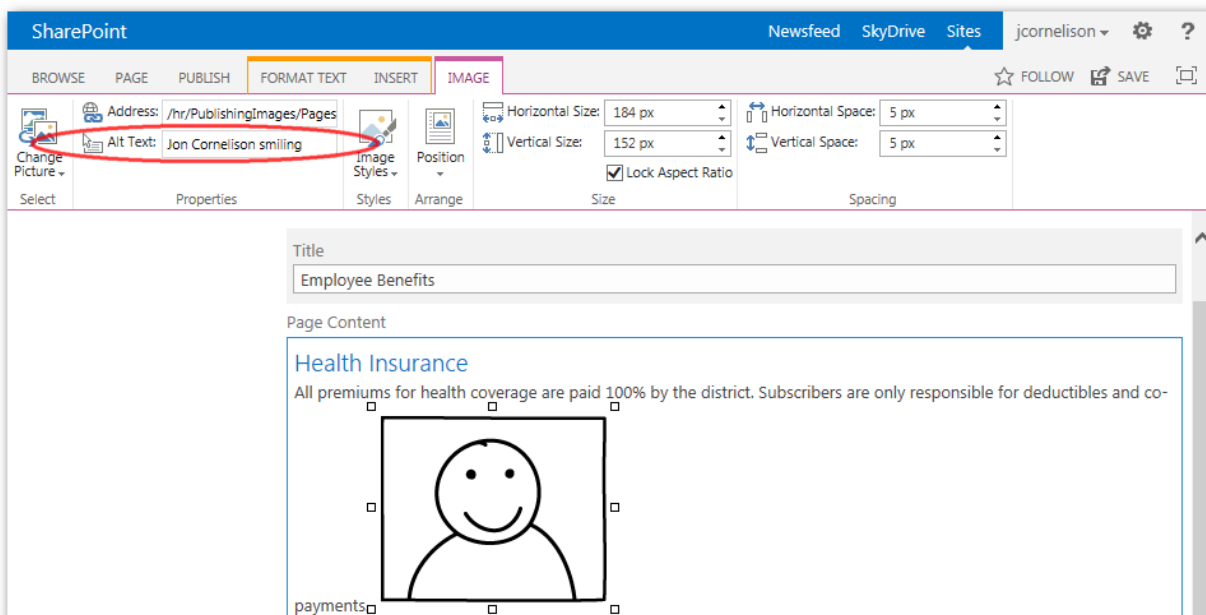
Date Picture Taken 12 AM 00

Copyright

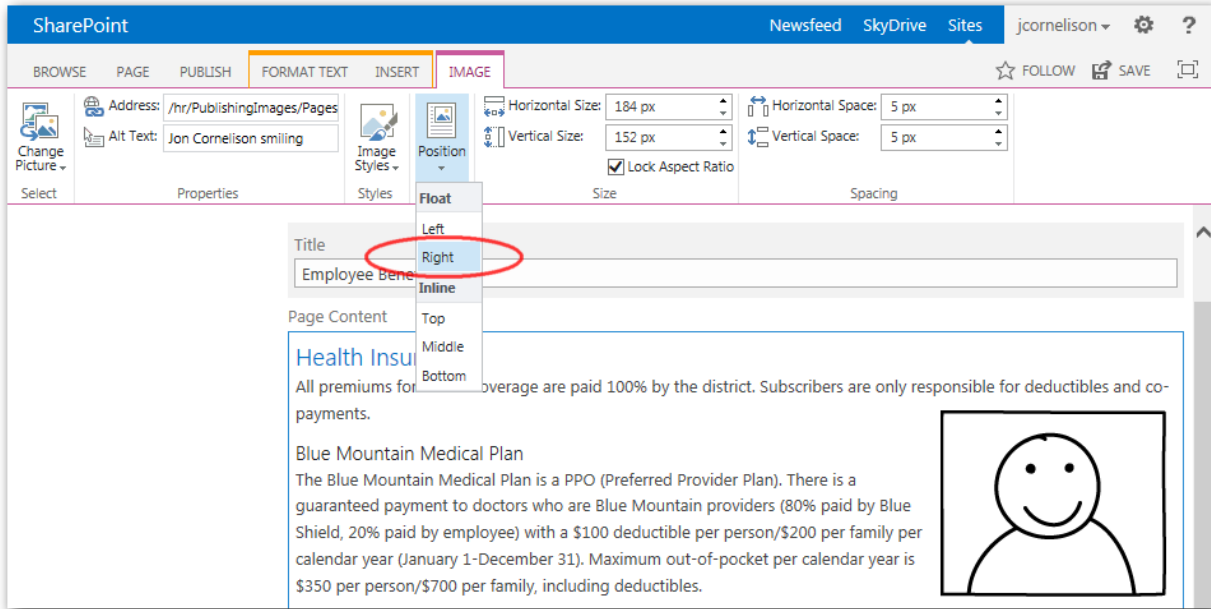
35. Your page should now appear as seen below. Notice the picture has been placed on the page.



36. Next, on the ribbon, change the Alt Text to *Jon Cornelison smiling* in the **Alt Text** field.



37. Click **Position** on the ribbon and then select **Right**.



38. The image is now appropriately placed on the page and contains alt text as required for accessibility compliance.

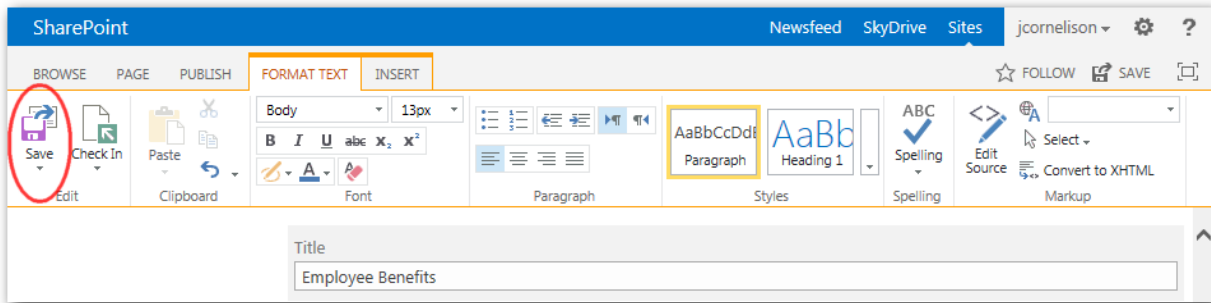


More About Alt Text...

To comply with Web accessibility standards when placing images and graphics on pages, always remember to alternative text “alt text” for every image placed on a web page. Here are some general guidelines on the use of alt text:

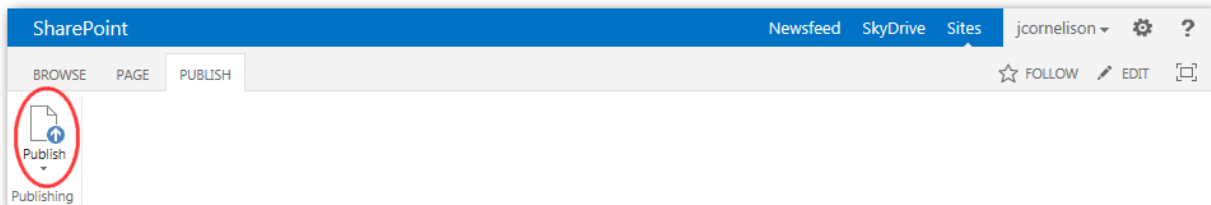
- If the image conveys information, or conveys text, then the alt text should convey the same information.
- If the purpose of the image/graphic is to provide "eye candy" (i.e. visually setting a mood) then alt text should be blank.
- If the image is redundant or conveys no information, the alt text should be blank.
- If the image is an active link, the alt text should be the function of the image (i.e. what the target of the link is).
- In all instances of Alt Text, avoid entering “picture of...” or “image of...” or “link to...” etc. as screen reading software already informs the user of this when they encounter an image of link.
- When images of tables or graphs are placed on page, in addition to alt text, a complete description of the information contained on the table or graph should follow the image.

39. Click on **Save** button on the ribbon.

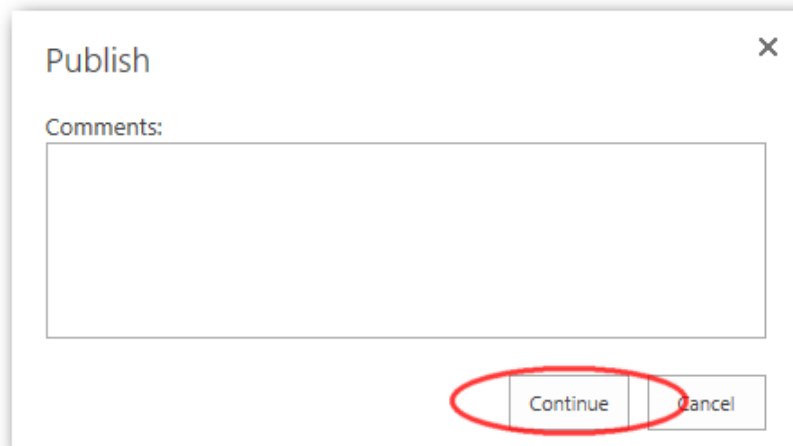


40. Review your page. If you need to make additional changes, click on the **Edit** button from the ribbon and then select **Save**.

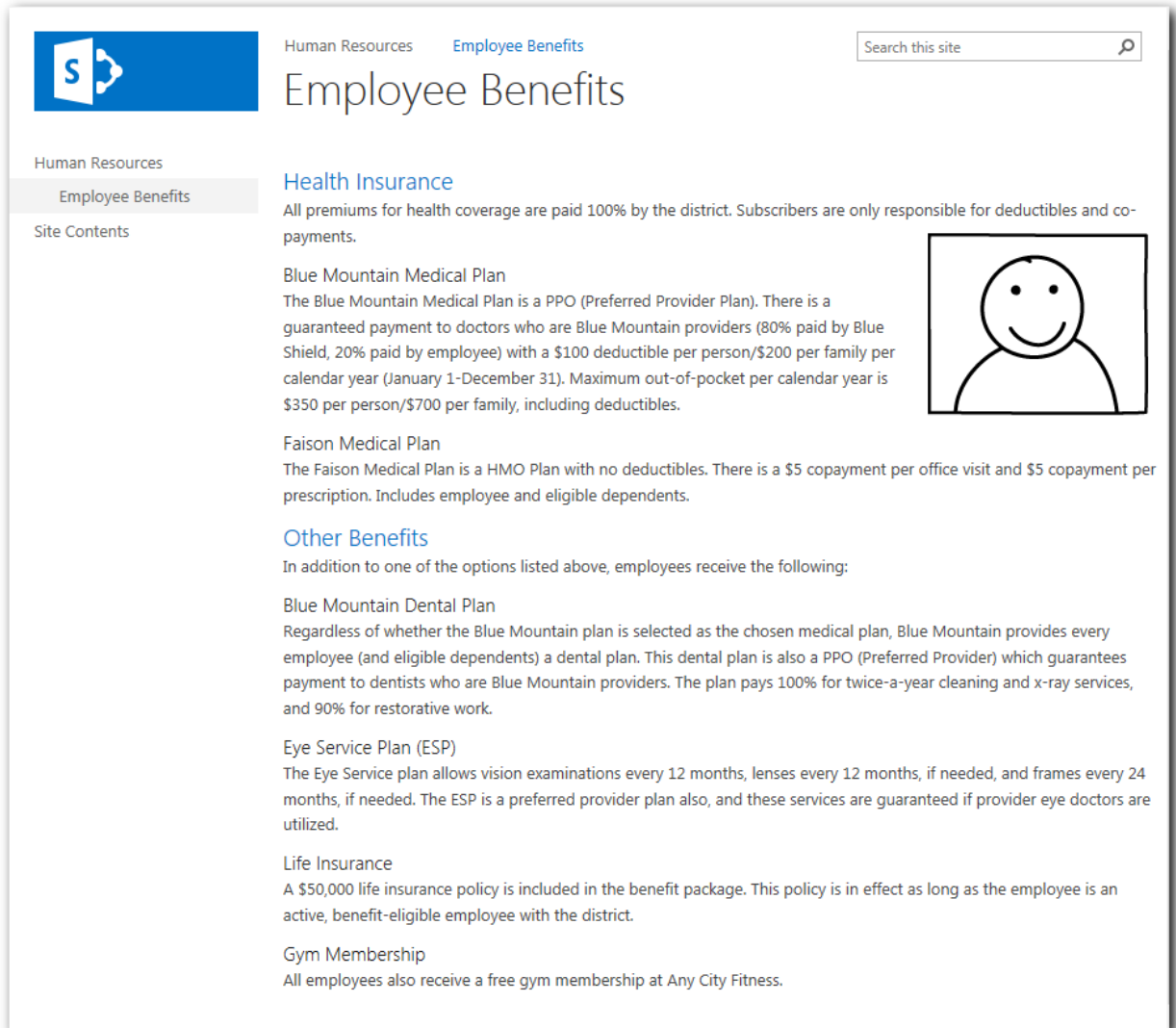
41. Next let's publish the page. Click on the **Publish** tab on the ribbon and select **Publish**.



42. Click **Continue** on the **Publish** dialog window.



43. The Employee Benefits page is now published. Refresh the page (F5 on your keyboard). Notice a link is also added to the site navigation (left-hand menu).



Human Resources [Employee Benefits](#) Search this site

Employee Benefits

Human Resources
Employee Benefits
Site Contents

Health Insurance

All premiums for health coverage are paid 100% by the district. Subscribers are only responsible for deductibles and co-payments.

Blue Mountain Medical Plan
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The Eye Service plan allows vision examinations every 12 months, lenses every 12 months, if needed, and frames every 24 months, if needed. The ESP is a preferred provider plan also, and these services are guaranteed if provider eye doctors are utilized.

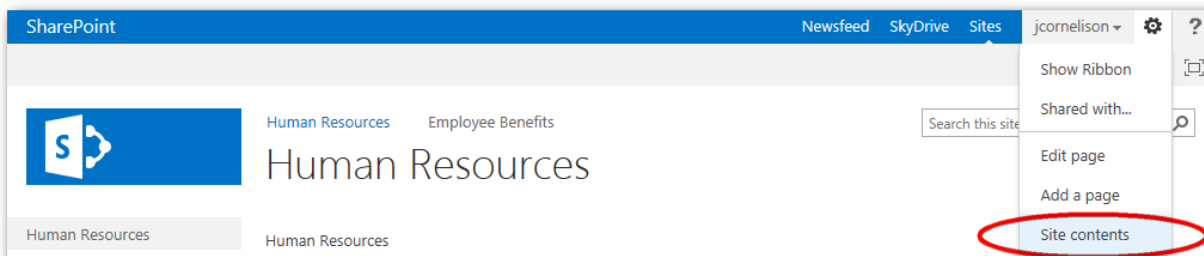
Life Insurance
A \$50,000 life insurance policy is included in the benefit package. This policy is in effect as long as the employee is an active, benefit-eligible employee with the district.

Gym Membership
All employees also receive a free gym membership at Any City Fitness.

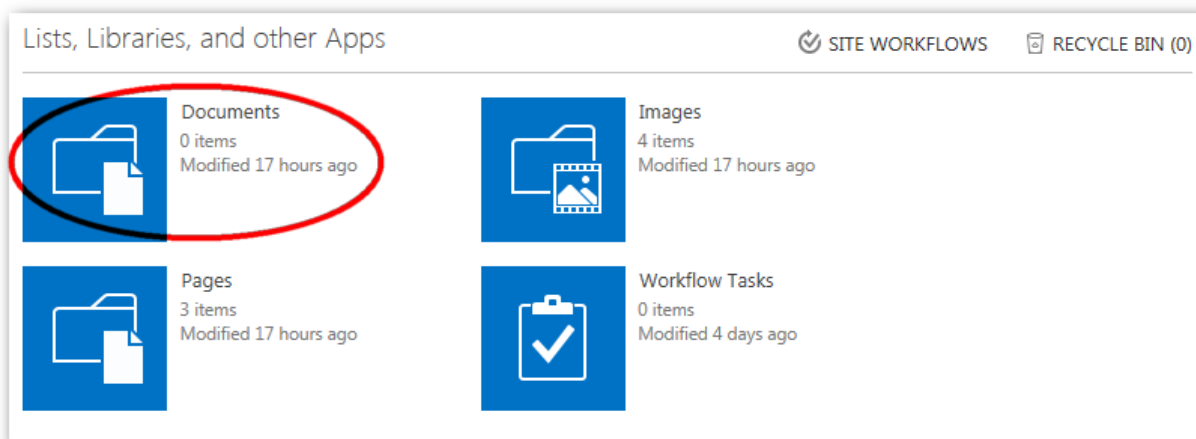
Lab 3: Uploading & Linking Documents

Upload Files into a Document Library

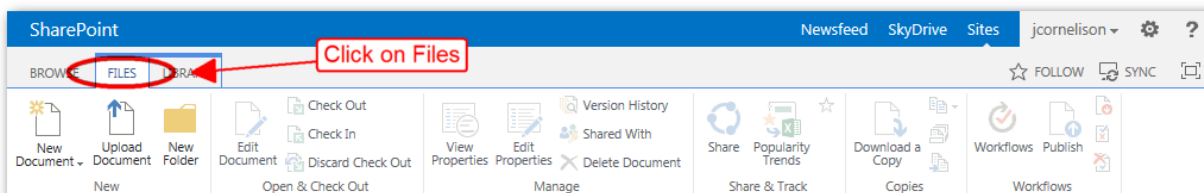
1. Click on the **Settings** menu and then select **Site contents**.



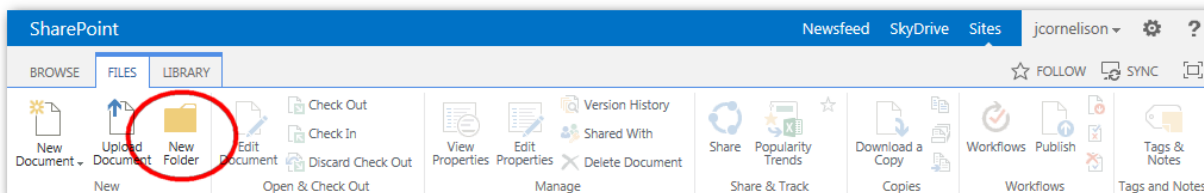
2. Click on **Documents** to open your **Document Library**.



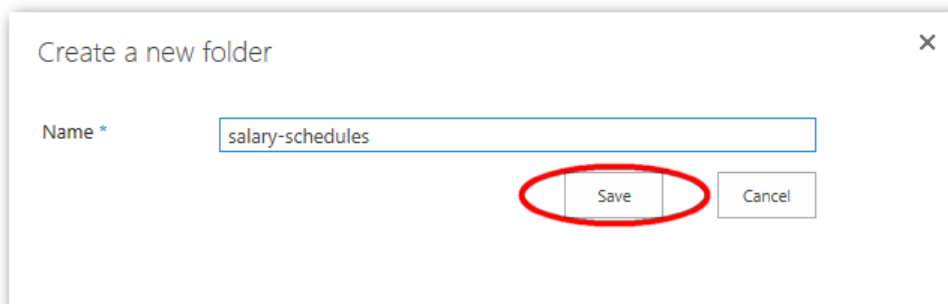
3. Click the **Files** tab on the ribbon.



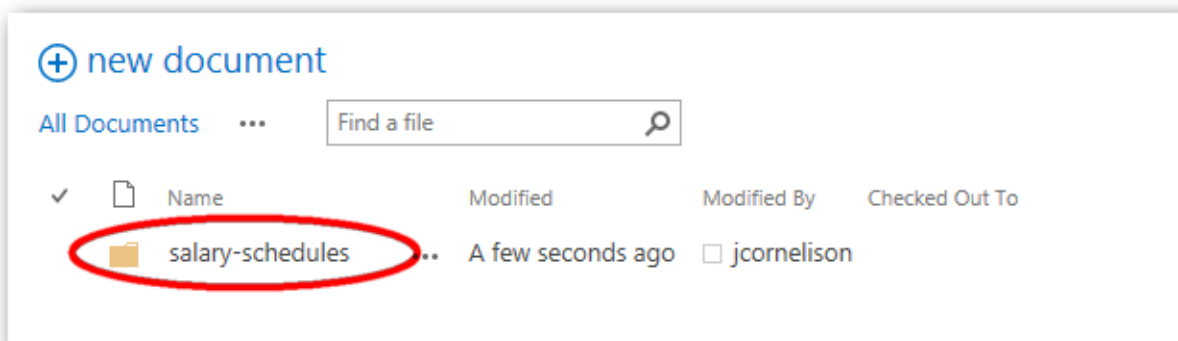
4. Click **New Folder** on the ribbon.



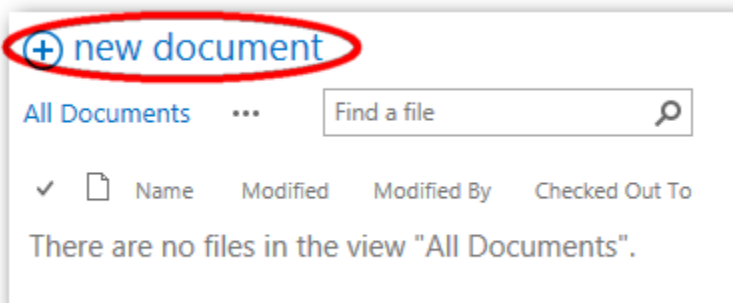
- 5. Type in **salary-schedules** in the **Name** field and then click on the **Save** button.



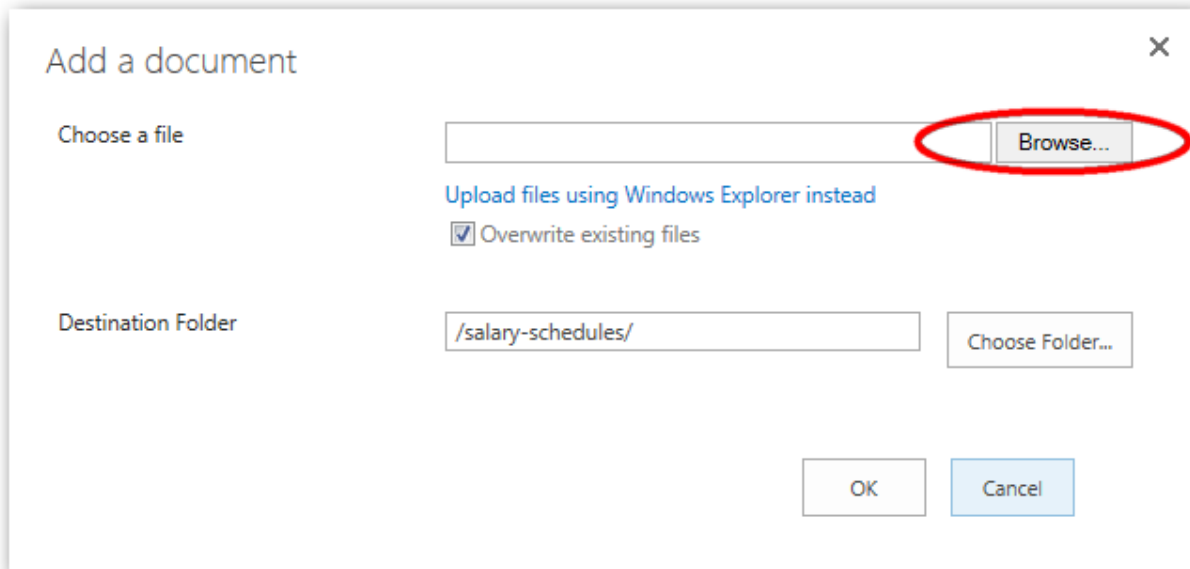
- 6. The salary-schedules folder is created as seen below. Click on the folder name to open the folder (i.e. click on **salary-schedules**).



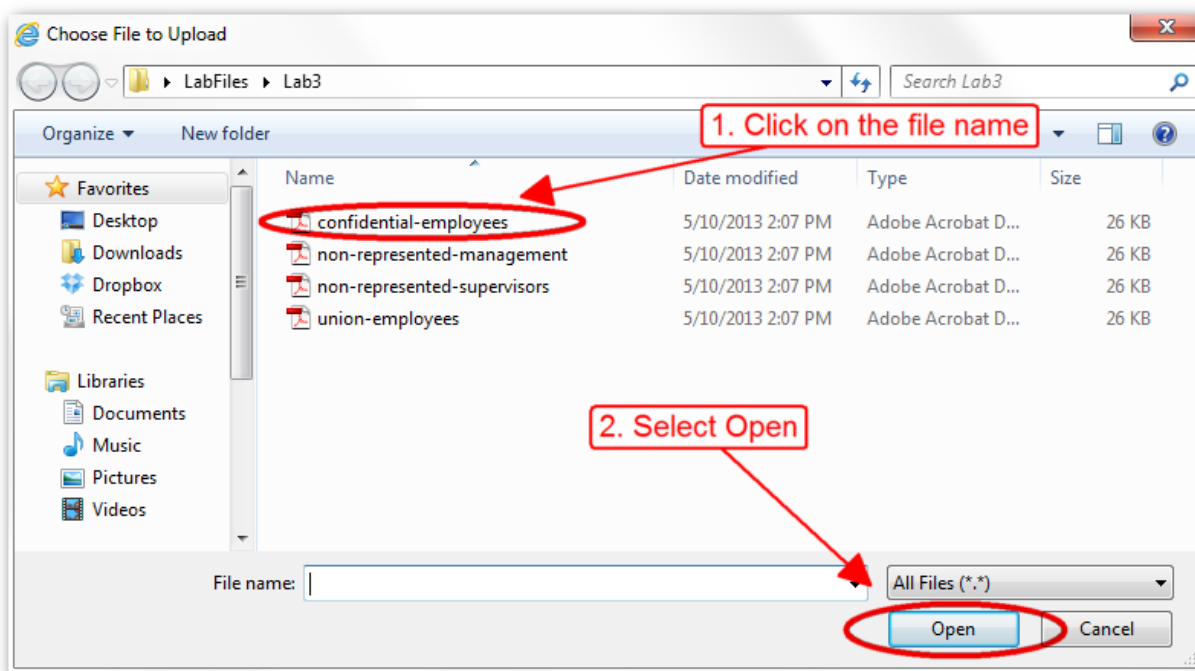
- 7. Click on the **new document** link.



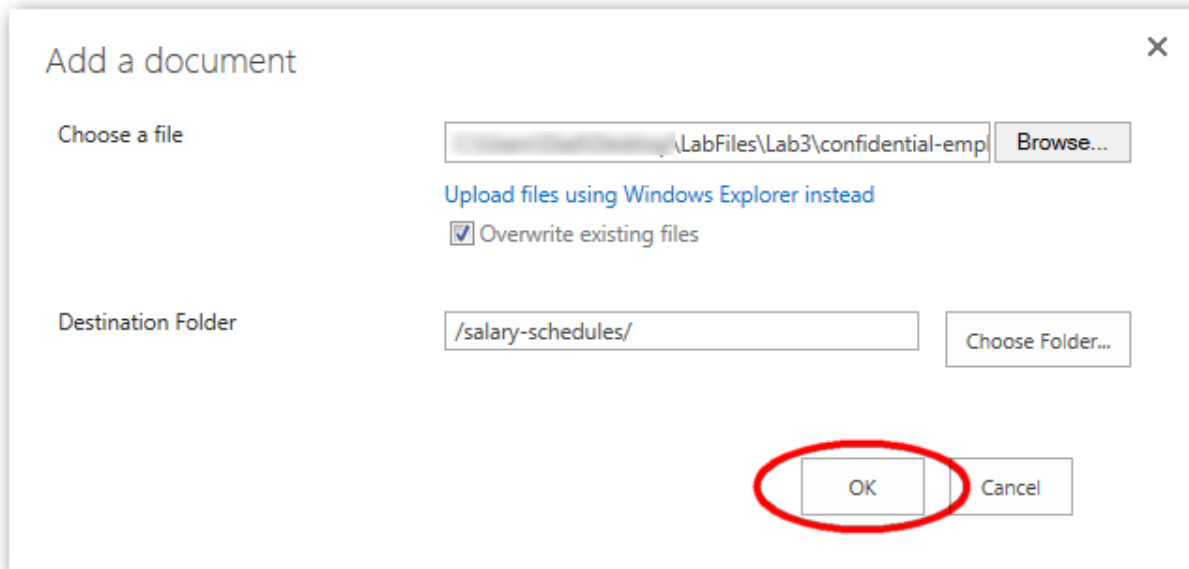
- 8. On the **Add a document** dialog window, click **Browse**.



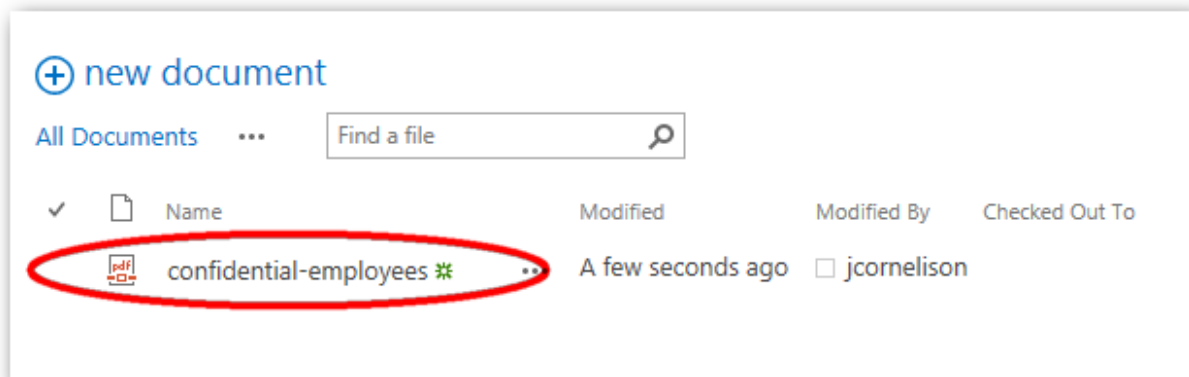
- In the **Choose File to Upload** dialog window, browse to the location of your lab files and click on the Lab3 folder. Select the **confidential-employees.pdf** file by clicking on the file name and then click on the **Open** button.



- On the **Upload Document** dialog window, you will see that the path to the file appears in the **Name** field. Notice that the **salary-schedules** folder is set as the **Destination Folder**. Click **OK** to upload the file.



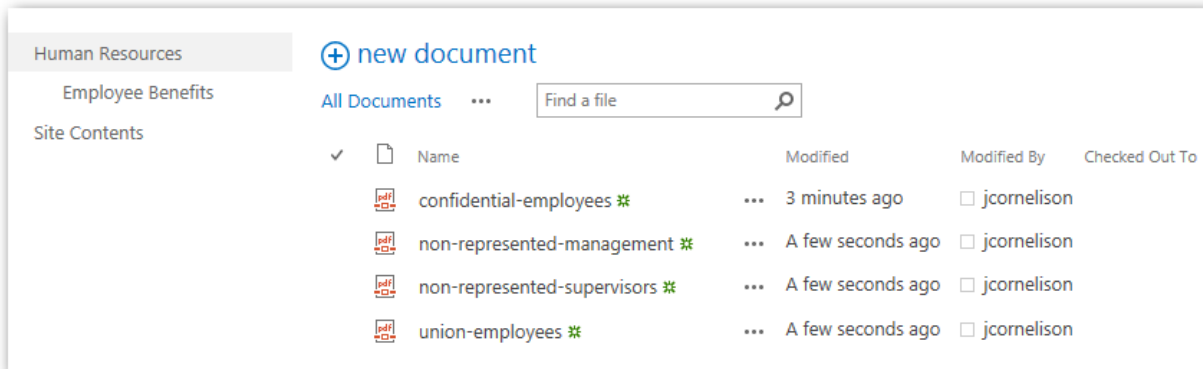
11. The **confidential-employees** file is uploaded into the **salary-schedules** folder as seen below.



12. Repeat steps 7-10 above to upload the following files into your **salary-schedules** folder (all files are in your Lab 3 folder):

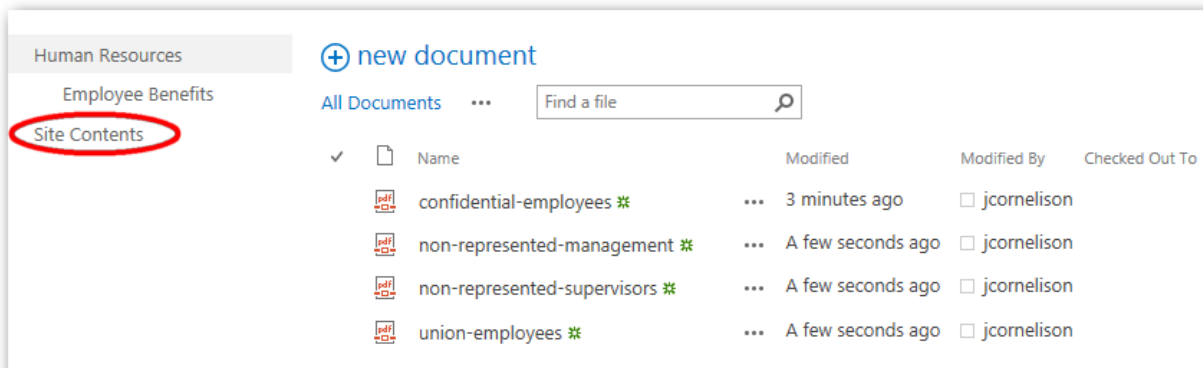
- a. non-represented-management.pdf
- b. non-represented-supervisors.pdf
- c. union-employees.pdf

13. When done, your **salary-schedules** folder should appear as seen below.

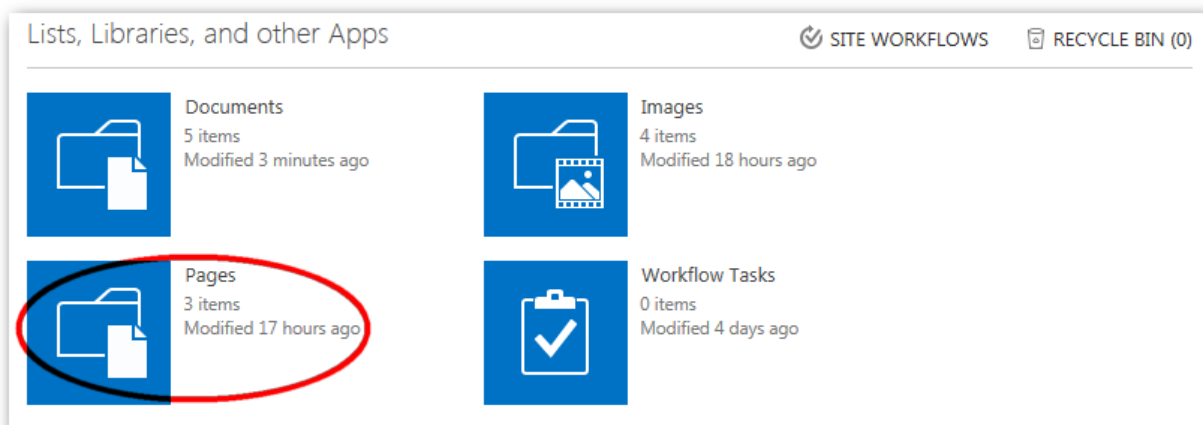


Next, we need to create links to these documents on a web page so users can easily open the files. We will use our salary-schedules page that we created in Lab 2 to do this.

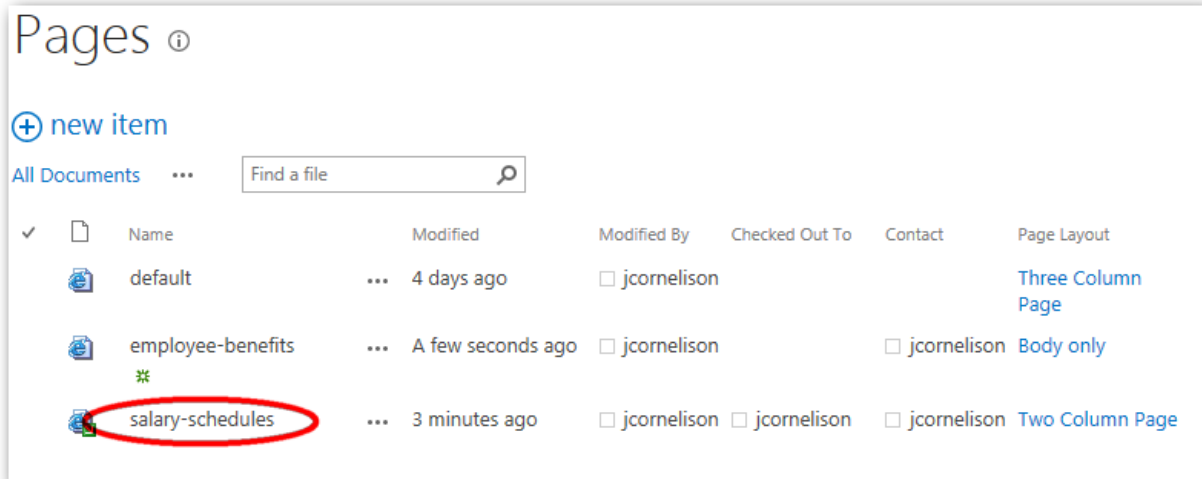
14. Click **Site Contents** from the site navigation menu.



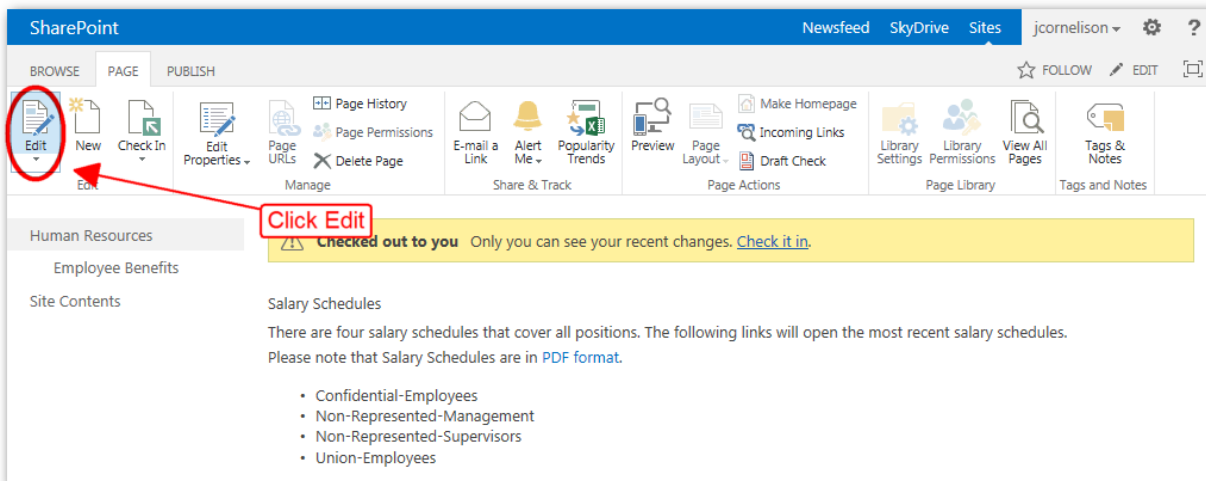
15. Click **Pages** to open the **Pages Library**.



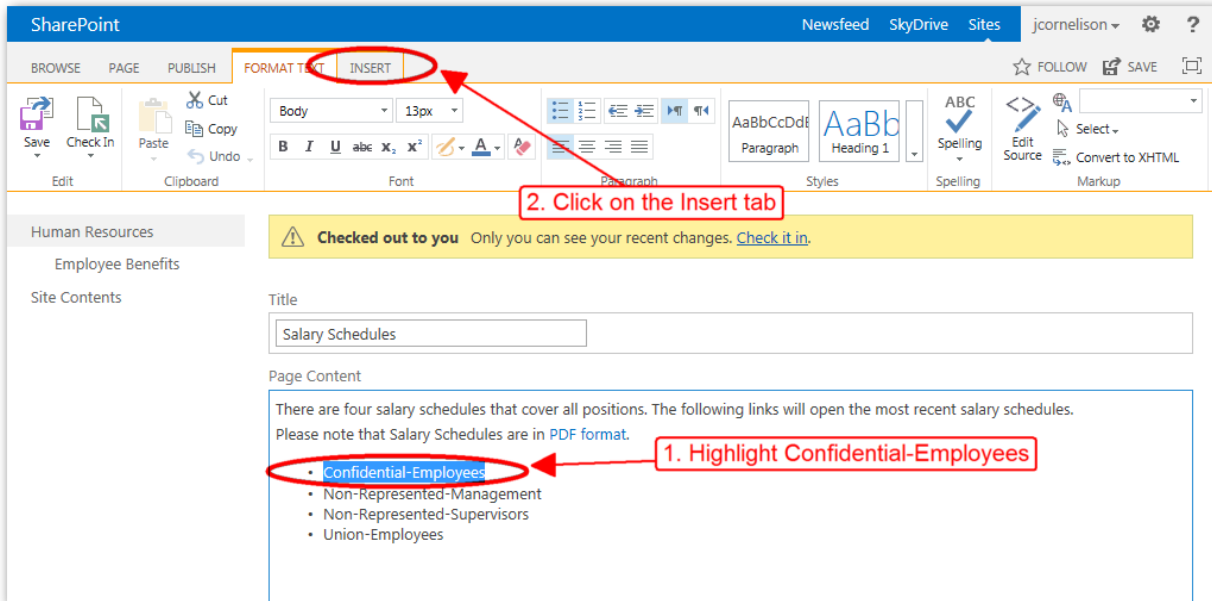
16. You are now in your **Pages Library** where you can view all pages of your site. Click on the **salary-schedules** page name to view the page.



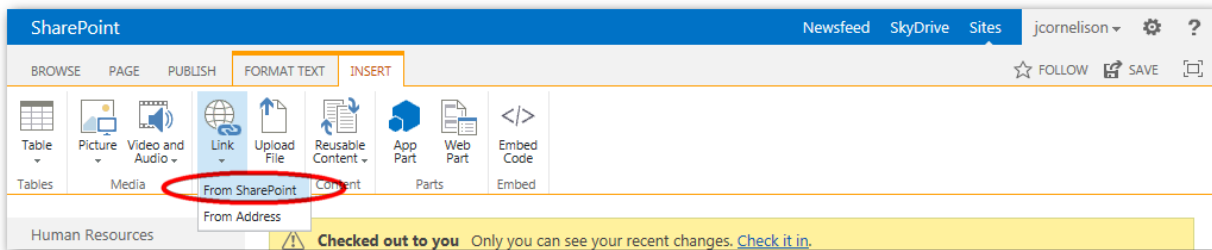
17. Click on the **Edit** from the **Page** tab.



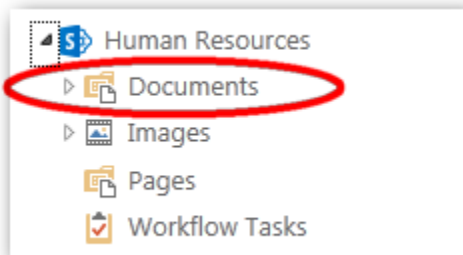
18. Highlight the **Confidential-Employees** text (this will become a hyperlink to the respective PDF file). Click on the **Insert** tab on the ribbon.



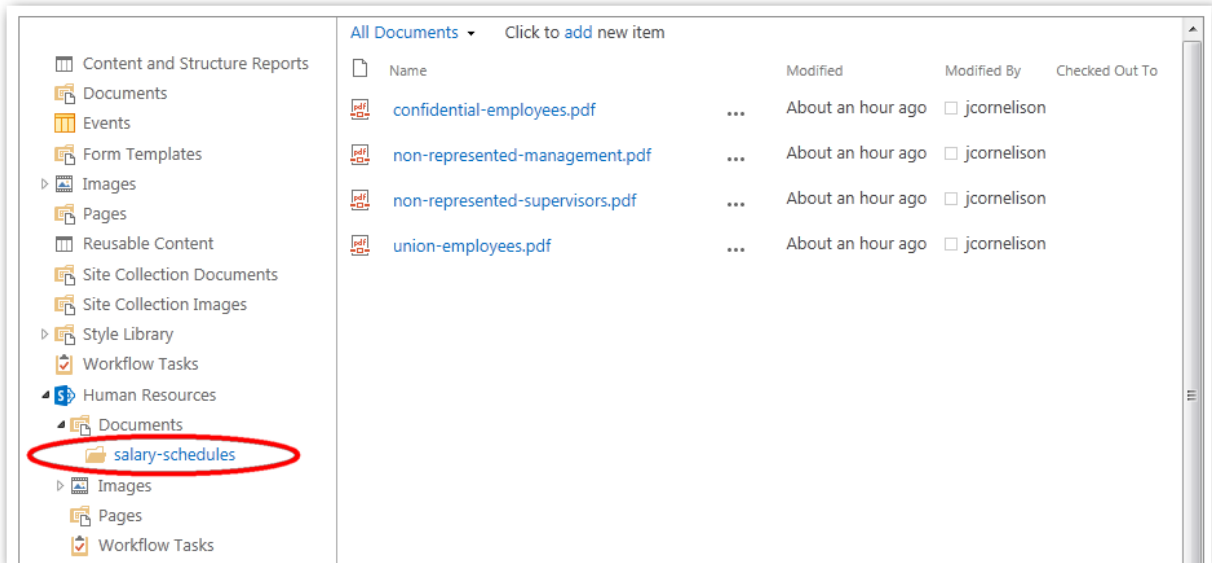
19. Click on the **Link** icon on the ribbon and select **From SharePoint**.



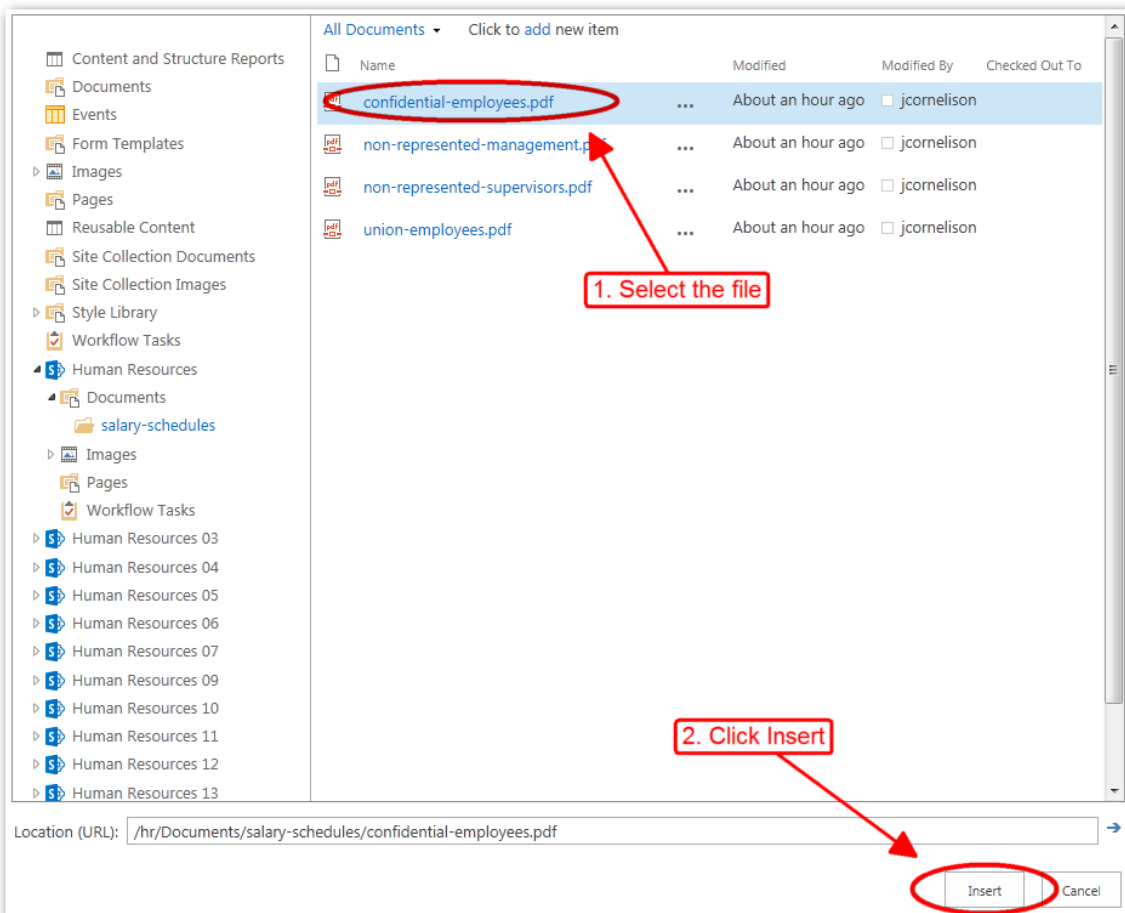
20. In the **Select and Asset dialog** window, browse to your **Document Library** and open it by clicking on **Documents**.



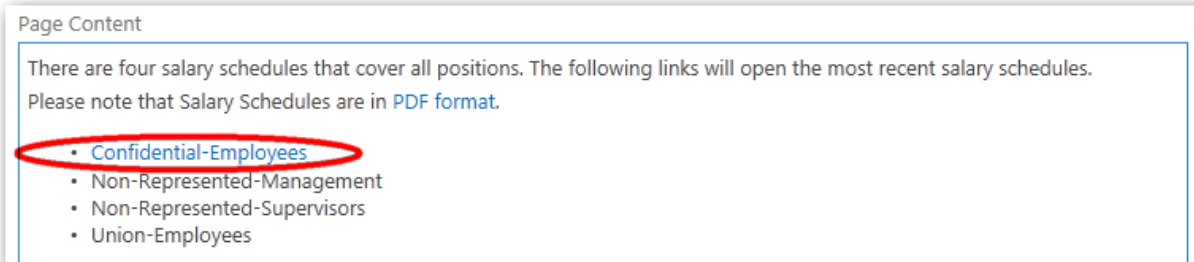
21. You should now see the salary-schedules folder you created earlier in this lab. Click on the folder name to open the Salary-Schedules folder.



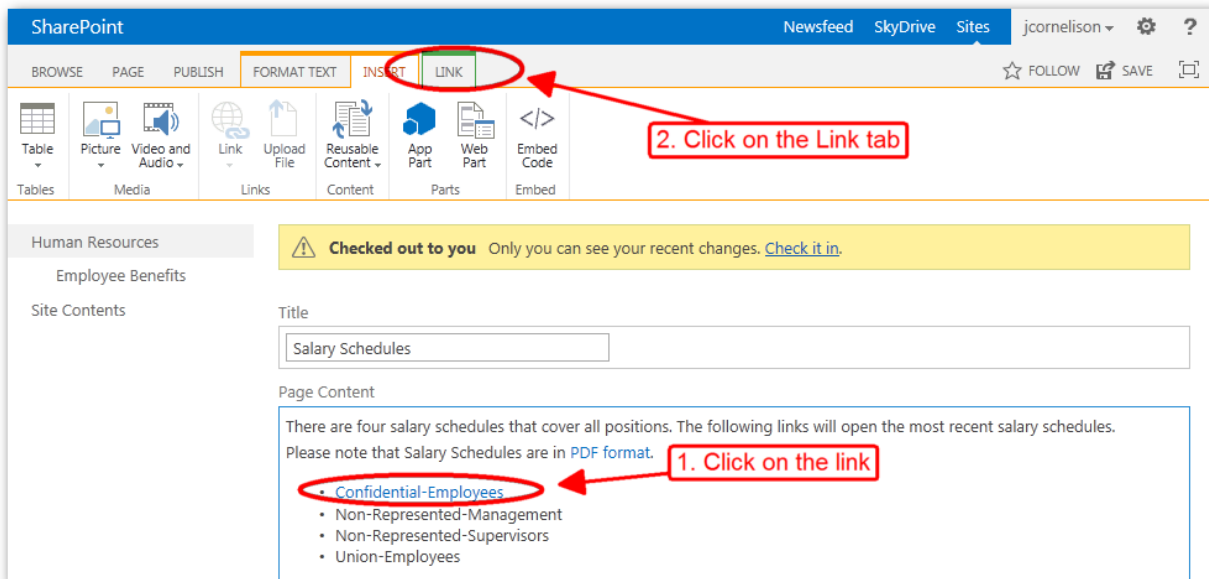
22. Next, select the **confidential-employees.pdf** file by clicking on the file name. Click **Insert** to continue.



23. The link to confidential-employees.pdf file is created (notice the blue text).

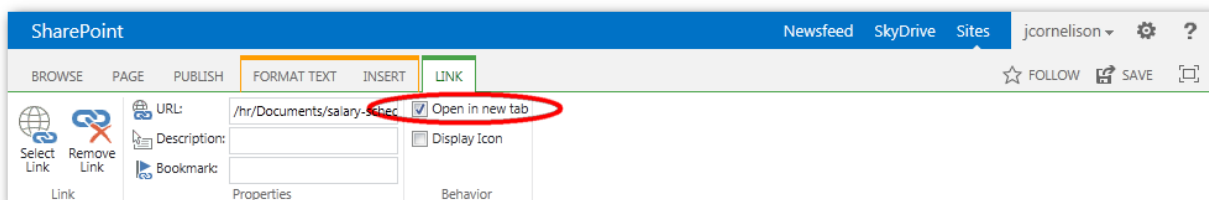


24. Next, click on the link to activate the Link ribbon tab and then click on the Link tab.



25. Check the option to **Open in new tab** on the ribbon.

Note: the **Open in new tab** option will make the link to the document open in a new browser tab when clicked on--this is what we want when linking to PDF files.

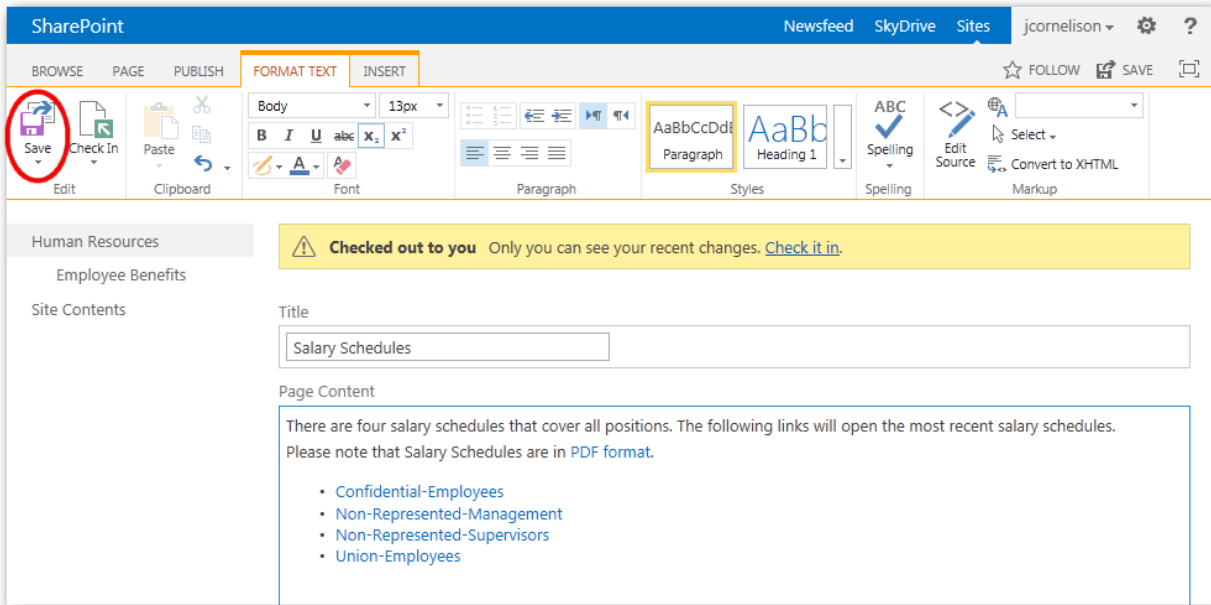


26. Repeat steps 18-25 and link **Non-Represented Management**, **Non-Represented Supervisors**, and **Union Employees** to the respective PDF files you uploaded earlier in this lab.

Note: ensure you check the **Open in new tab** option after linking to each file.

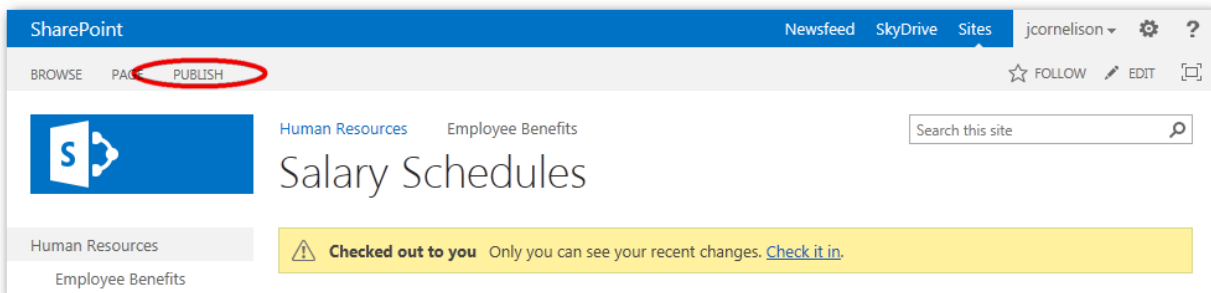
27. Next, we will test the links. This cannot be done in edit mode, you have to switch to preview mode.

28. Click on the **Save** button on the ribbon.

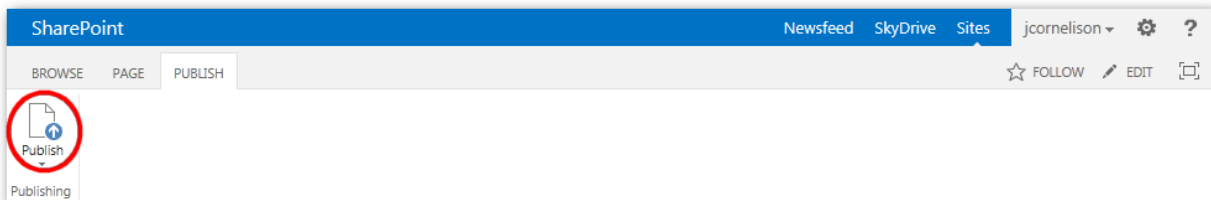


29. Click on each link and ensure the correct PDF file opens as expected. You can close each tab after checking.

30. When you are finished testing your links, click on **Publish** tab on the ribbon.



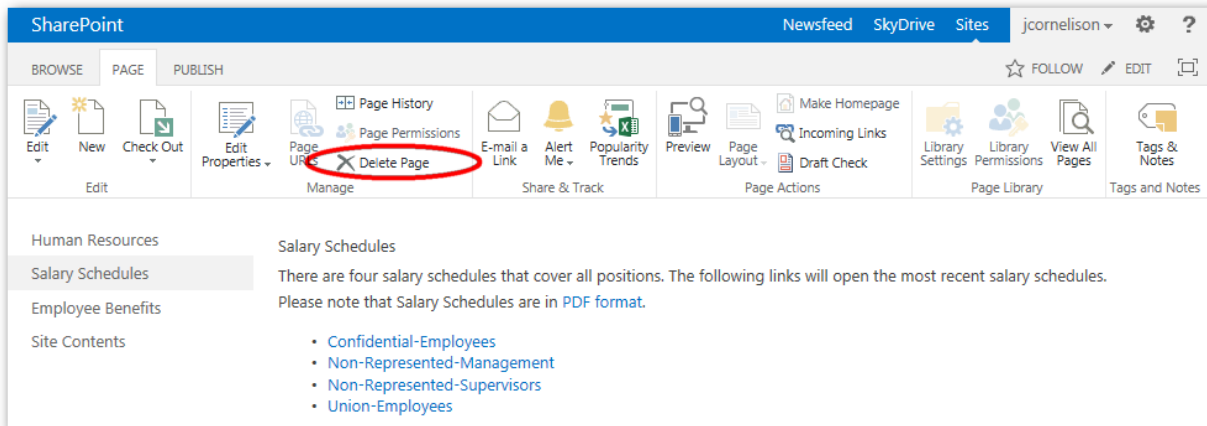
31. Click **Publish** on the ribbon.



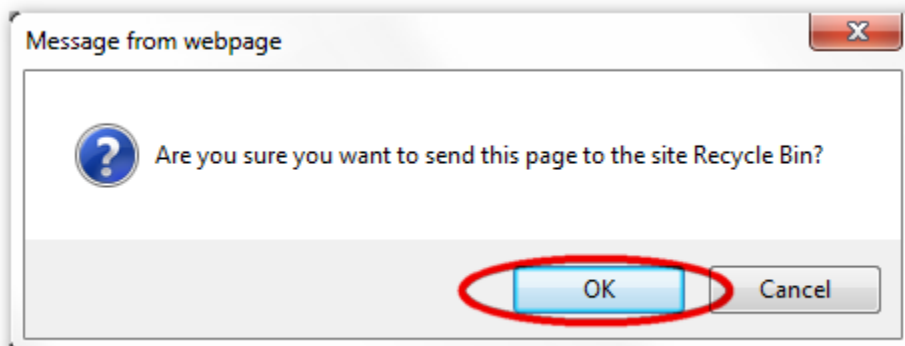
Lab 4: Using the Recycle Bin

Delete a Page

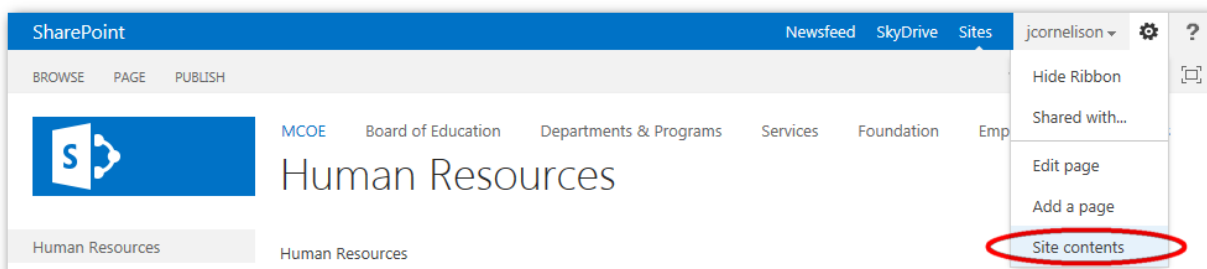
1. Click on the **Page** tab and then click on the **Delete Page** option.



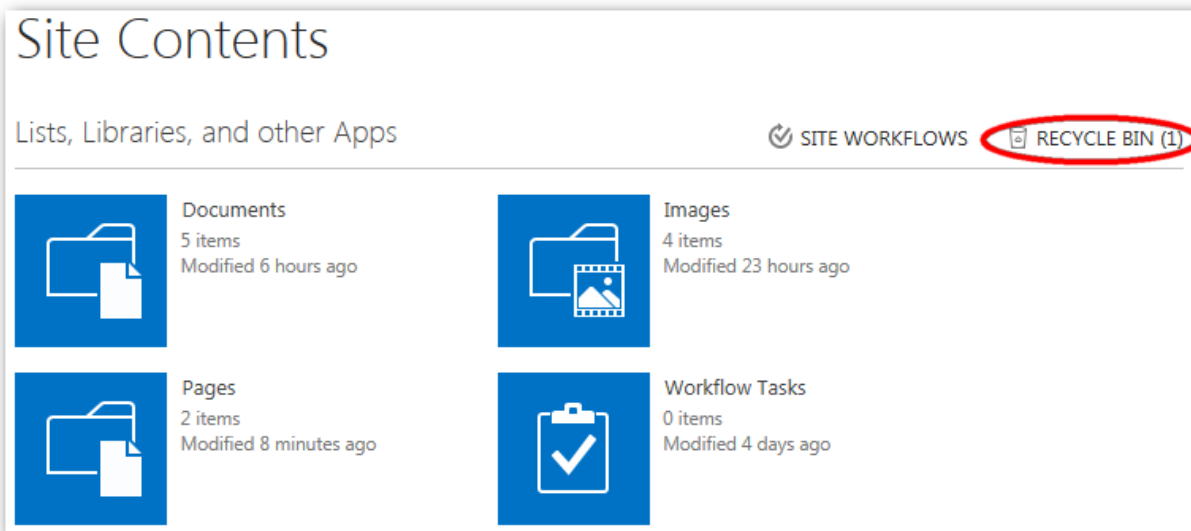
2. When prompted to confirm the delete action, select **OK** to continue.



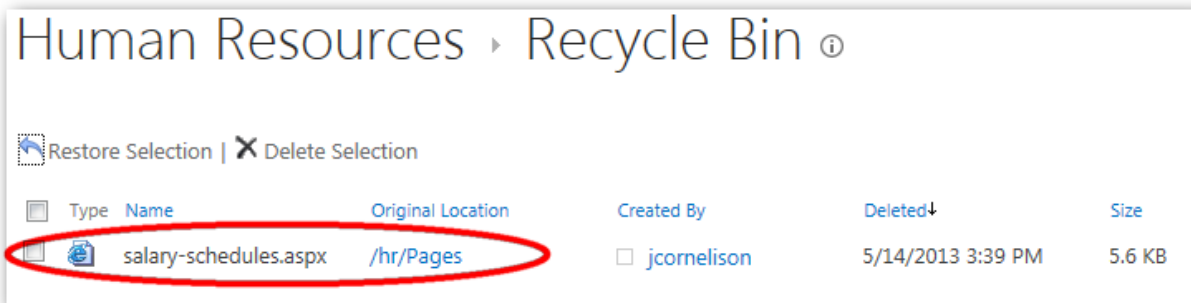
3. Now the page is gone! Let's restore it...
4. Click on the **Settings** menu and select the **Site contents** option.



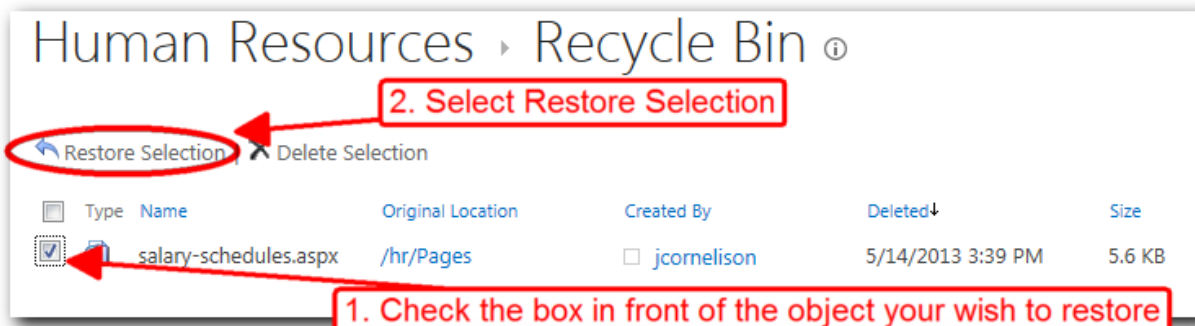
5. In the Site Contents area, click on the **RECYCLE BIN** link.



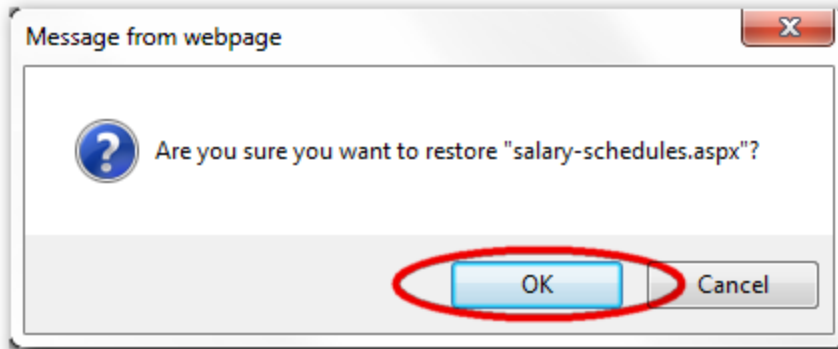
6. As you can see, the salary-schedules page you deleted is contained in the Recycle Bin.



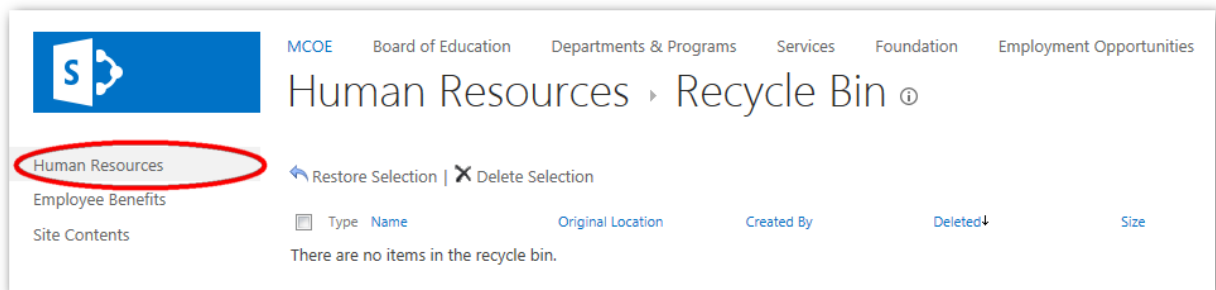
7. Check the box in front of the page name and then select **Restore Selection**.



8. When prompted to confirm the restore action, click OK to continue



9. As you can see, the salary-schedules page is no longer contained in the Recycle Bin.
10. Next, click on the **Human Resources** link in the site navigation menu.



11. As you can see, the salary-schedule page is restored to its original location (you can click on the link to open the page).

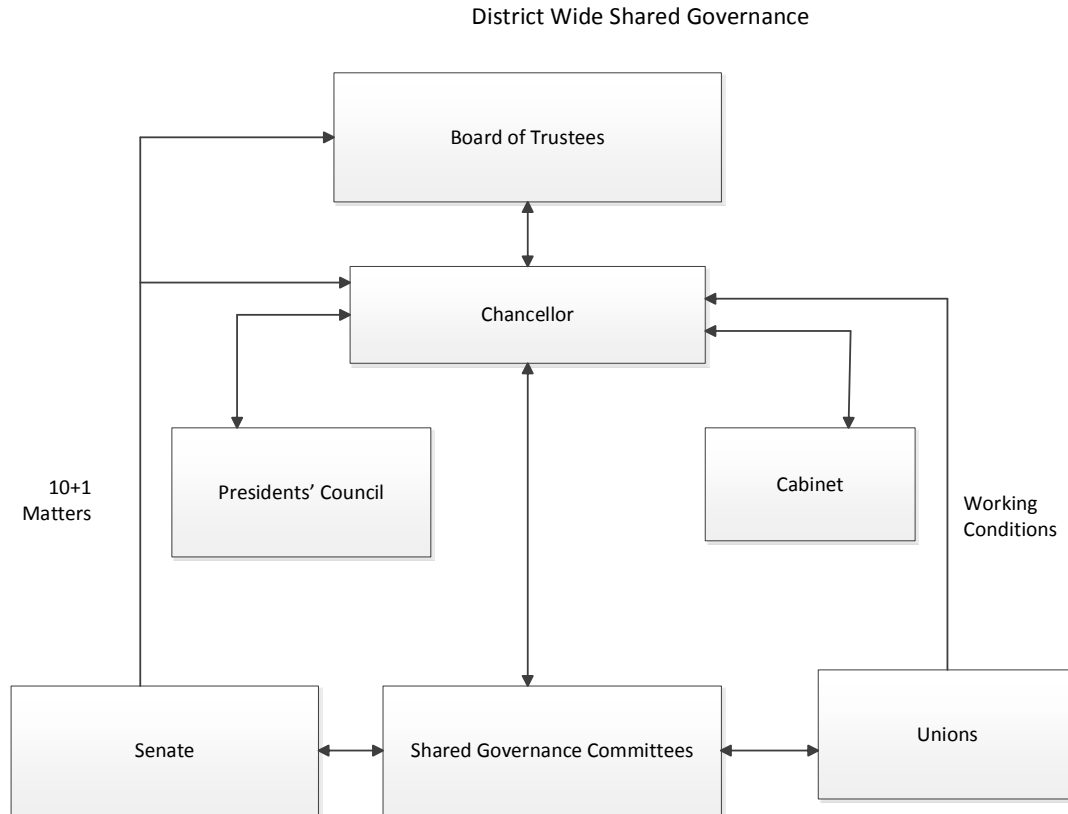
History and Background:

In 1994, the Los Angeles Community College District developed its consultation process for implementing a practice of shared governance. This model was built into District procedures through Chancellor's Directive 70, which was signed in 1995. Over the last two decades, the District has continued to work on its systems of shared governance, decision-making and communication. There have been multiple changes in committee and organizational structure. Chapter XIII Article I of the Board Rules defines the role of the Academic Senate and the process for engaging in collegial consultation on academic and professional matters. Based on a review of the existing procedures and Board Rules and an evaluation of the decision-making process, the following changes are being proposed.

The first recommendation is that Chancellor's Directive 70 be adopted as an administrative regulation that can be regularly reviewed by all constituency groups. This will ensure effective input into the consultation process and a cycle of continuous quality improvement. Second, the new procedure calls for the development of a conference committee. In the review of recent decisions, it was recognized that alternate recommendations often bounced between the consultation groups for extended periods of time. Lastly, the recommended changes include a clear differentiation between communication of decisions that are operational and those stemming from consultation on those matters of shared governance. The following flow charts and information are provided as the recommended consultation processes.

Consultation Process

For matters of shared governance and policy, the following process has been developed. Recommendations regarding the 10+1 will originate from the District Academic Senate. Should matters under 10+1 be discussed in shared governance committees, they will be referred to the District Academic Senate. It is recognized that different groups may need to weigh in on the same manner. The model promotes the communication of recommendations between the shared governance groups, the academic senate and the unions, when there are matters involving working conditions. On matters of working conditions, the unions will make direct recommendations to the Chancellor. On matters of 10+1, the senate will make recommendations to the Chancellor/Board of Trustees. Following recommendations to the Chancellor, he or she will engage the President's Council and the Cabinet to review and provide input on these recommendations. The Chancellor will then be able to weigh all input and make a final decision. Should the recommendation be related to policy, the Chancellor will forward final recommendations to the Board for review and approval. Upon completion of the process, notice of the final decision will be provided to all groups in conjunction with a timeline for implementation.



Operational Consultation

On issues related to operations, the District relies on its consultation groups, including councils and committees. Recommendations regarding operations are expected to go through the councils and their associated committees prior to making a recommendation to the Chancellor. On issues related to academic and professional matters, recommendations should be reviewed by both the councils and the District Academic Senate. On issues that may impact working conditions, the recommendations should be reviewed by the respective bargaining units.

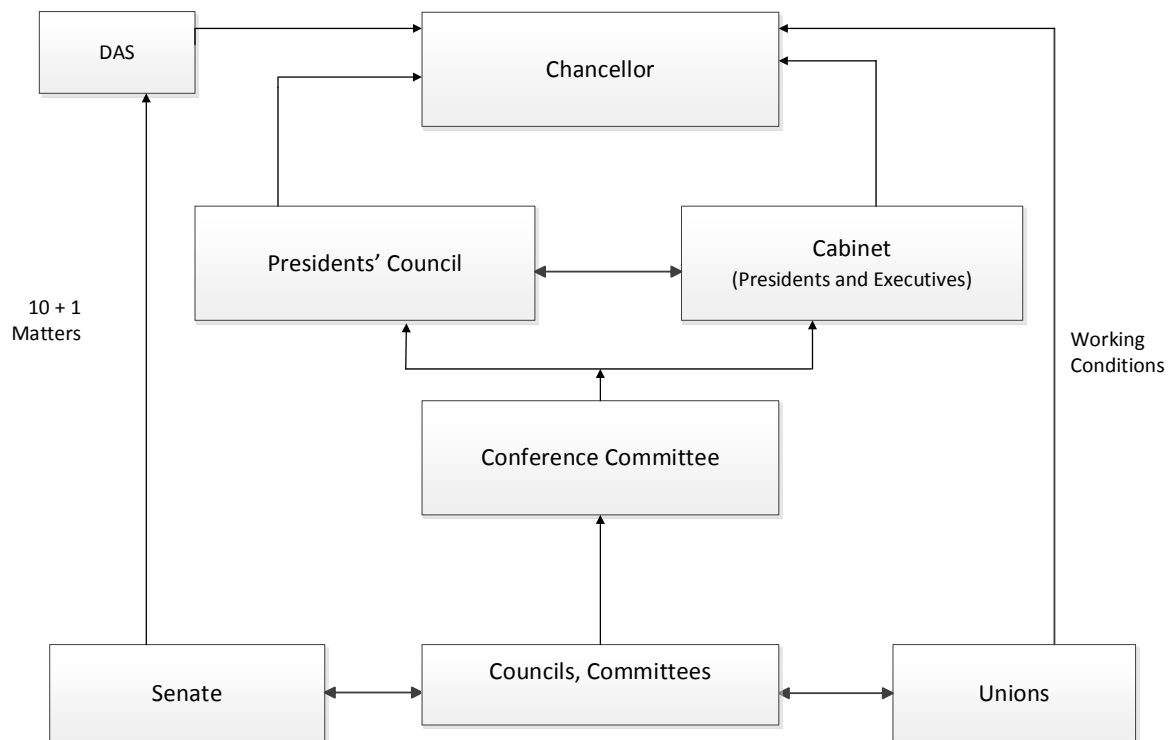
The consultation process is built on the development of mutual understanding and a commitment toward consensus. Through this process, it is recognized that different constituent groups may have divergent recommendations derived from their specific frame of reference and expertise. The Conference Committee is the venue designed to review all recommendation and evidence to provide a final recommendation the Cabinet/President's Council.

This proposal calls for convening a Conference Committee only in situations in which the groups cannot come to agreement on a recommendation. The Conference Committee's recommendation will be the official recommendation resulting from the consultation process. All background information used to develop the recommendation will be provided to the Cabinet/President's Council, including the original recommendations from the constituent group(s). When it is identified by any constituent group that the consultation process has failed to reach consensus, the District's Executive Staff member overseeing the decision will call for a conference committee. The Executive Staff member will work with all those

involved in the decision-making process to develop the membership of the committee. The makeup of the Conference Committee will differ depending on the recommendation being reviewed. Each group should select a representative with the requisite knowledge and expertise to make an informed decision on the matter at hand. Each member of the committee must be empowered by the constituent group he/she represent to make the final recommendation. Should the Conference Committee fail to reach consensus, the recommendation will be the result of the majority vote of the Conference Committee.

All recommendations will be reviewed by the President's Council and Cabinet for review and input and further feedback will be provided to the Chancellor who will make the final decision. Upon completion of the process, notice of the final decision will be communicated to all groups in conjunction with a timeline for implementation.

District Wide Operational Consultation



Glossary

Cabinet – An advisory group to the Chancellor constituted by the nine college presidents and the District executive staff (deputy chancellor, vice chancellors, chief facilities executive, general counsel).

Conference Committee – An ad hoc committee brought together to make a final recommendation on a particular matter. Constituted by a unique membership to be determined on a case by case basis and selected by each constituency group involved in the matter at hand.

Councils – Operational councils made up of the vice presidents from the colleges. Councils are the **Chief Instructional Officers Council**, the **Chief Student Services Officers Council** and the **District Administrative Council**. The following committees report to the Councils:

Curriculum and Schedule Deans Committee

Career and Technical Education Deans Committee

CalWORKs Coordinators Committee

District Research Committee (DRC)

District Distance Education (DE) Coordinators

Disabled Student Programs and Services (DSPS) Coordinators

EOP&S Directors' Committee – Region 7 Collaborative

Child Development Center Coordinators

Student Success and Support Program (SSSP) Coordinators

Financial Aid Managers

District Admissions and Records Committee

Associated Students Organization (ASO) Advisors Committee

International Student Advisors Committee

Business Office Managers

Bookstore Managers Committee

District Technology Committee

District Admissions and Records

Schedule Production Deans Committee

Equal Opportunity Advisory Committee

District Academic Senate (DAS) – Constituted by the nine college academic senate presidents and the elected DAS executive members.

President’s Council - An advisory group to the Chancellor constituted by the nine college presidents.

Shared Governance Committees – the district-level shared governance groups used to make recommendations to the Chancellor and include the **District Budget Committee** and the **District Planning Committee**.