

LOS ANGELES TRADE TECHNICAL COLLEGE

Probation Follow-Up Report

Submitted by:

Los Angeles Trade Technical College
400 West Washington Boulevard
Los Angeles, CA 90015
(213) 763-7000
<http://college.lattc.edu>

Submitted to:

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

March 15, 2010

Certification of the Follow-Up Report

We certify that there was broad participation by the campus community, and we believe the Follow-up Report accurately reflects the nature and substance of this institution.

Dr. Roland “Chip” Chapdelaine
President, Los Angeles Trade Technical College

Date

Mona Field
President, Board of Trustees, Los Angeles Community College District

Date

Dr. Tyree Wieder
Chancellor, Los Angeles Community College District

Date

Kindra Kinyon
President, Academic Senate, Los Angeles Trade Technical College

Date

Allison Reid
President, Associated Students, Los Angeles Trade Technical College

Date

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

Date

Lori Hunter
Chapter Chair, AFT Staff Guild, Local 1521A
Los Angeles Trade Technical College

Date

Cynthia Morley-Mower
Teamster Representative, Local 911,
Los Angeles Trade Technical College

Date

Fernando Sosa
SEIU Representative, Local 99, Los Angeles Trade Technical College

Date

Galen Bullock
Supervisory Employees Representative, Local 721,
Los Angeles Trade Technical College

Date

William Smith
Classified Managers Representative,
Los Angeles Trade Technical College

Date

Joseph Ratcliff
Faculty Accreditation Representative,
Los Angeles Trade Technical College

Date

Dr. Kathleen Burke-Kelly
Accreditation Liaison Officer, Los Angeles Trade Technical College

Date

Table of Contents

1. Certification of Follow-Up Report.....	2
2. Table of Contents	4
3. Statement on Report Preparation	5
4. College Recommendation 1—Theme: Institutional Integrity.....	16
5. College Recommendation 2—Theme: Evaluation, Planning and Improvement	32
6. College Recommendation 6—Participatory Governance	70
7. District Recommendation 1.....	83
8. District Recommendation 2.....	85
9. District Recommendation 3.....	97

Statement on Report Preparation

Introduction

This report responds to the June 30, 2009 letter from the Accrediting Commission for Community and Junior Colleges (ACCJC) regarding the findings of the Evaluation Report resulting from the site visit, which occurred from March 24-26, 2009 at Los Angeles Trade Technical College (LATTC). The report includes an explanation of the reason the college is on probation, progress made, the processes followed, and the documentation developed to address the recommendations. Evidence is provided that demonstrates these results were achieved through widespread participation, open dialogue, and restructuring of past practices and procedures. Clear procedures for decision making, planning, and budgeting are now in place. The college has delineated its planning processes, defined accountability for planning, and linked its planning processes together including when the plans are evaluated and updated (RP.D1). Finally, the report demonstrates that an ongoing dialogue among constituencies on the college campus has brought about a new agreement on participatory governance (RP.D2). All of this activity has been done with the collaboration of and input from the entire campus community.

LATTC Response Process

Immediately following the visit to LATTC, the president, his senior staff, and other key staff members who actively participated in the site visit, met to formulate plans based on possible outcomes of the Evaluation Report. Simultaneously, the district provided outside consultants from Professional Personnel Leasing (PPL) to assist the college with responding to the findings of the report (RP.D3). The consultants began working with college personnel during the late spring 2009 semester and during the summer. They assisted the college with improving communication and working relationships among all constituencies at LATTC. Additionally, the consultants provided an analysis of the recommendations and suggestions for approaches to resolving them. The college was notified of its probationary status in early July 2009. There were six (6) college recommendations and three (3) district recommendations. The letter from the ACCJC informed the college that a follow up report with a visit was due on March 15, 2010. College recommendations one, two, and six and all three district recommendations were to be addressed in the report (RP.D4).

At the conclusion of the accreditation site visit on March 26, 2009 when the team presented its recommendations, the LATTC college community understood there was work to be done to meet accreditation standards. Although the college did not know what the outcome of the final recommendation from the ACCJC would be, there was little doubt, based on the visiting team's findings, that the college would have some type of sanction imposed. For this reason, college leadership immediately went to work to begin addressing the team's reported recommendations. The Accreditation Oversight Committee continued to meet to discuss the actions that should take place between April and the time the letter from the Commission was received (RP.D5).

On July 8, 2009, following receipt of the letter from the ACCJC placing the college on probation, a town hall meeting was held to discuss the findings of the site visiting team and the meaning of the college's probationary status (RP.D6). A Frequently Asked Questions (FAQs) sheet was developed to provide written documentation for anyone who inquired about the college's accredited status. This document was posted on the college website, sent to the entire college community via email, and printed copies were available on campus in a number of locations (RP.D7). This town hall meeting is explained in greater detail in the response to College Recommendation 1 (see page 24).

On July 15, 2009, the Board of Trustees was updated on the college plans for addressing its probationary status (RP.D8). Since it was summer and many faculty members were not on campus, three (3) workgroups, each containing members of representative constituency groups, were formed to begin discussing the issues and developing ideas of how to address the key areas of these recommendations. The first of the workgroups was the Accreditation Oversight Workgroup, which was charged with overseeing the college's response to the ACCJC on both the college and district recommendations. The members of this workgroup were:

- Roland Chapdelaine, LATTC President
- Lawrence Bradford, Vice President of Academic Affairs
- Ramón Castillo, Vice President of Student Services
- Marcy Drummond, Vice President of Workforce and Economic Development
- Mary Gallagher, Vice President of Administrative Services
- Vincent Jackson, Acting Vice President of Academic Affairs
- Kathleen Burke-Kelly, Interim Vice President of Academic Affairs
- Allison Reid, Associated Students Organization President
- Chini Johnson-Taylor, Academic Senate Appointee
- Marilyn Maine, Academic Senate Appointee
- Tom Vessella, Academic Senate Appointee
- Carole Anderson, Faculty Guild, AFT Local 1521, Chapter President
- Craig Barnett, Faculty Guild, AFT Local 1521, Appointee
- John McDowell, Co-chair of College Council
- Theda Douglas, Co-chair of College Council
- Eddie Afana, Interim Dean of Research and Planning.

To address specific college recommendations, the Planning and Budget Committee (PBC) established two workgroups charged with laying out the scope of work during the summer. The first of these teams was the Decision Making Process Workgroup. The charge of this workgroup was to respond to college recommendations one and six related to institutional integrity and participatory governance. The members of this group were:

- Lawrence Bradford, Vice President of Academic Affairs
- Ramón Castillo, Vice President of Student Services
- Vincent Jackson, Acting Vice President of Academic Affairs
- Allison Reid, Associated Students Organization President

- Kindra Kinyon, Academic Senate President
- Paulette Bailey, Academic Senate Appointee
- Lourdes Brent, Academic Senate Appointee
- Carole Anderson, Faculty Guild, AFT Local 1521, Chapter President
- Bradley Vaden, Faculty Guild, AFT Local 1521, Appointee
- Alicia Rodriguez-Estrada, Department Chairs Representative
- Sharon Ellis, Staff Guild, AFT Local 1521A, Appointee
- Raul Cardoza, Teamster, Local 911, Representative
- Dorothy Smith, Teamster, Local 911, Representative
- Marcus Anglin, Supervisory Employees, Local 721, Representative
- Eddie Afana, Interim Dean of Research and Planning (Workgroup Resource [RP.D9]).

The second team was the Program Review, Planning, and Budgeting Workgroup. Their focus was addressing college recommendation two on evaluation, planning, and program improvement. The members of this workgroup were:

- Marcy Drummond, Vice President of Workforce and Economic Development
- Mary Gallagher, Vice President of Administrative Services
- Marilyn Maine, Academic Senate Appointee
- William Elarton, Academic Senate Appointee
- Kathleen Yasuda, Faculty Guild, AFT Local 1521, Chapter President
- Joseph Ratcliff, Department Chairs Representative
- Lori Hunter, Staff Guild, AFT Local 1521A, Representative
- Jamille McClendon, Staff Guild, AFT Local 1521A, Representative
- Charles Ruffin, SEIU, Local 721, Representative
- William Smith, Classified Manager Representative
- Leticia Barajas, Teamster, Local 911, Representative
- William Gasper, Associate Vice President, Administrative Services (Workgroup Resource)
- Eddie Afana, Interim Dean of Research and Planning (Workgroup Resource) (RP.D10).

These workgroups met throughout the month of July to begin analyzing current processes, modifying those processes to address the recommendations, and preparing the discussion items for an agenda for a two-day College Council retreat to be held on August 6-7, 2009 (RP.D11). Both workgroups met together on July 28, 2009 to discuss their progress and to define what should be presented at the upcoming College Council retreat (RP.D12). The primary objective of the retreat was to refine, approve, and begin to implement the action plans designed by the workgroups for the College Council and its reporting committees, and to prepare to put the appropriate college committees into action once the fall semester began (RP.D13).

Out of this joint workgroup meeting, the following items were compiled in preparation for the retreat:

1. Principles of integrated program review, planning, and budget process (RP.D14).
2. Analysis of college and district strategic goals and creation of strategic plan priorities for 2009-2010 (RP.D15) and 2010-2011 (RP.D16).
3. Input from the evaluation of the program review process and the concept of a program review update for the fall 2009 (RP.D17).
4. Description and flowchart of an annual program review update and an integrated planning and budget process (RP.D18 and RP.D19).
5. Program Review, Planning, and Budgeting Timeline Matrix (RP.D20).
6. Key milestones and proposed due dates for the upcoming fall semester for plans to be approved and benchmarks for campus-wide program review updates to be completed (RP.D21).
7. Analysis of College Council reporting committees including:
 - a. identification of the need for an Enrollment Management Committee;
 - b. revision of the membership and charge of the Marketing, Outreach, Recruitment and Communication Committee; and,
 - c. assignment of responsibility for college-wide plans to specific committees (RP.D22).
8. Review of draft decision-making process flowchart (RP.D23).
9. Review of college master calendar proposal (RP.D24).
10. Review of the role of the Academic Senate regarding the 10+one (RP.D25).
11. Flowchart of consultations with the president (RP.D26).
12. Review of standardized forms for committee agendas and minutes (RP.D27).
13. Increase the means of communication through the use of
 - a. a revived staff newspaper with key points
 - b. town halls, and
 - c. convocations (RP.D28).
14. Discussion regarding how to organize for the spring 2010 accreditation visit including the recommendation that the Academic Senate appoint an accreditation chair who is a member of College Council and who would co-chair the Accreditation Oversight Committee (RP.D29).

The results of the August College Council retreat were shared with the college community during the fall convocation, which took place on August 27, 2009. The college president gave a state-of-the-college address to nearly all LATTC faculty, about 250 attendees, which was followed by a keynote speech from the PPL consultant on building a healthy culture of participatory governance (RP.D30). Following these addresses, an overview of the college and district accreditation recommendations and updates from the summer workgroups were provided, including information from the program review, program viability, and student learning outcomes committee chairs. The Academic Senate president also encouraged discussion about accreditation and the need for all faculty members to join campus committees to increase and diversify faculty input. Breakout sessions were designed for departments to begin work on assessing and evaluating discipline and department mission statements as well as distributing a planning priorities survey (RP.D31). The day concluded with department planning meetings and an evaluation of the day's activities (RP.D32).

At the end of July 2009, the vice president of Academic Affairs accepted a position at another college in the district. In order to support LATTC's accreditation efforts at this critical juncture, the district, in consultation with the college, assigned the vice president of Institutional Effectiveness from East Los Angeles College to the vacant LATTC Academic Affairs position. The interim vice president started on August 24, 2009, assumed the Accreditation Liaison Officer (ALO) duties, and took a leadership role in assisting the college with its response to the ACCJC.

Once the fall semester began on August 31, 2009 meetings of the key groups began taking place. At the first College Council meeting held on September 21, 2009, the Accreditation Oversight Workgroup recommended that a standing ongoing Accreditation Steering Committee (ASC) be created. This permanent steering committee would report to the College Council and be responsible for overseeing the preparation of all reports required by the ACCJC including the current follow-up report as well as midterm reports and self studies. Membership of the ASC would be representative and include the following:

- Faculty accreditation representative who serves as a co-chair
- Accreditation Liaison Officer who serves as a co-chair
- 4 vice presidents
- Academic Senate president or designee
- Faculty Guild president or designee
- Chair of Chairs or designee
- Staff Guild president or designee
- Associated Students Organization president or designee
- Four Resources to the committee:
 - Faculty co-chair of the Program Review Committee
 - Faculty chair of the Program Viability Committee
 - Faculty chair of the Student Learning Outcomes Committee
 - Dean of Institutional Effectiveness (RP.D33).

The Accreditation Steering Committee met for the first time on September 29, 2009, the week after being created by the College Council (RP.D34). A faculty accreditation representative was selected by the Academic Senate; the appointment was announced to the Academic Senate Council on October 13, 2009 (RP.D35). The Faculty Accreditation Representative assumed his co-chair duties with the ASC on October 12, 2009 (RP.D36). In addition, the district vice chancellor of Institutional Effectiveness has been a key participant in many of the Accreditation Steering Committee meetings. The vice chancellor has provided advice, served as a liaison with the District Office, and has been accessible to all college constituencies regarding accreditation issues or concerns.

In order to build the college's accreditation capacity, the ASC recommended that the three workgroups created in the summer be disbanded, and that the work they had so successfully started be assumed by standing committees of the college (RP.D37). On October 5, 2009, College Council approved a recommendation from the ASC that it coordinate the response to college recommendation six (RP.D38). At its October 8, 2009 meeting, the Planning and Budget Committee (PBC) agreed to lead the college's efforts in

response to college recommendation 2 (RP.D39). Finally, the ASC agreed at its September 29, 2009 meeting that it would share responsibility with the Marketing Committee for responding to college recommendation one (RP.D40). The actions undertaken by the college to address each of the site visiting team's recommendations are detailed in the report that follows. Evidence of these activities is referenced throughout the report. These documents will be available to the site visiting team on the college website through a password protected link and in the team room on campus.

Los Angeles Trade Technical College Process Timeline

April-May, 2009	Accreditation Oversight Committee meets to discuss the proposed recommendations from the site visiting team and develops action plans to address them.
July 7, 2009	Receipt of letter from the Accrediting Commission for Junior and Community Colleges (ACCJC)
July 8, 2009	Town Hall Meeting to discuss the college's accreditation status
Early July	Initial brainstorming, planning for response by three workgroups
July 15, 2009	Briefing to Planning and Student Success Committee of the Board of Trustees regarding the college's action to address the probationary status
July 28, 2009	Joint workgroup meeting to prepare the agenda for the August 6-7, 2009 College Council retreat
August 6-7, 2009	College Council Retreat
August 15, 2008	Student Services Division Retreat
August 24, 2009	District provides additional support for accreditation efforts through the appointment of interim vice president of Academic Affairs
September 9, 2009	Briefing to Planning and Student Success Committee of the Board of Trustees regarding the college's action to address the probationary status
September 25, 2009	District Planning Committee begins addressing District Recommendations 2 and 3
September-2009	District-wide surveys are conducted to seek input from all December stakeholders regarding district governance
September 29, 2009	Public Forum sponsored by the Associated Students Organization
September 29, 2009	First meeting of the Accreditation Steering Committee
September 29, 2009	Accreditation Steering Committee and Marketing Committee assigned the responsibility for addressing Recommendation 1

October 5, 2009	College Council assumed responsibility for addressing Recommendation 6
October 8, 2009	Planning and Budget Committee assumed the responsibility for addressing Recommendation 2
October 27, 2009	Faculty Accreditation Representative assumes his duties as co-chair of the Accreditation Steering Committee
January 4- February 16, 2010	Initial draft report written
February 17, 2010- February 24, 2010	Draft of report available for college-wide review and comment
February 22, 2010	Draft report presented to LATTC College Council and Academic Senate; formal constituency review occurs
February 25, 2010	College-wide Convocation to present draft report for final public comment
February 25, 2010	Final draft report presented for approval by LATTC College Council
February 26- March 3, 2010	Final report editing
February-March	Preparations for follow-up visit, including physical evidence collection and organization
February 26- March 3, 2010	Final report signed by college president and other college representatives
March 4, 2010	Final report delivered to the Board of Trustees for review
March 10, 2010	Follow-Up Report briefing to Planning and Student Success Committee of the Board of Trustees Final Follow-Up Report presented to the full Board of Trustees for approval
March 11, 2010	Document mailed to Accrediting Commission
March 15, 2010	Follow-Up Report due to the Accrediting Commission

Evidence:

- RP.D1 Los Angeles Trade Technical College Planning Calendar
- RP.D2 LATTC Participatory Governance Agreement
- RP.D3 Letter from Professional Personnel Leasing (PPL) date June 24, 2009
- RP.D4 June 30, 2009 letter from the Accrediting Commission for Community and Junior Colleges
- RP.D5 Accreditation Team April 20, 2009 Agenda
Accreditation Oversight Committee April 23, 2009 Meeting Minutes
Accreditation Oversight Committee April 29, 2009 Meeting Minutes
Conceptual Framework for Achieving Full Accreditation Status
Accreditation Team May 20, 2009 Meeting Notes
Matrix of Accreditation Planning Agenda Items and College Strategic Plan Goals and Objectives
- RP.D6 Announcement of July 8, 2009 Town Hall Meeting
- RP.D7 FAQs Handout on LATTC Accreditation Status
- RP.D8 Accreditation Briefing to the Board of Trustees July 15, 2009
- RP.D9 Decision Making Process Subcommittee (Group #1) of the Planning and Budget Committee July 8, 2009 Meeting Minutes
Budget and Planning – Group 1: Shared Governance and Decision-Making July 14, 2009 Meeting Minutes
Budget and Planning – Group 1: Shared Governance and Decision-Making July 23, 2009 Meeting Minutes
- RP.D10 Budget and Planning July 8, 2009 Agenda
- RP.D11 Program Review, Planning, and Budgeting Workgroup July 24, 2009 Retreat Agenda
Program Review, Planning, and Budgeting Workgroup Retreat Objectives
Program Review, Planning, and Budgeting Workgroup July 24, 2009 Sign-in Sheet
Program Review, Planning, and Budgeting Workgroup July 24, 2009 Retreat Notes
LATTC Planning, Budgeting, and Program Review Principles
Action Planning Matrices
LATTC Continuous Planning Cycle Plan Inventory
College-Wide Program Review Breakout Group

- RP.D12 Joint Decision Making Process and Program Review, Planning, and Budgeting Workgroups July 28, 2009 Meeting Minutes
- RP.D13 Summation of College Council August 6-7, 2009 Retreat
- RP.D14 Principles of Integrated Program Review, Planning, and Budget Process
- RP.D15 Strategic College Goals and Objectives 2009-2010
- RP.D16 Strategic College Goals and Objectives 2010-2011
- RP.D17 College-wide Program Review Breakout Group July 24, 2009 Retreat Minutes
- RP.D18 Flowchart of Integrated Planning, Budget, and Program Review Process
- RP.D19 Flow of Integrated Program Review, Planning and Budget Process
- RP.D20 Program Review, Planning, and Budgeting Timeline Matrix
- RP.D21 Key Due Dates/Milestones for College Planning and Budgeting for Fall 2009-2010
- RP.D22 Shared Governance Workgroup Objectives for College Council Retreat
- RP.D23 Procedures and Flow—College Council Working Group Recommendations
- RP.D24 Standing Committee Meetings Calendar
- RP.D25 Academic Senate—Academic and Professional Matters (10+1)
- RP.D26 Flowchart of Consultations with the President
- RP.D27 Joint Decision Making Process and Program Review, Planning, and Budgeting Workgroups July 28, 2009 Meeting Minutes
- RP.D28 Joint Decision Making Process and Program Review, Planning, and Budgeting Workgroups July 28, 2009 Meeting Minutes
- RP.D29 Joint Decision Making Process and Program Review, Planning, and Budgeting Workgroups July 28, 2009 Meeting Minutes
- RP.D30 August 27, 2009 Convocation Day Speech prepared by Kate Clark
- RP.D31 August 27, 2009 Convocation Day Agenda

- RP.D32 August 27, 2009 Convocation Day Evaluation Form
- RP.D33 Accreditation Steering Committee Template
- RP.D34 Accreditation Steering Committee September 29, 2009 Meeting Minutes
- RP.D35 Academic Senate October 13, 2009 Meeting Minutes
- RP.D36 Accreditation Steering Committee October 12, 2009 Meeting Minutes
- RP.D37 Accreditation Steering Committee September 29, 2009 Meeting Minutes
- RP.D38 College Council October 5, 2009 Meeting Minutes
- RP.D39 Planning and Budget Committee October 8, 2009 Meeting Minutes
- RP.D40 Accreditation Steering Committee September 29, 2009 Meeting Minutes

College Recommendation 1—Theme: Institutional Integrity

In order to meet standards, the team recommends that the campus leadership (cross constituent) create venues, forums, and a sense of permission to the practice of dialogue to strengthen and sustain the high quality programs, relationships and sense of pride **that LATTC’s students and community deserve.** (Introduction to the Standards, Standards: I.B.1; IV.A.1; IV.A.3)

Introduction

In order to resolve College Recommendation 1 of the Evaluation Report, the Los Angeles Trade Technical College (LATTC) Accreditation Steering Committee (ASC) assumed the responsibility for monitoring cross-constituency dialogue, improving communication across the college, and tracking the standardization and improvement of evidence in support of these activities.

Findings of the Evaluation Report

The visiting team reported that there was a need to increase broad-based collegial dialogue concerning all college processes, planning, and decision-making. The visiting team noted three areas for improvement regarding college dialogue. The college needs to improve:

1. communication about recommendations made to the president coming out of the governance and consultation processes;
2. the quality and quantity of evidence on campus that reflects collegial dialogue; and,
3. the opportunities for and venues in which authentic collegial dialogue take place on campus.

Specifically, the report noted that: “The internal collegial dialogue in the college needs attention as a prerequisite to integrating planning, governance, decision making and program review and assessment of student learning outcomes” (CR1.D1). Additionally, the team reflected their concern that the college community lacked “an understanding of how continuous improvement processes work and how the processes positively impact student learning and institutional processes” (CR1.D2).

Communication:

Actions Taken to Resolve the Recommendation:

1. Emails and Twitter

College-wide email is being used to improve communication about the activities of the College Council. This body makes recommendations to the president of Los Angeles Trade Technical College (LATTC) on planning, budget, and policy. Beginning in the fall 2009, College Council started sending its agenda, minutes, and supporting documents to all college stakeholders a minimum of 48 hours before its meetings (CR1.D3). Prior to the fall

semester only committee members received the agenda and attachments including the unapproved minutes from the prior meeting.

Activities have been instituted to improve communication as issues arise. On December 2, 2009, a petition with 326 student signatures was presented in public session to the Board of Trustees. This petition asked for the removal of specific college administrators. Students reported that to secure these signatures the signature gatherers claimed that the ACCJC would be terminating the college's accreditation in spring 2010 and that students enrolled in spring classes would lose their accumulated credits. The actual petition shows the purpose of the petition on the first page only. Additionally, it was alleged that the college's decision to offer very few winter classes was related to accreditation and not to state and nation-wide budget issues. To address student concerns, the college community undertook a campaign to ensure that students have adequate information about the accredited status of the college. An email was sent to 6,800 students via the college email system that addressed students' questions regarding the winter session, spring semester, and their credits (CR1.D4). LATTC also has a Twitter account so that students, staff, and the public can follow postings, including information about college operations and accreditation (CR1.D5). Additionally, beginning on December 10, 2009, administrators started attending the ASO executive committee meetings to ensure that students in leadership are updated on the college's accreditation efforts (CR1.D6). A permanent assistant dean of Student Activities who works directly with the ASO leadership was hired and began working on February 8, 2010. The new associate dean will also assist in keeping students informed about the status of the college's improvement efforts.

2. Newsletters

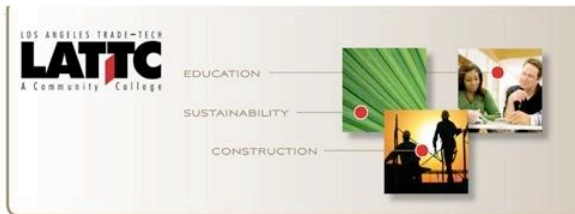
Communication on campus has been formalized in three newsletters: the *President's Newsletter*, the *Accreditation Newsletter*, and the *College Council News*.

- ***President's Newsletters***

The *President's Newsletter* is an existing newsletter published periodically to keep both the internal and external college communities informed about LATTC's building program; budget news; grants awarded; new personnel; student, faculty, and staff awards and accomplishments; and college events (CR1.D7). It is distributed via email on campus, posted on the college website, and emailed to district administrators, the LACCD Board of Trustees, and community leaders. The *President's Newsletter* fulfills an important role in notifying and reporting to the college community and key district and community leaders what is happening at the college. Annually, a *State of the College Report* focuses on budgeting, planning, enrollment trends, accreditation, and the college foundation; and, it is distributed by mail to the community (CR1.D8). Because this newsletter is widely distributed to the external community, it is the perfect vehicle for the college to develop further as a means of reporting to the public on learning outcomes and the college's governance and decision-making structures as required in Standards II.A.2.f, IV.A.5, and IV.B.3.g (<http://college.lattc.edu/president/category/newsletter/>).

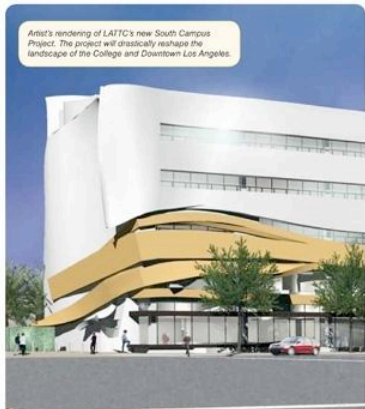
- **LATTC Report to the Community**

The passage of three bond measures over the past five years has led to the funding of the most significant construction on the LATTC campus in 40 years. The first major project was the Olive Street Parking Structure completed in 2008. It was then that the college and the district administration recognized the need to inform the community of the construction plans, the use of taxpayer funds, bond oversight, how new construction could serve the needs of the community, and provide a timeline for all of the projects. It was decided to create an *LATTC Report to the Community* that would be widely distributed to the external community. The top zip codes for enrollment at LATTC were identified and the report is mailed directly to 116,000 residential households covering those zip codes. Another 20,000 pieces are printed and distributed at college recruiting events, college fairs, and other LATTC events. The first *LATTC Report to the Community* was distributed in early 2009 (CR1.D9) and another will be distributed in 2010.



2008 Report to the Community

Building a New Los Angeles Trade-Technical College
for the Jobs of Today and Tomorrow



President's Message



Dear Neighbor:

Los Angeles Trade-Technical College (LATTC) is your community college, delivering quality education and training for more than 86 years. We are top-rated in the areas of construction technology, culinary arts, fashion design, welding, and cosmetology, and we have launched students to four-year universities all over the world. Our 25-acre campus, located in Downtown Los Angeles just south of the Central Business District, has become a training hub for some of this region's premier industries.

As part of the L.A. Community College District Bond Construction Program, we are currently undergoing a \$240 million construction project to augment our workforce development programs.

Continued on next page

\$78 Million South Campus Project Contributes to Transformation in Downtown Los Angeles



The new South Campus project will provide new technology and student services.

Trade-Tech's South Campus Project is set to further transform Downtown Los Angeles when it is completed in December 2009.

The \$78 million green project will consist of two five-story buildings housing

approximately 88,228 sq. ft. in technology classrooms and approximately 56,302 sq. ft. in student services. These areas will train students and provide practical applications in technology-related fields and industries. The project will also include a 1,800 sq. ft. utility building.

Groundbreaking for New Ramp Key Building Block for Campus' Southern End

In 2007, the College broke ground on its new Parking Access Ramp, a key building block for its multi-million dollar effort to reshape the campus' Southern end. The groundbreaking was an important step for the College's South Campus project, which includes a new college entrance and two new classroom buildings.



The re-designed "F Ramp" provides a new entrance to rooftop parking, and will clear the way for access to the College's two new academic classroom buildings and the athletic field.

It's all About the Kids

Trade-Tech's Child Development Center CDC is nearly complete and will open its doors later this year. The two-level, \$8 million center will provide 14,238 sq. ft. of learning space to children ranging from infancy to 12 years old, increasing capacity from 50 to 96 children and providing more students access to child-related services. The facility will be

a safe environment for early childcare education and will act as a teacher-training model. It will also house an infant classroom—a first for the College.

A new auxiliary space will also serve as a library/conference room for parents of children enrolled at the Center.

Los Angeles Community College District

Board of Trustees
Sylvia Scott Hayes, President
Kelly G. Candale, Vice President
Mona Field
Georgia L. Mercar
Nancy Puzlinski
Angela J. Reddock
Miguel Santiago
Eva Jackson, Student Trustee

District Administration
Dr. Marshall E. Drummond, Chancellor
Dr. Adriana D. Barreto, Deputy Chancellor
Gary Colorado, Vice Chancellor for Institutional Effectiveness
John Clark, Vice Chancellor of Instructional and Student Support Services
Dr. Marvin Martinez, Vice Chancellor for Workforce Development
Larry H. Erenberg, Executive Director of Facilities Planning and Development
Camille A. Goulet, General Counsel
Jennifer Gordon, Chief Financial Officer/Treasurer

Districtwide Project Statistics

Total # of Green Buildings
44

Total Bond Funding
\$2.2 Billion

Number of Colleges
9

District Headquarters
770 Wilshire Blvd.
Los Angeles, CA 90017
Construction Program Website
www.LACCD.org/instruction

- **Accreditation Newsletter**

In late September 2009, the College Council created the Accreditation Steering Committee (ASC) (CR1.D10). The first meeting of the ASC was held on September 29, 2009 (CR1.D11). By early October 2009, an *Accreditation Newsletter* was established in order to keep the college community informed about progress being made to respond to the findings of the ACCJC. As part of its efforts to keep college stakeholders informed about these activities, the ASC published a series of articles based on the six accreditation themes (CR1.D12-CR1.D17 and (<http://college.lattc.edu/accreditation/category/news/>)). The goal of these articles was to further explain to the students and staff the importance of using data, and how this collection and analysis of data leads to planning based on student and community needs. The articles discuss how plans are realized through linking them to budgeting on an annual basis, which leads to program improvement; and that completing the planning cycle involves evaluation of goal achievement as well as decision-making policies and practices. The final article in the series on Institutional Integrity explained the obligation to report all of these activities and findings to the public. These articles and the news regarding the discussion of issues and reports of actions were intended to broaden the college community's understanding of the meaning of being an accredited institution. The ASC believed that by clarifying these themes, stakeholders would be better prepared to help move forward a collaborative college agenda that would lead to achieving integrated planning and budgeting. Additionally, the ASC hoped to address the visiting team's concern about the college community's understanding of continuous improvement and how it impacts student learning and institutional progress.

November 2, 2009
Volume 1, Issue 1

Accreditation Newsletter #5

LOS ANGELES TRADE-TECH
LATTC
Los Angeles Trade-Technical College
213.763-7063

Accreditation Steering Committee Asks College Council for Standing Committee Evaluation Process Evaluation

Trade Tech's College Council is being asked to review all of its standing committees. Each would undergo both a self-evaluation as well as an external assessment conducted by a Council

will take place in April with the external evaluation following in May. The task force assigned to the external evaluation of committees was established by the Council at its meeting on November 2, 2009.

Other ASC Actions

Since Joe Ratzliff has been named co-chair of the Accreditation Steering Committee, a representative for the Chairs was needed as a replacement for that seat on the steering committee. Behaviors, Social Sciences, and Child Development Department Chair, Alice Rodriguez-Estrack has agreed to serve in that capacity on the ASC.

There was discussion about a need for an ethics policy, beyond anything offered currently by the district.

The Academic Senate president raised some governance issues during consultations with the chairperson. It is imperative that these issues be addressed as part of the accreditation response. Another campus climate survey is being developed to assess the opinions of the staff. There are also plans for another open forum to discuss these specific issues. The Marketing Committee has decided to engage the communication issues related to accreditation, and recommendation 1.

Back Page Story...Evaluation, Planning, and Improvement.

Accreditation Themes—Evaluation, Planning, and Improvement

The first of the six accreditation themes we reviewed was Institutional Commitments. As you may recall, the thrust of that theme is the college's commitment to provide "high quality education congruent with the institutional mission." The second theme focuses colleges on the process of achieving that high quality education through a cycle of data gathering, analyzing the data, planning, linking the results of planning to resource allocation, and evaluating the results to determine both planning outcomes and cycle effectiveness. The Guide to Evaluating Institutions describes this theme as follows:

The standards require ongoing institutional evaluation and improvement to help serve students better. Evaluation focuses on student achievement, student learning, and the effectiveness of processes, policies, and organization. Improvement is achieved through an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation. The planning cycle begins with the evaluation of student needs and college programs and services. This evaluation in turn informs college decisions about where it needs to improve, and the college identifies improvement goals campus-wide. Resources are distributed in order to implement these goals. When resources are insufficient to support improvement goals, the college adjusts its resource decisions to reflect its priorities or seeks other means of supplying resources to meet its goals. Once improvement plans have been fully implemented, evaluation of how well the goals have been met ensues. Thus, the planning cycle is comprised of: evaluation, goal setting, resource distribution, implementation, and re-evaluation (Guide to Evaluating Institutions, August 2009 p. 7).

As defined by the ACCJC all planning begins with an evaluation. The use of the term evaluation in this case is the gathering and analyzing of data that documents student needs. Once the data is analyzed the college is able to make informed decisions and develop a program improvement plan. College resources are then dedicated to achieve plan goals. Finally, the cycle is completed once the college evaluates the effectiveness of plan implementation and goal achievement. Notice that the emphasis of all of this activity is to "help serve students better." This theme is the primary focus of College Recommendation 2. College committees and the Academic Senate have been working over the last several weeks to define a planning and budget cycle for LATTC to keep the college moving forward in meeting this ACCJC requirement. Many of those new and revised processes have been highlighted in these Accreditation Updates. Keep reading so that you stay informed and direct any questions you may have to one of your constituency's representatives.

LATTC
400 W. Washington Blvd.
Los Angeles CA 90015
213.763-7063

We're on the Web!
See us at:
www.lattc.edu

Los Angeles Trade-Technical College

- *College Council News*

College Council underwent a significant change in its operation beginning in fall 2009 by meeting twice a month rather than once. With double the number of meetings per month, there was a significant increase in the number of recommendations that were approved and forwarded to the college president. During the 2008-2009 academic year, the College Council approved and forwarded six recommendations; thus far in the 2009-2010 academic year, 43 recommendations have been forwarded to the president (CR1.D18). As a result of the increased activity, and in response to the visiting team's observation that the college community at-large was not being kept fully up-to-date on College Council activities, it was determined that College Council should publish its own newsletter as a means of keeping stakeholders informed about policy discussions and recommendations being forwarded by the council. Additionally, due to the volume of recommendations being forwarded to the president on a semi-monthly basis, the newsletter was designed with the intent of giving the president a formal place to report on the recommendations that he approves as well as a specific vehicle to explain in writing the rationale for accepting or rejecting a particular recommendation (CR1.D19 and <http://college.lattc.edu/collegecouncil/>).

3. Accreditation Kiosks

In late October 2009, it was brought to the attention of the ASC that there was a need to increase communication beyond the publication of the *Accreditation Newsletter* about the steps the college community was taking to address the recommendations from the Commission. As a result, accreditation kiosks were established at various locations on campus including the cafeteria, the Admissions and Records Office, and the library. These kiosks were designed to update students, staff, and campus visitors about current accreditation efforts. In addition, these stations inform anybody who comes on campus about accreditation best practices and specific actions the college has undertaken to comply with accreditation standards. Each kiosk includes a monitor with a rotating visual series of informational pieces on accreditation. The accreditation newsletters are summarized and closed captioning is used for videos of town hall sessions and other accreditation events. In addition, the kiosks have printed FAQs sheets placed nearby, so viewers can take information with them. Printed copies of support materials include the *Accreditation Newsletter* and FAQs sheets (CR1.D20 and <http://college.lattc.edu/accreditation/faqs/>).

4. College Website

The focus of website activities in fall 2009 and spring 2010 is to improve navigation and ensure that all committee websites are up-to-date with posting of their agendas, minutes, and supporting documentation. At the request of the college Academic Senate leadership, an accreditation link was added to the college homepage. Following an extensive collegial consultation process regarding college-wide planning processes, the faculty co-chair of the Accreditation Steering Committee created a 14-minute PowerPoint presentation to ensure that the decisions regarding the planning processes and its cycles are widely communicated on campus (CR1.D21). This presentation was shown to the ASC at its November 30, 2009 meeting (CR1.D22) and to the Academic Senate Council at its December 14, 2009 meeting

(CR1.D23). A printed version was distributed to the Planning and Budget Committee at its December 10, 2009 meeting (CR1.D24). The College Council will view the slide show at its March 24, 2010 meeting. The presentation was made available to all college stakeholders and the public by being posted on the college website at the beginning of January 2010. Posting it makes it accessible to everyone on and off campus, and helps to increase understanding of the college planning cycle, how the plans relate to one another, and which committee is responsible for drafting and implementing the various college plans (CR1.D25).

5. Agendas and Minutes of Committee Meetings

Each of the college's committees has undertaken specific efforts to ensure that minutes are taken at each meeting and these minutes are reviewed and approved at a subsequent meeting. At its November 9, 2009 meeting, the ASC discussed the possibility of standardizing the format of agendas and minutes for College Council and its reporting committees (CR1.D26). This recommendation had been discussed at the college since the spring of 2007, but there was no formal resolution or a recommendation from College Council to move forward with the proposed standardization. At its February 22, 2010 meeting, College Council approved a standardized format for agendas and minutes (CR1.D27). It is the belief of college leadership that standardizing the format will strengthen the college's use and maintenance of evidence of collegial dialogue and decision-making.

Analysis of the Results Achieved:

The college-wide involvement of the constituencies in the committees of the campus allows for open discussion among these groups. Ideas are brought forward and each representative group has input on how these proposals would affect their particular area. These discussions bring forward new ideas and a stronger feeling of participation and input. Communication within the committees has improved; however, information needed to be better disseminated to the appropriate constituencies by their representatives. In the December 16, 2009 College Council mini-retreat, one of the principles of participatory governance addressed the issue of committee member training. It was proposed that Professional Development create a training program for committee representatives. Committee member responsibility and accountability, including the need to report back to one's constituency, would be part of this training. Steps have been taken to assure that policies and procedures, progress on agenda items, and other valuable information are communicated to the entire college community. Newsletters from various committees, public forums on specific issues, campus flyers, and presentations have all been developed to increase college-wide awareness on many topics. Twitter has been created on LATTC web pages to send and receive information. Emails have been sent college-wide to update the campus community regarding upcoming events or to address concerns. Some of the forms of communication that have been implemented include:

- Twitter
- *President's Newsletter* and *State of the College Report*

- *LATTC Report to the Community*
- *Accreditation Newsletter*
- *College Council News*
- Accreditation Kiosks
- LATTC Planning Process PowerPoint presentation

Additional Plans:

The college will continue to publish its three newsletters and the *LATTC Report to the Community* as necessary to ensure stakeholders are informed about college activities. The issues of the newsletters will vary with the level of activity of the committee. Now that committee members are more keenly aware of the need to maintain evidence of committee actions, they will be more insistent on reviewing and approving minutes of meetings. There has already been evidence of this occurring. Committees have been requesting that attendance is reflected in committee minutes since early fall 2009. Additionally, at its January 13, 2010 meeting, the members of College Council tabled the approval of minutes from November 16, 2009 and December 7, 2009 in response to a request for further review of the minutes for those two meetings to ensure that what is approved accurately reflects what took place (CR1.D28). Improvements to the college website are ongoing. The goal is for visitors and college community members to be able to locate information with minimal searching.

Collegial Dialogue:

Actions Taken to Resolve the Recommendation:

The visiting team was concerned about the lack of collegial dialogue on campus and incorporated that into its recommendations. After the visiting team left the college in spring 2009, cross-constituency dialogue began on how to resolve the issues identified. There has been tremendous effort aimed at increasing both communication and collegial dialogue. These efforts have taken place in a variety of ways, including clarifying committee membership and discussing the role of the Academic Senate and the College Council in relationship to their reporting committees.

1. Committee Meetings

To ensure that the college is moving forward to achieve its goals and strengthen best practices related to program improvement, a number of LATTC governance bodies have doubled their meeting schedules during this academic year. The Academic Senate, College Council, and the Planning and Budget Committee (PBC) are all now meeting twice a month. The second monthly meeting of the Academic Senate is strictly devoted to accreditation issues. The PBC is meeting bi-monthly to address both accreditation issues and state budget concerns. The Accreditation Steering Committee has been meeting weekly since September 29, 2009. These councils and committees are dedicated to

ensuring that the college makes significant progress in addressing college issues and responding to the recommendations from the Accrediting Commission.

2. Committee Retreats

A College Council retreat was held from August 6-7, 2009 at an off-campus venue to begin addressing issues related to collegial dialogue. The objectives of the retreat were to:

1. Identify the issues that contributed to LATTC being placed on probation and to determine key actions needed to address the recommendations.
2. Refine, approve, and begin implementing accreditation-related action plans for the College Council and its reporting committees based on the recommendations of the summer workgroups.
3. Evaluate and improve the current functioning of the participatory governance structure and the relationship among the College Council, the Academic Senate, and other governance committees.

The two-day retreat agenda included activities and breakout sessions that opened dialogue on many topics that needed to be addressed by the college (CR1.D29). Every constituency group was represented at the retreat. Consultants, including a representative from Professional Personnel Leasing (PPL), the LACCD vice chancellor of Institutional Effectiveness, and the college's vice presidents facilitated the retreat. Reports on the site visiting team's findings and ideas from the two summer workgroups were used to initiate dialogue, present new perspectives on the issues, and propose processes to address the recommendations identified by the visiting team.

Both the College Council and Academic Senate agreed that additional meetings each month throughout the upcoming academic year would be necessary to accomplish the identified action items prior to the spring 2010 visit. Additionally, College Council and Academic Senate representatives began to plan how to delegate tasks to their reporting committees. At the conclusion of the retreat, a campus-wide email summarizing the two-day event was sent by the college president to all college email users to ensure campus stakeholders were informed about the activities and plans from the retreat (CR1.D30).

On Friday August 15, 2009 more than 100 student services and administrative employees gathered at the Radisson Hotel Los Angeles Midtown at USC for an all-day retreat focusing primarily on the college's accreditation response (CR1.D31). The president opened the session with a spirited address about the need for teamwork and that the college's probationary status needed to be fully and openly addressed. The vice president of Student Services delivered a presentation explaining accreditation and how the college community would approach its response (CR1.D32). A portion of the retreat was dedicated to program review and its role in responding to the recommendations. Team leaders put together exercises in developing mission statements for all student service areas and linking them to the college mission statement. The highlight of the retreat was a 90-minute question-and-answer session with a panel comprised of every administrator in Student Services and the college president. The session allowed the entire leadership of the

Associated Students Organization to ask specific questions about the college's accredited status. This session was videotaped and placed on the college website (CR1.D33 and <http://college.lattc.edu/blog/2009/08/16/student-services-retreat-looks-at-accreditation/>).

3. Public Forums

There have been four major college-wide public forms held at on campus since the commission released its findings in late June 2009. In addition, the AFT Classified Staff Guild sponsored a gathering focused solely on accreditation.

- **July 8, 2009**

The first of these forums addressed the college's accredited status following the receipt of the letter from the Accrediting Commission on July 7, 2009, which notified the college that it had been placed on probation. The focus of this public forum was to explain to all stakeholders exactly what it meant to be on probation. This included notifying students how this sanction would affect their status especially their credit units and progress toward degrees, certificates, and transfer. All college employees, all students, and interested community members were invited to the forum held in the cafeteria. The president allowed campus offices to be closed so that employees were able to attend. This first public forum was moderated by the president with the four vice presidents. The ACCJC findings, its recommendations, the facts surrounding the college being placed on probation, and the planned response to the recommendations were explained. A 90-minute question and answer session that included questions from students, faculty, staff and other interested parties followed the presentation. To assist in answering the students' and the staff's questions, a single-page frequently asked questions (FAQs) document was created (CR1.D34). This FAQs document was posted on the college website, and hard copies were available in all Student Services program offices, the President's Office, the college mailroom, and a variety of classrooms throughout the campus.

- **September 17, 2009**

The AFT Classified Staff Guild held its convocation on September 17, 2009 in the Garden Room with about 70 employees in attendance (CR1.D35). They invited the college president to deliver a status report on accreditation and the campus response. He spent an hour answering specific questions from the group about the importance of the classified staff's role in developing the accreditation response. The vice president of Administrative Services delivered the PPL consultant's speech on building a healthy culture of participatory governance and the vice president of Academic Affairs also made some remarks about accreditation. Staff spent time developing mission statements for their units, which were reported out to the entire group at the conclusion of this event. The meeting was videotaped and placed on the campus website (CR1.D36 and <http://college.lattc.edu/blog/2009/09/20/president-chapdelaine-and-vp-gallagher-discuss-accreditation/>).

- **September 29, 2009**

On Tuesday, September 29, 2009 a second public forum was held. The Associated Students Organization (ASO) sponsored this forum to address concerns about an offensive assignment that had been distributed in an art class and the library's hours of operation. The forum took place from noon to 1:30 PM, and was held on the "E" building grassy area (CR1.D37 and <http://college.lattc.edu/blog/2009/09/29/aso-open-forum-allows-students-to-ask-questions/>). The president of the Associated Students Organization opened the forum by addressing the primarily student crowd. In her remarks, the ASO president encouraged anyone with a question to participate in this open dialogue. In addition, parameters were established for collegial and respectful participation in this dialogue. Following some opening remarks, the college president took questions for over an hour responding to each concern that was raised about the issues from students, faculty, staff, and community members. All of the vice presidents were present as well, to respond to any specific questions in their areas. The entire forum was videotaped and placed on the college website; portions were also placed on the accreditation kiosk monitors.

- **November 16, 2009**

In late October 2009, the Academic Senate president raised issues in a District Academic Senate consultation meeting with the chancellor about a lack of collegial consultation on matters related to the allocation of Perkins funds, college grant processes and procedures, the Regional Economic Development Institute (REDI), and the placement of career and technical departments in the Workforce Education Division (WED). The district vice chancellor of Institutional Effectiveness, who attended the district consultation meeting, brought the issues forward to the Accreditation Steering Committee (ASC) who requested that the College Council hold a public forum on November 16, 2009 to openly discuss the policies and procedures associated with these matters (CR1.D38 and CR1.D39).

The public forum addressing all four issues was held at a regularly scheduled College Council meeting on November 16, 2009. The venue was moved to a larger room to accommodate all campus members who wished to attend this discussion. There was collegial dialogue around the four issues, evidence was presented, and recommendations were made for improving college processes to make them more open and transparent.

Valuable recommendations resulted from the public forum:

1. Improvements were suggested to expand participation in the Perkins fund allocation process.
2. Recommendations were made to the Academic Senate about expanding membership in some of their committees to improve collegial dialogue and constituency participation.
3. It was decided to develop one overall college grants policy and procedure manual rather than two separate ones (CR1.D40).

The concept of a public hearing to address issues openly was a new one for Los Angeles Trade Technical College. Given the success of this forum for encouraging open communication and dialogue, this tool will continue to be used for bringing college issues out in the open for appropriate broad-based collegial discussion and improvement in processes and procedures.

- February 25, 2010

On Thursday, February 25, 2010 the fourth college-wide forum was held (CR1.D41). This was the first-annual spring public forum designed to report to the entire college community the status of the current year operating budget and to-date attainment of FTES goals. In addition, the results of the annual budget prioritization process were presented and discussed. Because of the importance and timing of the Follow-Up Report, time was set aside at the forum this year to discuss the college's response to the ACCJC's recommendations.

4. Academic Senate Meetings

The Academic Senate agreed to hold two regularly scheduled monthly meetings during the 2009-2010 academic year. While accreditation is discussed at both meetings, the second regularly scheduled meeting is devoted solely to accreditation. There are standing agenda items from the co-chairs of the Accreditation Steering Committee and the Program Review Committee, and from the chairs of the Educational Policies Committee and the Student Learning Outcomes Committee. The Senate is kept well informed on the progress being made on the response to the ACCJC recommendations, and there is ample opportunity for further discussion of policies, procedures, and processes being recommended to other college standing committees (CR1.D42, CR1.D43, and CR1.D44).

At the regular Academic Senate meeting on December 8, 2009, there was a presentation of the Strategic Master Plan (SMP), which had undergone a college-wide reevaluation. This reevaluation reviewed everything from the length of the plan to the assignments of activities in support of the planning goals to be achieved in specific years (CR1.D45). As a result of the development of the *LATTC Planning Handbook*, it was determined that all plans would include the same standard elements: a title page, table of contents, signature page, executive summary, and appendices (CR1.D46). While the overall content and goals of the SMP did not change, it was believed that the revisions were significant enough to require a formal approval from the appropriate college constituencies. This included the College Council, Planning and Budget Committee, and the Academic Senate. There was quite an active discussion of the revised plan at the council meeting. Questions were raised and the senate was divided on how to proceed. A motion was made to approve the revised document, which was followed by a roll call vote in which the motion failed 15-13 (CR1.D47).

At a specially-scheduled meeting on December 14, 2009, the motion to approve the SMP was brought forward again. In the week between the meetings, Academic Senate members had conducted additional research and had their questions about the revised SMP answered. The Academic Senate president demonstrated strong leadership in support of

approving the revised SMP while encouraging senate members to participate more actively in the writing of the next SMP. The next revision of the college's SMP is scheduled for the 2011-2012 academic year. The motion to approve the revised SMP passed unanimously (CR1.D48) At the same meeting, a member of the Educational Policies Committee asked that the senate also vote to approve the Strategic Educational Plan as the current educational master plan. This motion was also approved unanimously (CR1.D49).

The Academic Senate also hosted a workshop on student learning outcomes to present more detailed explanations of the SLO process and how SLO data once collected and analyzed supports college-wide improvement efforts. Bakersfield College faculty member and state Academic Senate Executive Committee member, Dr. Janet Fulks was the featured presenter in the workshop held on Thursday, October 12, 2009 (CR1.D50 and <http://college.lattc.edu/blog/2009/10/13/slo-workshop-features-dr-janet-fulks/>). The session was videotaped and placed on the college website and the accreditation kiosk monitors. The Academic Senate also put together program viability forums that were open to the internal and external college communities. The sessions focused on single departments and each one lasted an hour. There was one session held on Wednesday December 9, 2009 (CR1.D51) and three sessions held on Thursday December 10, 2009 (CR1.D52 and <http://college.lattc.edu/blog/2009/12/04/program-viability-open-forums-scheduled/>).

Analysis of the Results Achieved:

There has been a concerted effort to address issues of concern about collegial dialogue. Over the years, members of various constituencies have developed positions focused on who makes decisions at the college rather than the content of those decisions. As these positions have polarized around who has the authority to make decisions and set college directions, there has been less and less genuine collegial dialogue around authentic program improvement. In order to create an environment in which collegial dialogue can occur, the college had to begin by addressing the mechanics of governance and putting a process in place for collegial dialogue to occur. In addition, issues and actions on the part of some individuals have polarized people and created negative feelings, which have been expressed publicly. However, the college as a whole is trying to work through these divisions in a positive way, and there is willingness among faculty members and other college stakeholders to bring issues out in the open in formal settings rather than allowing discord to fester unaddressed.

The college community recognizes the need to balance open, transparent, and collegial dialogue with the desire to move the college forward on issues. The question is how to strike that balance. It is possible that the balance can be found in clarifying the relationships between the various governance councils and committees, the Academic Senate Council and its committees, and any other college recommending bodies. To that end, the Accreditation Steering Committee recommended to the College Council at its December 7, 2009 meeting that College Council conduct a mini-retreat to define the roles of taskforces, subcommittees, committees, and councils; and, to delineate the responsibilities of each group by giving specific examples of when reporting committees have the ability to make decisions about processes and when their actions must be returned

to College Council as recommendations (CR1.D53). The College Council acted on this ASC recommendation to clarify its role and that of its reporting committees by holding mini-retreats on December 16, 2009 (CR1.D54), January 13, 2010 (CR1.D55), and January 25, 2010 (CR1.D56). Clarifying the relationships, reporting roles, responsibilities, and authority should strengthen college-wide decision-making and collegial dialogue. Clear pathways for making decisions should inform the college community about how to move ahead with recommendations for improvement.

Additional Plans:

The college will move forward to implement its new definitions of committee authority and responsibilities to advance the progress of the college. When issues are raised in venues off campus or there are considerable questions raised about issues on campus, the appropriate committee will continue to make use of the public forum to ensure that issues are clarified and discussed in the appropriate venues. Now that the college is in the final stages of clarifying participatory governance processes and venues through the *LATTC Participatory Governance Handbook*, collegial dialogue focusing on the effectiveness of student learning and program improvement will begin to occur on a regular basis.

Members of the Accreditation Steering Committee:

Joseph Ratcliff, Faculty Accreditation Representative, Academic Senate Appointee,
Co-chair, Accreditation Steering Committee
Kathleen Burke-Kelly, Vice President of Academic Affairs/Accreditation Liaison Officer,
Co-chair, Accreditation Steering Committee
Kindra Kinyon, LATTC Academic Senate President
Carole Anderson, LATTC AFT 1521 Faculty Guild Chapter Chair
Alicia Rodriguez-Estrada, Chair of Chairs Representative
Shirley Chen, AFT 1521A Staff Guild Representative
Allison Reid, Associated Student Organization President
Ramon Castillo, Vice President, Student Services
Marcy Drummond, Vice President, Workforce Education Division
Mary Gallagher, Vice President, Administrative Services

Accreditation Steering Committee Resources:

Eddie Afana, Interim Dean of Institutional Effectiveness and Co-chair, Program Review
Committee
Anna Badalyan, Dean of Institutional Effectiveness and Co-chair, Program Review
Committee
Chini Johnson-Taylor, Chair, Program Viability Committee
Marilyn Maine, Co-Chair, Program Review Committee
Thomas Vessella, Chair, Student Learning Outcomes Committee

Evidence

- CR1.D1 Evaluation Report, p. 48
- CR1.D2 Evaluation Report, p. 22
- CR1.D3 College Council LATTC-All email
- CR1.D4 Email dated December 3, 2009 sent to LATTC students
- CR1.D5 Tweets posted on LATTC Twitter Account
- CR1.D6 Associated Students Organization Executive Committee Meeting Minutes, December 10, 2009
- CR1.D7 *President's Newsletter*, Issue 1, September 10, 2009
President's Newsletter, Issue 2, November 12, 2009
President's Newsletter, Issue 3, March 1, 2010
- CR1.D8 *LATTC State of the College Report*, Spring 2009
- CR1.D9 *LATTC Report to the Community*, Issue 3, March 1, 2010
- CR1.D10 College Council September 21, 2009 Meeting Minutes
- CR1.D11 Accreditation Steering Committee September 29, 2009 Meeting Minutes
- CR1.D12 *Accreditation Newsletter*, Volume 1: Issue 3
- CR1.D13 *Accreditation Newsletter*, Volume 1: Issue 5
- CR1.D14 *Accreditation Newsletter*, Volume 1: Issue 6
- CR1.D15 *Accreditation Newsletter*, Volume 1: Issue 7
- CR1.D16 *Accreditation Newsletter*, Volume 1: Issue 8
- CR1.D17 *Accreditation Newsletter*, Volume 1: Issue 9
- CR1.D18 College Council March 8, 2010 Meeting Minutes
- CR1.D19 *College Council News*, Volume 1: Issue 1
College Council News, Volume 1: Issue 2
- CR1.D20 Photographs of the Accreditation Kiosk Displays
- CR1.D21 College Planning PowerPoint Presentation
- CR1.D22 Accreditation Steering Committee November 30, 2009 Meeting Minutes
- CR1.D23 Academic Senate Council December 14, 2009 Meeting Minutes

- CR1.D24 Planning and Budget Committee December 10, 2009 Meeting Minutes
College Planning PowerPoint Presentation Handout
- CR1.D25 <http://college.lattc.edu/accreditation/presentations>
- CR1.D26 Accreditation Steering Committee November 9, 2009 Meeting Minutes
- CR1.D27 College Council February 22, 2010 Meeting Minutes
- CR1.D28 College Council January 13, 2010 Meeting Minutes
- CR1.D29 College Council August 6-7, 2009 Retreat Agenda
- CR1.D30 Email from President Chapdelaine reporting on the August 6-7, 2009
College Council Retreat
- CR1.D31 Student Services August 15, 2009 Retreat Agenda
- CR1.D32 Student Services Retreat Presentation
- CR1.D33 <http://college.lattc.edu/blog/2009/08/16/student-services-retreat-looks-at-accreditation/>
- CR1.D34 Accreditation Frequently Asked Questions Handout
- CR1.D35 Staff Guild September 17, 2009 Convocation Announcement
- CR1.D36 <http://college.lattc.edu/blog/2009/09/20/president-chapdelaine-and-vp-gallagher-discuss-accreditation/>
- CR1.D37 <http://college.lattc.edu/blog/2009/09/29/aso-open-forum-allows-students-to-ask-questions/>
- CR1.D38 Accreditation Steering Committee October 27, 2009 Meeting Minutes
- CR1.D39 College Council November 2, 2009 Meeting Minutes
- CR1.D40 College Council November 16, 2009 Meeting Minutes
- CR1.D41 Public Forum February 25, 2010 Announcement
- CR1.D42 Academic Senate September 28, 2009 Meeting Minutes
- CR1.D43 Academic Senate October 26, 2009 Meeting Minutes
- CR1.D44 Academic Senate November 23, 2009 Meeting Minutes
- CR1.D45 Los Angeles Trade Technical College Strategic Master Plan, 2008-2012
- CR1.D46 Plan Template
- CR1.D47 Academic Senate December 8, 2009 Meeting Minutes

- CR1.D48 Academic Senate December 14, 2009 Meeting Minutes
- CR1.D49 Academic Senate December 14, 2009 Meeting Minutes
- CR1.D50 Student Learning Outcomes Presentation by Dr. Janet Fulks
- CR1.D51 <http://college.lattc.edu/pvc/2009/12/03/open-forum-announcement-caot/>
- CR1.D52 <http://college.lattc.edu/pvc/2009/12/03/open-forum-announcement-caot/>
- CR1.D53 College Council December 7, 2009 Meeting Minutes
- CR1.D54 College Council December 16, 2009 Retreat Minutes
- CR1.D55 College Council January 13, 2010 Retreat Minutes
- CR1.D56 College Council January 25, 2010 Retreat Minutes

College Recommendation 2—Theme: Evaluation, Planning and Improvement

As cited in previous accreditation recommendations (1997 and 2003), the team recommends that in order to meet standards, the college develop and fully implement an integrated planning process that clearly links program review, all aspects of human, physical, technology and fiscal planning, and resource allocation in a cohesive and inclusive manner. Development of this model should be based on prevailing best practices that include a clearly established and calendared cycle, use of current and relevant internal and external data, analysis of data to inform planning, a committee review process, linkage to resource allocation, and evaluation of the implemented plan. (Standards: I.B; I.B.1; I.B.2; I.B.3; I.B.4; I.B.5; I.B.6; I.B.7; II.A.1.a; II.A.2.e; II.A.2.f; II.B; II.B.1; II.B.4; II.C.2; III.A.6; III.B.2.b; III.C; III.C.2; III.D; III.D.3)

Introduction

In order to implement Recommendation 2 of the ACCJC visiting team's Evaluation Report, the Planning and Budget Committee (PBC) coordinated the response by re-examining the accreditation standards that were cited in the recommendation. In addition to having PBC members directly respond to ten of the standards cited above by the visiting team, the PBC requested the assistance of other college governance committees in achieving this task, using a document prepared by the Accreditation Steering Committee (CR2.D1). Collaborating with the PBC were the Accreditation Steering Committee, the Program Review Committee, the Student Learning Outcomes Committee, the Matriculation Advisory Committee, the Student Services Council, the Work Environment Committee, and the Technology Enhancement Committee (CR2.D2). This approach encouraged broad-based participation in preparing the response. Simultaneously, because it involved a review of accreditation standards, the project encouraged capacity building while increasing understanding of what it means to be an accredited institution.

Mission Statement

Findings of the Evaluation Report:

The visiting team noted four areas of improvement regarding the mission statement that would improve the college's compliance with the standards related to the college mission. Although the Evaluation Report acknowledges that the college "meets all of the components of Standard I.A" (CR2.D3), the team recommended that the college:

1. have the revised mission statement formally approved by the Board of Trustees (CR2.D4);
2. create a more formal process for reviewing the college mission statement (CR2.D5);
3. develop a regular assessment process for the mission statement "that also includes which consultative committees will be involved in the review process. This portion of the standard can be improved if the College produces, publishes, and widely

- disseminates a collegially written procedure regarding mission statement revision, including a specified maximum timeframe during which the College must formally re-examine its mission statement” (CR2.D6); and
4. reference the mission statement in program reviews and institutional master plans and “insist upon a direct linkage to the mission statement whenever program reviews or plans are being generated” (CR2.D7).

Actions Taken to Resolve the Recommendation:

The mission statement that was approved at the college in 2008 was initially presented to the Board of Trustees along with the Strategic Master Plan at the February 25, 2009 meeting of the board’s Planning and Student Success Committee (CR2.D8). Normally, the board votes to approve the mission statement and the strategic master plan that same day at their afternoon public session. A search of the board meeting minutes showed that this formal vote did not take place (CR2.D9). Since the college had revised its Strategic Master Plan in fall 2009 and the 2008 mission statement still needed formal approval, both the college mission statement and the strategic plan were presented to the board’s Planning and Student Success Committee at their January 27, 2010 meeting (CR2.D10 and CR2.D11). Both items subsequently received formal approval at the board’s public session (CR2.D12).

As part of the overall development of a full planning cycle for Los Angeles Trade Technical College, the Planning and Budget Committee discussed the regular revision of the mission statement. It was determined that the mission statement should be reviewed and revised prior to the development of the strategic master plan, consistent with best practices in higher education. This linkage will allow the college to base the strategic master plan on the revised mission statement, so that the strategic plan is appropriately aligned with the college mission (CR2.D13). Additionally, the college decided to link the revision of the mission statement with the comprehensive program review cycle. At its meeting on January 22, 2010, the Program Review Committee recommended the adoption of a modular approach to comprehensive program review (CR2.D14). This proposed program review process will contain a module on mission statements including those at the discipline/unit, department, and division levels. The mission statement program review module will be scheduled for completion in fall 2010 so the results of that analysis and discussion can be included in the revision of the college mission statement during the spring 2011 semester. This recently approved mission statement revision cycle has been recorded in the draft *LATTC Planning Handbook*. The description of this review and revision process includes the committees involved, the timeframe in which this must occur, and the relationship of the college mission statement with other college planning documents (CR2.D15).

Since all other college planning will flow from the strategic master plan, all subsequent planning will also be able to reference a board-approved mission statement in each of those plans. At its February 22, 2010 meeting, the College Council assigned the college’s Accreditation Liaison Officer (ALO) with verifying that the board formally votes to approve the college mission statement, and then ensuring that the currently approved

mission statement is published in all of the appropriate college documents including the college website, catalog, and schedules of classes (CR2.D16).

Analysis of the Results Achieved:

It has been the practice with the board that when it reviews the college mission and strategic master plan, if there are no questions or concerns, it takes formal action on those college planning documents later the same day at the public session. College staff members were surprised to see that this final step had not occurred at the February 25, 2009 meeting. As a result, the college community is more keenly aware of the need to verify that the board takes a formal vote on the mission statement and strategic master plan in its public session. This awareness resulted in the Accreditation Liaison Officer being tasked with the responsibility of verifying that a formal board vote occurs. Assigning this responsibility to a specific staff member will ensure that the process is completed in a regular and timely fashion. Agreement on formal college planning processes, including the review and revision of the mission statement, ensures that the mission drives all other planning and program review cycles and documents. Placing the mission statement revision at the beginning of the planning cycle demonstrates the college community's awareness that it must serve as the foundation for all planning and program review. By including a description of this process in the planning handbook, there is a formal written procedure to be followed that codifies this commitment to a formal review of the mission statement and its position as the driving document for subsequent college planning (CR2.D17).

Additional Plans:

The college will continue to review and revise the college mission statement by linking it with the comprehensive program review cycle, and completing its review and revision as the first part of the strategic planning process. According to the approved LATTC planning cycle calendar, the next review of the college mission statement is scheduled for spring 2011. This will occur prior to the writing of the next college strategic master plan, which is scheduled for the 2011-2012 academic year (CR2.D18). This formally established college mission statement review and revision cycle ensures that the collegially consulted and formally approved mission statement is included in all college planning and program review documents.

College-Wide Planning

Findings of the Evaluation Report:

The visiting team noted ten specific areas of improvement needed in college-wide planning at Los Angeles Trade Technical College (LATTC). Concern was expressed by the team that: "While the Institution has begun a planning process and assigned responsibility for implementing it, the process is not well defined or well communicated to all campus constituent groups" (CR2.D19). It was further noted that college community members were only able to explain "the initial steps in the continuous improvement cycle"

(CR2.D20). Consultant written plans were the norm in the previous years. At the time of the visit, those plans were in the process of being revised to ensure greater college-driven commitment to implementation of the plan (CR2.D21).

The team discussed its concerns about specific college plans including: the LATTC Strategic Master Plan (SMP), the educational plan, the facilities plan, and the technology plan. The team noted that the college's strategic plan goals were derived from the state chancellor's office plan goals, and that there was an absence of locally defined and generated goals (CR2.D22). Two significant concerns about the SMP were: 1) the lack of reference to strategic plan goals in other college plans or program reviews (CR2.D23); and, 2) the SMP's "vague timelines" and lack of specific "assignment of responsibility and required resources" (CR2.D24). At the time of the visit, the team observed that the educational plan was still a work in progress (CR2.D25). Regarding facilities and technology planning, the visiting team suggested that the college consider a greater level of integration between those plans "to ensure that new technology equipment is fully supported" (CR2.D26). The team supported what the college identified in the self study as the need to develop an enrollment management tool to ensure an enrollment level necessary to maximize the college's return on investment. Although the college had decreased course sections by 12% and increased enrollment by 12% in spring 2009, the team commented that development of a formal enrollment management tool had not yet begun (CR2.D27).

While acknowledging that the college had identified the use of quantitative and qualitative data in both its planning and program review processes, they were concerned about the lack of evidence provided to demonstrate that decisions were in fact data driven (CR2.D28). The team stated that: "...there was no evidence found to support the contention that the institution is using internal and/or external environmental data to conduct institutional planning in an integrative, cohesive, and inclusive manner at a comprehensive institutional level" (CR2.D29).

The final concerns of the team regarding college-wide planning focused on: 1) a lack of alignment between planning and program review (CR2.D30); 2) the absence of documentation or timelines for "reviewing or modifying" the planning processes (CR2.D31); and, 3) the lack of evidence provided to the team demonstrating that: "a formal procedure for evaluating and revising the institution's planning processes has been created, published, and widely disseminated" (CR2.D32). Finally, in regard to program improvement, the team stated that: "...there is no evidence that the institution achieves the 'sustainable, continuous quality improvement' stage of the ACCJC's rubrics regarding planning and program review. Rather, the College appears to have just moved from the 'awareness' to the 'development' levels on the rubric" (CR2.D33).

Actions Taken to Resolve the Recommendation:

1. Strategic Master Plan (SMP)

In 2008, a strategic plan was developed and adopted by Los Angeles Trade Technical College for the period 2008 to 2015. In fall 2009, the duration of the plan (e.g., the year

the plan terminates) was revised to more closely align with the timelines established for the goals and objectives in the plan. It now covers the period 2008 to 2012 and was approved by the College Council on December 7, 2009 (CR2.D34); the Academic Senate on December 14, 2009 (CR2.D35); and the Board of Trustees on January 27, 2010 (CR2.D36). Included in the LATTC Strategic Master Plan (SMP) are four (4) strategic priorities with thirteen (13) action plans which serve as overarching goals for the college as follows:

1. **Student Success**
 - a. Provide a basic skills training program for students not prepared for college-level study or career technical education.
 - b. Design and implement a model Freshman Experience program, emphasizing Personal Development classes and Assessments to help students become clear about their career goals, aspirations, and aptitudes.
 - c. Assist students in transition to job placement.
2. **Growth**
 - a. Expand the LATTC Bridges to Success program.
 - b. Identify and address opportunities to enhance, grow, or develop programs to meet future needs of the LATTC community.
 - c. Expand and enhance distance education and off-hours course offerings and support.
 - d. Increase investment in a marketing program to research and understand the evolving needs of our target markets and to clearly communicate the benefits of LATTC to them.
3. **Community & Business Development**
 - a. LATTC Green initiative.
 - b. Community Outreach/Satellite Programs.
 - c. Business Outreach/Mobile Classroom Program.
4. **Organizational Development**
 - a. Clarify and streamline our communication, decision-making, and shared governance processes to increase the sense of responsibility for the success of LATTC and to maximize the input of stakeholder groups, including students, faculty, staff, and the administration.
 - b. Simplify the internal operational policies so that all are straightforward and understandable, minimizing red tape while maintaining our legal and fiduciary responsibilities.
 - c. Enhance the investment in the personal and professional development of faculty and staff (CR2.D37).

These strategic priorities also align with the major planning goals of the Los Angeles Community College District (LACCD) Strategic Plan, which are: access, success, accountability, collaboration, and resources.

At the College Council retreat held August 6 and 7, 2009, planning priorities from both the district and college strategic plans were reviewed, and a survey of retreat participants was conducted to determine which planning priorities and objectives should be the focus of the

college's efforts in 2009-2010 and 2010-2011. Twenty-three (23) individuals representing all major college constituent groups participated in the retreat and goal/planning priorities review and survey process (CR2.D38 and CR2.D39). Similarly at the annual faculty convocation on August 27, 2009, planning priorities for the both the district and college strategic plans were reviewed and, a survey to determine which planning priorities should be the focus of the college's efforts in 2009-2010 and 2010-2011 was distributed (CR2D40). In addition, an online version of the planning priorities survey was distributed via email to all college stakeholders (CR2.D41 and CR2.D42). A printed version of the online survey was made available in the Associated Student Organization offices for student participation.

The results of this survey were used to compile clear planning priorities for the college Strategic Master Plan for the next two years. These priorities were entered into an implementation grid and the responsibility for following through on them was assigned to the appropriate vice president (CR2.D43). This implementation grid will help the college annually assess and evaluate the achievement of the goals and priorities in the SMP. The results of this annual evaluation will form the basis of college-wide discussion leading to the scheduled revision of the SMP, which is planned for the 2011-2012 academic year. According to the college's adopted planning cycle, the next SMP will be ready for implementation in fall 2012 (CR2.D44).

2. Educational Master Plan (EMP)

The educational master plan is the responsibility of the Academic Senate's Educational Policies Committee. This body is comprised of faculty members appointed by the college Academic Senate (CR2.D45). The previous and current vice presidents of Academic Affairs have been invited to participate as non-voting resources. In November 2009, the Educational Policies Committee voted to allow the vice president of Academic Affairs to participate on this committee as a full member (CR2.D46). At its meeting on December 14, 2009, the Academic Senate voted to accept the Strategic Educational Plan currently embedded in the college SMP as the college's current educational master plan (CR2.D47). Using the adopted Strategic Educational Plan, Strategic Master Plan, Basic Skills Plan, 2009-2010 program review updates, and the planning documents for the Freshman Year Experience (FYE) program, Distance and Distributed Learning (DDL) program, and the Technology Enhancement Committee, an implementation grid was developed by the Educational Policies Committee to monitor the progress on achieving the goals of this educational plan (CR2.D48). The implementation grid was discussed and approved by the entire faculty senate at its meeting on February 9, 2010 (CR2.D49). According to the college planning cycle, the next educational master plan will be developed during the 2012-2013 academic year following the approval and implementation of the college strategic master plan (CR2.D50).

3. Technology Enhancement Master Plan (TEMP)

The Technology Enhancement Committee (TEC) prepares, implements, and evaluates the college's Technology Enhancement Master Plan (TEMP). The plan is then approved by the full College Council, thereby allowing for additional input from all college constituencies (CR2.D51). According to the recently adopted college planning cycle, every four (4) years,

the TEC will produce a Technology Enhancement Master Plan that will review the current effectiveness of technology and develop a strategic plan for using technology in the future. Management Information Services (MIS) tests and carefully analyzes new systems prior to full campus deployment; such as the new VoIP phone system for the south campus. In an effort to continually evaluate technology resources and processes, TEC reviews the computer recycling program, and new technology resource prioritization every year. The prior Technology Master Plan was written in 2004 and updated in 2005 (CR2.D52). It set important objectives that have recently been achieved. In fall 2009, the Technology Enhancement Committee convened a taskforce to begin writing the new TEMP beginning with an analysis of strengths, weaknesses, opportunities, and challenges (SWOC). The current *Technology Enhancement Master Plan 2010-2014* will be available in draft form at the end of March; completion is expected in summer 2010. A new feature of the current plan will be an implementation grid, which will be available by fall 2010. The next scheduled TEMP planning period will occur during the 2013-2014 academic year for implementation beginning fall 2014 (CR2.D53).

4. Facilities Master Plan (FMP)

The college's Work Environment Committee (WEC) is required in the LACCD Faculty Guild collective bargaining agreement, which defines its membership (CR2.D54). While WEC makes recommendations regarding college facilities to the College Council, it remains an independent body functioning under the auspices of the College Faculty Guild, AFT Local 1521. The WEC is charged with developing, monitoring, and evaluating the Facilities Master Plan (FMP [CR2.D55]). This plan covers alterations and improvements to existing facilities, the construction of new facilities, and the acquisition of land (CR2.D56). While previous administrators have used Building Users Groups (BUG) for limited input on projects directly involving BUG constituents, the current administration has expanded the BUGs to become a part of the planning process. As a subcommittee of the WEC, a BUG has been established for each building and is consulted on everything from the naming of buildings to the color and quality of furniture that will be purchased. The current FMP covers the period from 2009-2014. The next FMP will be developed along with the TEMP during the 2013-2014 academic year following the implementation of a new strategic master plan in 2012-2013 and a new educational master plan in 2013-2014 (CR2.D57). This revision will take place following the completion of the facilities module of comprehensive program review to ensure that the results of program review are included in the long-range FMP.

5. Matriculation Plan

The only college planning cycles that are not four years in length are the ones for the matriculation plan and the student equity plan. These plans are revised in coordination with state reporting requirements and are currently on a five-year cycle. The revision, implementation, and evaluation of the matriculation plan are the work of the Matriculation Advisory Committee (MAC). The current plan concludes in 2010 and is undergoing an evaluation process (CR2.D58); a new plan will be prepared for implementation during the 2010-2011 academic year (CR2.D59).

6. Student Equity Plan (SEqP)

At its October 19, 2009 meeting, the College Council charged the Student Success Committee (SSC) with preparing, implementing, and evaluating the college's Student Equity Plan (SEqP [CR2.D60]). A draft of the new SEqP is currently going through the college participatory governance approval process. Following the discussion of the draft plan at the SSC meeting on February 3, 2010, SSC members agreed to revise the plan implementation matrix to ensure that the goals were measurable, achievable during the plan life, and assigned to a responsible party. The committee reviewed these revisions at its meetings on February 17, 2010, March 3, 2010, and March 10, 2010 (CR2.D61). The SSC will complete the implementation grid by the end of March 2010 and forward it to the Planning and Budget Committee and College Council. Both the matriculation plan and the student equity plan are reviewed and approved by College Council (CR2.D62).

7. Assessment Management Plan (AMP)

In 2009-2010, the Student Learning Outcomes Committee (SLOC) created the Assessment Management Plan (AMP) to address the college's need to engage in systematic evaluation and integrated planning related to student learning outcomes (SLO). The AMP establishes processes for how each course, program, and degree will be evaluated and assessed, and when this will occur. The current AMP period is 2010-2013 (CR2.D63). This plan will be evaluated in 2012 with a new plan prepared during the 2013-2014 academic year. The next AMP will be ready for implementation in fall 2013 (CR2.D64). The AMP was based on and continues the course-level SLO process that had begun in the fall of 2008 with each department completing pilot course SLO assessment and evaluation to determine successful models. Beginning with the spring 2010 semester as part of the curriculum submission process, all courses are required to have SLOs and evaluation techniques included in course outlines for consideration and approval (CR2.D65). This policy embeds the SLO process into ongoing college and district-wide procedures.

The AMP designates department representatives to participate in evaluation and assessment training. These representatives assign specific resource personnel in each department to help with SLO development and assessment. As part of the AMP, departments create a matrix for completing and updating course SLOs, and an assessment progress grid outlining which courses will be evaluated in which semester (CR2.D66). Departments are required to create program SLOs and complete a curriculum map for each certificate, degree, and program that aligns course and program SLOs with core competencies for evaluation (CR2.D67). The curriculum map assures the creation of a process that systematically supports the attainment of learning outcomes.

The AMP and the processes it describes were established to foster faculty dialogue through program review and assessment analysis. The evaluation template is designed to require specific information used in the program review (CR2.D68). Each degree and certificate program is evaluated against the core competencies of LATTC through the curriculum map and assessed as to how course SLOs address the core competencies. The evaluation process was established and faculty members are currently being trained on how to use the process and how to evaluate the information. Demonstrations on how to complete the form and how to conduct assessment were provided in the training sessions,

which began in mid-February 2010 (CR2.D69). Training for the creation and assessment of student learning outcomes, which is provided by the SLOC, is on-going as needed.

The Assessment Management Plan (AMP) contains:

1. Guidelines for course SLO and assessment creation
2. Procedure for program SLO creation and assessment
3. Procedures for department curricular maps
4. Procedure and format for SLO data collection
5. Procedure and format for SLO data analysis
6. Schedule for training on assessment
7. Process for record storage and record keeping
8. Guidelines for assessment of SLOs (CR2.D70)

CURRICULAR MAP
Carpentry Certificate

INTRODUCED	DEVELOPED	PRACTICED	MASTERED
1	2-3	3-4	5

LATTC CORE COMPETENCIES **A** Critical Thinking **B** Create **C** Technical Competency **D** Communication and Comprehension **E** Cultural Interaction

CERTIFICATE COURSES (Program Mission) GET A JOB, KEEP A JOB, GET A BETTER JOB	LEARNING OUTCOMES															
	Carpentry 105	Carpentry 114	Carpentry 115	Carpentry 117	Carpentry 123	Carpentry 124	Carpentry 129	Carpentry 130	Carpentry 131	Carpentry 132	Carpentry 133	Carpentry 134	Carpentry 144	Carpentry 145		
LATTC Core Competencies	AB	ABC	AB	ABC	AB	AB	AB	ABE	ABCE	ABD	ABCD	ABCDE	ABC	ABC		
Use hand and power tools to perform construction operations			1	1	2				3	3	4	4	4	4		
Use sustainable practice and demonstrate sustainable principles		1	1	1	2	1			2	2	1		3	3		
Perform calculation related to carpentry	1				1	1	3	2	2		3					
Contribute and work in a group or team to complete a project.			1	1	3		3		3	3	3	2	4	4		
Use construction documentation to direct construction operations and projects		1	1		3	3	2	2	3	3	3	4	4	3		
Use technical manuals to retrieve information	1		1	1	3	3	3	3	3	3	3	3				
Work safely in a shop or work site.	1	1	1	1	3	3	3	3	4	4	4	4	5	5		

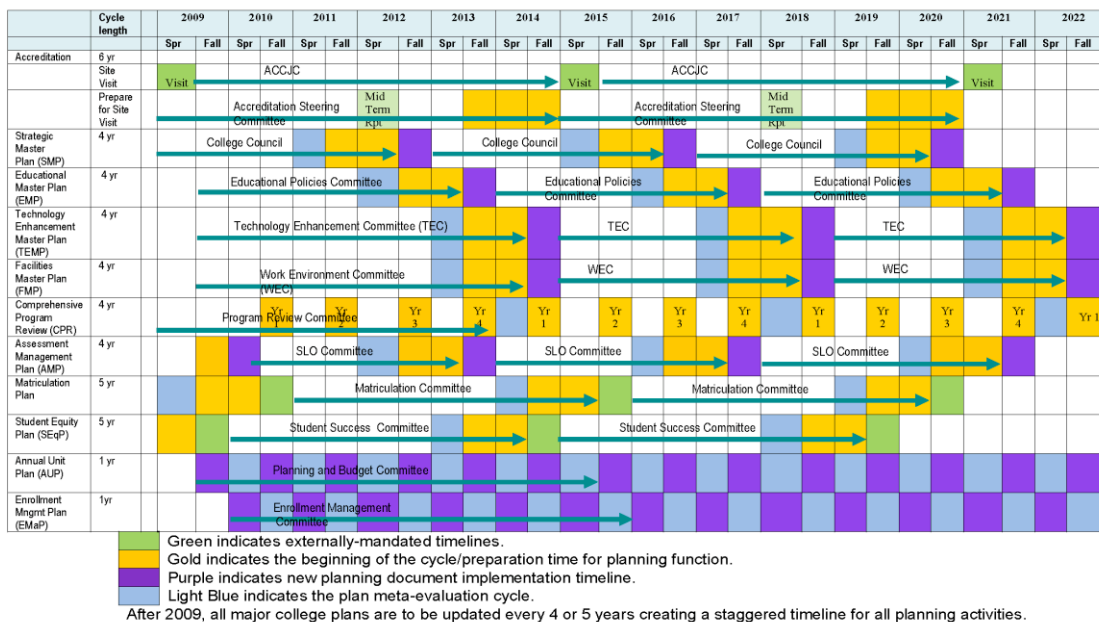
8. Enrollment Management Plan (EMaP)

The Enrollment Management Plan (EMaP) is the work of the Enrollment Management Committee (EMC). College Council created the EMC in fall 2009 specifically to draft the college’s first enrollment management plan and to make recommendations to the Planning and Budget Committee related to enrollment (CR2.D71). At the committee’s first meeting on November 17, 2009 following a review of other college enrollment plans, a

recommendation was made to PBC to develop a four-year EMaP (CR2.D72); PBC had originally recommended that the EMaP be a one-year plan evaluated and renewed on an annual basis (CR2.D73). The EMC worked diligently during the late fall 2009 and early spring 2010 semesters to develop the college's first EMaP. After several drafts of a multi-year plan, the committee concluded that much of what was being covered in this long-range version of the plan was addressed in other college planning documents including the SMP, Strategic Educational Plan, and the recently written Student Equity Plan. Rather than duplicating the efforts of other college plans, the EMC proposed an EMaP that would serve as the tool to guide the college's achievement of its FTES goals on an annual basis, which was a return to the original recommendation regarding plan purpose and length from PBC. Included in this one-year plan are the procedures for reducing or adding course sections and the goals for achieving the FTES targets for the next fiscal year (CR2.D74). This annual plan will be reviewed each fall and written each spring to be included in the college's operational plan in order to project the hourly faculty budget (CR2.D75). Once the current EMaP is finalized each year, the Planning and Budget Committee and the College Council approve the plan. FTES targets for the following academic year are then entered into the Annual College Operational Plan (ACOP). Plan results are reviewed each semester or session at census when FTES targets are evaluated. In addition, there are quarterly reviews with District Office representatives from the Budget and Attendance Accounting offices. Meta-analysis of the EMaP planning process will take place every four years following the initial planning process evaluation scheduled for fall 2012. The first EMaP process evaluation is scheduled after three years in order to synchronize it with the development of the next educational master plan. The current EMaP will be approved by PBC and College Council before the end of March 2010.

Some of the major planning documents (e.g., educational master plan, matriculation plan, student equity plan) are four to five years old and have been rewritten or are scheduled to be. Historically, the college has not had a master schedule for the updating of college plans. To address these issues, a master schedule was drafted by the Planning and Budget Committee in October 2009 and approved through the participatory governance process, including approval by the Academic Senate and College Council on February 22, 2010. According to this approved cycle, college plans will be updated on a staggered schedule over a four to five year period and will have a bearing on the revisions of other major planning documents (CR2.D76).

**Los Angeles Trade Technical College
Approved Planning Calendar**



Planning and Budget Committee: Approved: February 18, 2010
 Academic Senate: Approved: February 22, 2010
 College Council: Approved: February 22, 2010

The program review process will directly feed into updating these plans and keeping them current. For instance, cosmetology and culinary arts have reached full capacity and are completely impacted in terms of facilities, fulltime staffing, and equipment. So, when revising the facilities master plan, both of these areas will need adjustments in their space needs and the types of facilities that will need to be designed in order to meet the job market and student demand. Cosmetology is expanding its offerings into barbering and spa procedures, while culinary is looking to expand its hospitality offerings and offer more specialized courses in both culinary and baking. As departments and units identify goals and needs in the areas of facilities, technology and curriculum, these will be reflected in the department’s program review and be aligned with the overall college mission and strategic priorities. By integrating the program review process with campus planning, the college is better able to adapt and change at a quicker pace than if it relied on static documents and plans.

To ensure college-wide awareness of this newly adopted planning cycle, a self-explanatory, animated planning presentation was developed by the faculty co-chair of the Accreditation Steering Committee. The purpose of the presentation is to provide all college employees with an overview of planning processes at the college as well as the specific strategic priorities and objectives of the college’s Strategic Master Plan. The presentation is posted on the college’s website (<http://college.lattc.edu/accreditation/presentations/#collegePlans> [CR2.D77]) and an announcement was sent via email on February 9, 2010 to all college employees notifying them of its availability (CR2.D78).

In addition to these two graphic representations of the college planning cycle and integration, the college has developed the *LATTC Planning Handbook* to describe the planning cycle, specific plan contents, and how plans are implemented and evaluated. This handbook is currently in draft form and will be approved through the college governance process by May 2010 (CR2.D79). In order to standardize the content of the handbook, the Planning and Budget Committee adopted a plan template so that all plans and planning processes are described in similar terms (CR2.D80).

Los Angeles Trade Technical College [Plan Name]	
Description of Plan	[Describe the overall function/purpose of the plan and the intended impact of the plan on the college and student learning.]
Current Plan Length	[When did the current plan take effect, when does it conclude?]
Current Plan Approval	[Recommending Committee Name] Approved on: _____ College Council Approved on: _____ Academic Senate Approved on: _____
Board of Trustees approval	[Yes or no—If yes, when did the LACCD Board of Trustees approve the current plan?]
Plan Revision Cycle	[How frequently is the plan revised, when will the next plan be operational?]
Plan Evaluation Process	[How is the plan evaluated? How frequently?]
Plan Drives:	[What plans or documents drive this plan?] • [plan document #1] • [plan document #2] • [plan document #3]
Plan is Driven By	[What other plans or activities are driven by this plan?] • [plan document #1] • [plan document #2] • [plan document #3]
Plan Links	[How does this plan link to the other college plans, for example?] • Strategic Master Plan • Educational Master Plan • Technology Master Plan • Facilities Master Plan • Other Plans
External Plan Data Sources	[What external data sources are consulted in the creation of the plan?] • [data source #1] • [data source #2] • [data source #3]
Internal Plan Data Sources	[What internal data sources are consulted in the creation of the plan?] • [data source #1] • [data source #2] • [data source #3]
Standard Plan Content	[What is the standard content of the plan?] • Title Page • Table of Contents • Executive Summary • Signature and Adoption/Approval Page • [content area #1] • [content area #2] • [content area #3] • Implementation Grid • Appendix with documentation of meetings where plan was approved
Implementation and Oversight	[Describe how the plan is implemented and monitored over the course of its life.]
Links to Resource	• [Personnel] • [Supplies]

Accreditation Planning Committee Approved: October 27, 2009/9/06
Planning and Budget Committee Approved: October 29, 2009/9/06
Page 1

All planning documents are now required to have a signature page as evidence that the appropriate constituencies have participated in the development and discussion of the plan through their participation on the committee tasked with creating the plan. Some plans require the additional step of formal approval by other college governance bodies including the Academic Senate and/or the College Council. Standardized plan signature pages include the following constituencies by position:

1. co-chairs of the committee responsible for creating the plan;
2. co-chairs of College Council, if appropriate;
3. the college Academic Senate president;
4. College Faculty Guild, AFT Local 1521, Chapter president;
5. College Staff Guild, AFT Local 1521A, Chapter president;
6. Teamsters, Local 911, college representative;
7. SEIU, Local 99, college representative;
8. Supervisors Unit, Local 721, college representative;
9. classified managers' representative; and,
10. the college president (CR2.D81).

In addition to campus approval, the Board of Trustees formally approves the college strategic master plan.

Analysis of the Results Achieved:

The college had extensive dialogue in committees, including the Planning and Budget Committee, Accreditation Steering Committee, College Council, and the Academic Senate, regarding the integration and cycle of college planning. The result of this dialogue has been broad-based stakeholder agreement on the role of planning in an integrated college improvement cycle. This broad-based agreement is reflected in the level of discussion on campus related to planning, program review, and the integration of those processes into college resource allocation. The college has made significant strides in moving from an institution where planning was consultant-driven to developing both the capacity and desire to create, manage, and assess the effectiveness of college written and driven plans. This is a very important step in transforming planning into a process that is truly owned by college stakeholders.

At its November 16, 2009 public forum, the College Council suggested to the Academic Senate that it expand the membership of the Educational Policies Committee because of the significant policy-making role of this committee, and to increase collegial dialogue on matters of academic policy prior to their presentation to other college governance bodies (CR2.D82). At present, when the educational master plan is completed and approved by the full Academic Senate, it is forwarded to College Council for approval. This is the only point at which other college constituencies have the opportunity to provide input on this plan. To ensure broad-based collegial dialogue on this key college planning document, the Educational Policies Committee should be expanded to include representatives from each department, and the vice presidents of Academic Affairs, Student Services, and Workforce and Economic Development or their designees.

The Assessment Management Plan (AMP) is created, monitored, and evaluated by the Student Learning Outcomes Committee (SLOC). This committee functions under the auspices of the Academic Senate, and is comprised primarily of faculty. The vice presidents of Academic Affairs and Student Services are full participants with voting rights, and the dean of Institutional Effectiveness attends as a resource to the group. The Academic Senate approves the Assessment Management Plan (CR2.D83). Since the Assessment Plan involves managing the full cycle of student learning outcomes and service area outcomes adding members of other college constituencies, especially students and staff, would strengthen SLOC's policy and procedure development role.

To ensure the college maintains its current commitment to planning, an institutional planning calendar has been established and approved through the college governance process. This year the commitment to planning has been demonstrated through the college preparation of a new Student Equity Plan and the creation of the Enrollment Management Plan and the Assessment Management Plan, neither of latter existed prior to this academic year.

Additional Plans:

College stakeholders will continue the dialogue that has begun this year regarding what constitutes a meaningful and achievable plan, how to design measurable outcomes, and how evaluation of the plan leads to improved future planning documents. Comprehensive program review, as described in the next section of the report, will be organized and scheduled to complement the approved planning cycle.

Program Review Process

Findings of the Evaluation Report

The team made a number of observations regarding the state of the college's program review process at the time of the visit. These observations fell into five general areas:

1. There was a lack of connection between program review and other college planning and goals (CR2.D84).
2. The new program review process, initiated in 2008, was not clearly defined, and there was an absence of evidence that the college had completed a full cycle of this process (CR2.D85).
3. There was an absence of evidence that the training in the new program review process was broad-based, and that employees understood it (CR2.D86).
4. There was an absence of evidence that the program review process had been assessed for effectiveness (CR2.D87).
5. There was an absence of evidence that the college had achieved sustainable, continuous quality program improvement for the program review process (CR2.D88).

The visiting team was concerned about the lack of "formal linkage" between program review, other college planning processes, and the allocation of resources (CR2.D89). While there was evidence of program goals in program review, these goals did not appear to the team to be connected to other institutional planning efforts. Specifically, the team said: "There is no indication of the use of the results of program reviews in the College's various master plans (Educational, Technology, and Facilities), and in the allocation of resources" (CR2.D90); and, "...there is no evidence that the institution achieves the 'sustainable, continuous quality improvement' stage of the ACCJC's rubrics regarding planning and program review. Rather, the college appears to have just moved from the 'awareness' to the 'development' levels on the rubric" (CR2.D91). In addition to their concerns about program review, the visiting team noted that the program viability process had stalled and that "the process timeline described in the self study [had] not occurred" (CR2.D92). Finally, the visiting team urged the college to "...redouble its efforts to complete a thorough program review process, fully establish its student learning outcomes, and restart and maintain a program viability process" (CR2.D93).

Actions Taken to Resolve the Recommendation:

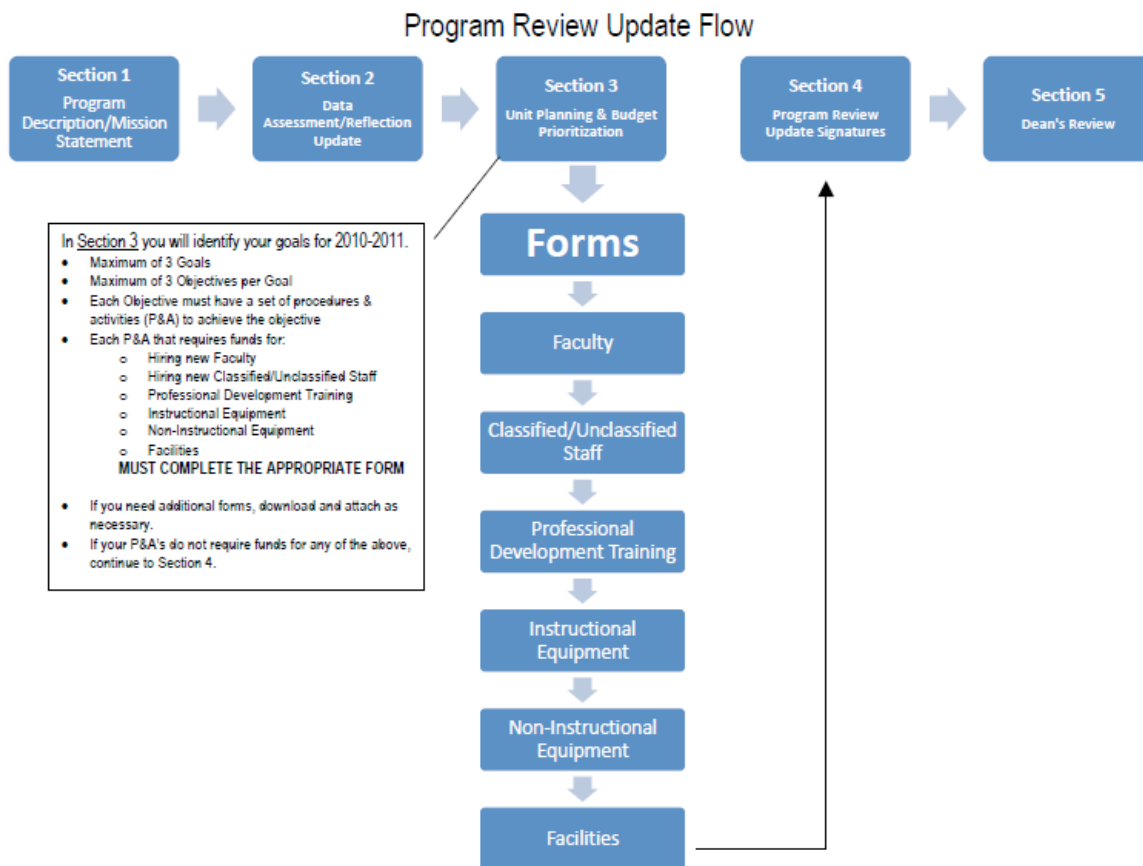
In the summer of 2009, the Program Review, Planning and Budgeting Workgroup, held a mini retreat to begin formulating action plans to improve and update the program review and planning processes (CR2.D94). The group evaluated annual program review processes from a variety of colleges, identified, selected, and validated the core principles for an annual program review process, agreed on information that every program should know about itself and should have available to distribute to others (e.g., students, community stakeholders, etc), and assessed the current program review process at LATTC to determine its effectiveness. This group then created an action planning matrix to establish key dates and accountability. All of this activity led to a draft timeline for the program review update to be completed in 2009-2010 for the 2010-2011 budget year that coincided with the Annual College Operational Plan (ACOP) timeline (CR2.D95 and CR2.D96). This group also prioritized resources that were necessary from the college to support a successful program review process, including a recommendation to give the faculty chair of the Program Review Committee 60% reassigned time.

The information compiled in this retreat was forwarded to the Program Review Committee (PRC), a subcommittee of the Academic Senate, which began meeting on August 12, 2009 (CR2.D97). The membership of this committee involved an expanded representation of the constituency groups on campus and is listed below:

- Faculty – 10 Members:
 - Academic Senate president
 - Academic Senate appointee
 - Faculty Chair of Chairs Council appointee
 - Faculty Guild, Local 1521, Chapter president
 - Faculty Guild appointee
 - Faculty Chair of the Curriculum Committee
 - Faculty Student Learning Outcomes coordinator
 - 1 at-large Academic Senate representative
 - 1 at-large Career and Technical faculty representative
 - 1 at-large non-classroom faculty representative
- Classified Staff:
 - Staff Guild, Local 1521A, representative
- Associated Students Organization:
 - Associated Student Organization representative
- Classified Supervisors:
 - SEIU, Local 721, representative
- Administrators – 6 Members:
 - 2 Teamster, Local 911, representatives
 - 1 Dean of Academic Affairs
 - 1 Dean of Student Services
 - 4 vice presidents (CR2.D98).

The PRC spent many meetings discussing how the program review process could be updated and formalized (CR2.D99). To ensure that the college fully responded to the visiting team’s recommendation, it was decided that all programs beginning at the discipline or unit level would complete a Program Review Update (PRU). The PRU was specifically designed for the 2009-2010 academic year to integrate program goal setting with the goals of the Strategic Master Plan 2008-2012 and link program resource requests with the college budget process through the Annual Unit Plan (AUP), which was included in the PRU (CR2.D100). Additionally, the PRU was used as the tool to bring the entire college community to a common understanding of the integration of program review and planning. The PRC designed the PRU as a one-time process with the intention of creating a fully integrated comprehensive program review, annual program review, and annual unit planning process, which will be implemented later in spring 2010. The details of these fully developed and integrated processes are described in detail later in this section of the report.

The process and flow for the PRU was clearly charted and shared with the college community. A flowchart (CR2.D101) and PRU timeline (CR2.D102) for each specific level of the process were developed.



The instructional program PRU that contained the following information:

1. Data in the following areas by discipline:
 - a. enrollment-FTES – average class size trends;
 - b. fall demographic data – ethnicity, age gender;
 - c. spring demographic data – ethnicity, age, gender;
 - d. success and retention data;
 - e. degrees and certificates awarded;
 - f. FTEF trends-hourly and regular; and
 - g. current courses offered.
2. Program description.
3. Discipline mission.
4. Department mission.
5. Alignment of missions with the college mission.
6. Information on career technical/vocational programs.
7. Curriculum: updates, archived, new courses.
8. SLO status of courses and programs.
9. Unit plan based on goals and objectives of discipline/department (CR2.D103).

The PRU for Student Services and Administrative Services contained the data from the following areas:

1. Unit description.
2. Unit mission.
3. Area mission.
4. Alignment of missions with the college mission.
5. Unit overview:
 - a. recent events that affect unit, and
 - b. number of students served.
6. Areas of effectiveness.
7. Student Services Area Outcomes (SAO) and assessment.
8. Audit findings.
9. Advisory Board/Accreditation information (Student Services only) (CR2.D104 and CR2.D105).

The Program Review Update

The PRU process started with defining the specific mission for each unit or discipline. These missions were linked to the priorities of the college Strategic Master Plan 2008-2012 (CR2.D106). Each discipline or unit then established goals linked to these priorities and its mission, with objectives to clearly define how the goals would be reached. Each objective was broken down into subheadings that related to the goal achievement:

1. procedures and activities,
2. responsible person(s),
3. timeline for completion,

4. resources needed, and
5. cost of resources.

Goals were then ranked by the disciplines and units (CR2.D107).

The Annual Unit Plan (AUP) was part of the PRU; it was included as the mechanism for disciplines or units to request funding. AUP forms included:

1. a request for professional development training form,
2. a faculty request form,
3. a staff request form,
4. block grant forms for instructional equipment,
5. a form for non-instructional equipment, and,
6. a facilities modernization/maintenance form.

Any resources necessary for the implementation of the objectives needed to be specified and requested on the appropriate form/forms (CR2.D108).

The Program Review Update Process

Departments prioritized and ranked the PRU goals from each of their disciplines based on the department's goals and mission. Departments were permitted to combine similar goals of separate disciplines into one larger department goal. The completed department PRU was forwarded to the department's supervising dean who reviewed the PRU for content and linkage to the college mission and SMP priorities. Following the dean's review, the PRU was returned to the department for corrections before being forwarded to the appropriate division vice president. The dean's review served as the validation process for the PRU at the department level (CR2.D109). Following these discipline/unit and department processes, the division vice presidents, along with an appropriate workgroup, prioritized the department goals with the annual unit plan budget requests based on the goals of the division. This completed list of budget requests was forwarded to the Planning and Budget Committee (PBC). At a February 25, 2010 public forum, the list of prioritized budget requests was distributed to the entire college community (CR2.D110). These ranking can be challenged, and any college stakeholder may request to present a reason why a particular resource request should be reprioritized. PBC scheduled time at their March 4, 2010 meeting to hear any presentations. According to the process, PBC forwards its list to College Council who makes the final recommendation to the college president about budget requests. For the 2009-2010 process, PBC forwarded the ranked resource requests on March 4, 2010 for consideration at the March 8, 2010 College Council meeting (CR2.D111).

Training and Feedback

During faculty convocation on August 27, 2009, as a group exercise, departments began to review or create their discipline and department mission statements (CR2.D112). This

exercise allowed for colleagues to work with one another and ask questions if they needed assistance. At the conclusion of the exercise, some departments presented their mission statements with the entire convocation group.

Training continued throughout the early part of the fall semester. The Program Review Committee co-chairs provided numerous group training sessions on how to successfully complete the PRU. Training was offered on different days and at a variety of times to address varying faculty and staff schedules. The co-chairs even scheduled personal “one on one” training if individuals could not make the group training sessions (CR2.D113).

Feedback was obtained through validations of the PRU. These validations occurred at two separate levels: the department/program and the division to ensure the program review update was proceeding according to the process (CR2.D114). This process also included recommendations and feedback. The division recommendations were forwarded to the Program Review Committee so they could decide how to use them for future program improvement.

Additionally, a post-completion survey of the program review update was distributed to the entire campus through Survey Monkey. The survey was available to the college community from November 17 to December 4, 2009. Results of this survey, which are detailed below, showed a favorable response to the clarity of the PRU, the quantity and quality of training that was available, and the data that was provided. This information will also be used by the PRC to adjust future processes and delivery methods (CR2.D115).

Analysis of Results Achieved:

The site visiting team reported that there was an absence of prior examples of completed program review documents. In December 2009 during the move of administrative offices from the A Building to their new home on the South Campus, prior hard copies of program review documents were discovered. The college now has examples of program review documentation dating back to its pilot project for program review in 1994 (CR2.D116). These documents are now located in an office in the Academic Affairs suite that has been dedicated to accreditation and student learning outcomes. To ensure that the college has access to its program review history in the future, a spreadsheet documenting past program reviews is being compiled in the Academic Affairs Office. Once this project is complete, the hard copies of these original program review documents will be scanned to create a permanent electronic archive.

The PRC was aware that the creation of the PRU would not fully address the issues with the program review process as observed by the visiting team; however, the PRU did allow the process to proceed and ensured broad-based involvement of all college personnel. Out of the program review update, the process for how program review and annual unit planning should proceed, the information that is contained in those processes, and how it is integrated with the budget process have been clearly indicated on a flowchart, shared, and widely understood by college leadership. Presentations demonstrating how program review is related and linked to other plans have also been made available to all campus members.

The flowchart with narrative was placed on the LATTC website. Another presentation placed on the college website in early January 2010 by the ASC shows the various college plans and how they integrate (CR2.D117 [<http://college.lattc.edu/accreditation/presentations/#collegePlans>]). The documentation and communication of information on these processes has increased the understanding and awareness of the purpose, need, and process for program review on the campus.

In fact, survey results of the program review process completed this year were very favorable. Results show that nearly 90% of the respondents thought the document was organized in a cohesive manner; 84% thought that it was formatted so that it was easy to understand; and, 77% stated that they were able to enter the information with ease. These same survey results show that the training for program review was well received and informative. Sixty-seven percent (67%) of respondents stated that they had attended at least one training, with another 40% of respondents stating they received a one-on-one training session with one of the PRC co-chairs. Over 70% responded that the availability of the training was sufficient, 69% stated that the topics covered in training were sufficient, 66% responded that the materials provided were useful, and 64% stated the training sessions helped them complete the program review (CR2.D118). The level and frequency of training clearly contributed the 100% completion rate of all discipline/unit program review updates (CR2.D119).

Additional Plans:

Integration of Program Review with other Planning Processes

Clarity on how program review links to other college plans can only be achieved with a thorough understanding of all the college plans and the parts they play in institutional improvement. Alternative approaches to capacity building around college planning will be employed, including PowerPoint presentations, brochures, emails, and in-service training sessions at college flex days and throughout the academic year. Staff development funds will be used to send college stakeholders to seminars on planning and program review so that participants can share their knowledge and understanding with the college community.

With all faculty, staff, and administrators being tasked with the completion of the PRU, stakeholder involvement has increased tremendously. This involvement has also increased awareness of other important college plans. For example, some counseling faculty did not feel that the current SMP included priorities which allowed them to create obtainable goals. Since these priorities were derived from the SMP, they are now eager to be a part of the process of updating the SMP in 2011-2012.

Program Viability

The program viability process needs to be finalized, including the development of a mechanism for addressing viability review teams that do not complete their work within the sixty days required by the current process (CR2.D120). In addition, the process needs to specify what factors or college personnel trigger program viability. Assessment and

evaluation of the program viability process that will take place this spring will help in clarifying these issues.

Comprehensive Program Review (CPR)

The Comprehensive Program Review (CPR) process is being finalized. At its meeting on October 8, 2009, PBC recommended that comprehensive program review be on a four-year cycle (CR2.D121). This four-year cycle was designed to evaluate one-half of the academic programs, student service units, and administrative services units in years one and three; and, one-half of the Career and Technical (CTE) programs in years two and four. This proposal was discussed by the Academic Senate on December 14, 2009 (CR2.D122) and approved by College Council on December 7, 2009 (CR2.D123).

On January 22, 2010, the Program Review Committee overwhelmingly supported a different approach to comprehensive program review (CR2.D124). Beginning in 2008, a district taskforce started working on the development of a modularized version of program review. The development of focused modules allows for a customized approach to both annual and comprehensive program review. The PRC was impressed with the ease, flexibility, and relevance of this approach. The committee co-chairs are now taking this recommendation through the governance process. The Planning and Budget Committee approved this proposal at its meeting on January 28, 2010 (CR2.D125). A presentation was made to the Academic Senate at its first meeting of the spring semester on February 9, 2010 (CR2.D126); the faculty senate approved the recommendation at its February 22, 2010 meeting (CR2.D127). College Council approved the modular approach at its meeting on March 8, 2010 (CR2.D128). At present, the district taskforce has identified a number of modules including the following:

1. department mission and outcomes,
2. external scan,
3. students and student success,
4. enrollment trends,
5. staffing trends,
6. facilities,
7. curriculum,
8. student learning outcomes,
9. instructional support,
10. grants,
11. career and technical education,
12. function and service effectiveness,
13. programs, clubs, organizations, and special activities for students,
14. department/unit engagement,
15. professional development,
16. technology
17. program effectiveness
18. planning, and
19. program improvement (CR2.D129).

Some of the modules are focused on near-term planning and resource allocation. These modules will become part of the Annual Program Review (APR) and the Annual Unit Plan (AUP). There are modules that are appropriate for a specific college division such as: enrollment trends; career and technical education; and programs, clubs, organizations, and special activities for students. Others modules are designed to address long-term planning and will be completed at the appropriate point in the four-year planning cycle, including modules such as the department mission and outcomes, technology, curriculum, and facilities (CR2.D130). From February to April 2010, the Program Review Committee will be recommending a schedule of the modules for both the annual and comprehensive program review cycles. Although a schedule will be developed to calendar the modules to complement the college planning cycle, one of the benefits of this modular approach is its inherent flexibility. If, in any year of the four-year comprehensive program review cycle, the college determines it needs to address a particular college-wide problem or issue, it can decide, through the governance process, to complete the module related to the identified problem. Finally, to ensure that modular program review results in a comprehensive evaluation of the college, assessment of the modular process will occur at the end of the first four year cycle in spring 2014.

Annual Program Review Processes (APR)

The adoption of the modular approach to program review will keep the college involved on an annual basis, not only on their annual updates, but on modular elements of comprehensive program review that are directly linked to the revision and development of college-wide plans (CR2.D131). For example, the module on technology will come in the year preceding the update of the Technology Enhancement Master Plan (TEMP). This modular approach will have all college programs review and prepare long-range goals for technology in their respective areas. Once the module is completed, the results will be presented to the Technology Enhancement Committee so that they can incorporate them into their development of the TEMP.

Feedback from the prioritization process will also lead to the development of future program reviews. For example, the division of Academic Affairs did prioritize goals and requests based on the priorities of the SMP (student success, community and business development, and growth). However, due to budgetary constraints on the college, the division decided that student success would be a higher priority than the other two SMP goals. This decision was made after the departments had completed and submitted their program reviews. Future plans would have the college, and then each division, clearly define these goals before the disciplines/units and departments begin their process.

Accountability through the APR planning process is a key element in this cycle. Analysis of achievement of the goals developed during the prior year annual program review process forms the basis of the subsequent year's process. In addition, program student learning and area outcomes will be linked to department and division goals. The validation process will result in recommendations made to the discipline/unit, department, and division levels. These recommendations will also be addressed in the new annual program

review and will be reassessed during the next year's validation process. Finally, a meta-analysis of the entire annual program review process will occur each spring with the results being analyzed and evaluated by the Program Review Committee. The evaluation results will then be used to improve the annual program review process for the following year.

Integrated Planning and Budgeting

Findings of the Evaluation Report:

The team expressed concern that there was no real integration of planning, program review, goal attainment, and budgeting at the college. Specifically, the team noted that “there presently is no linkage among college planning efforts, the online program review process, and the college’s budget process” (CR2.D132). It was noted in at least five places in the Evaluation Report that there was no demonstrable link between program review and resource allocation including the comment that “Resources are reportedly attached to PBC and College Council endorsed plans, but evidence of actually funded program reviews was not provided” (CR2.D133). Finally, the visiting team acknowledged that the college was successful in doing some assessment of progress toward achieving its goals, but they encouraged the college to “increase the degree to which it makes decisions regarding improvement through an ongoing, systematic cycle of evaluation, integrated planning, implementation with appropriate resource allocation, and subsequent reevaluation” (CR2.D134).

Actions Taken to Resolve the Recommendation:

In summer 2009, the Program Review, Planning, and Budgeting Workgroup of the college’s Planning and Budget Committee (PBC) was formed with the charge of developing the structure and timeline for an integrated program review, planning, and budgeting process. A retreat was held to develop the process and timeline; there were twelve (12) individuals in attendance each representing his or her college constituency group, including: the Academic Senate; AFT Faculty Guild, Local 1521; department chairs; AFT Staff Guild, Local 1521A; Teamster, Local 911; unrepresented classified managers, and the administration (CR2.D135). The retreat and subsequent efforts of the workgroup resulted in three accomplishments:

1. The design and beginning of the implementation of an integrated program review, planning, and budgeting process in collaboration with the college’s Program Review Committee including guiding principles (CR2.D136), key due dates and milestones (CR2.D137), and flow of the integrated process (CR2.D138).
2. The design of the program review update and unit planning processes that the college employed in 2009-2010 for developing the 2010-2011 operational plan and budget in collaboration with the college’s Program Review Committee (CR2.D139, CR2.D140, and CR2.D141).

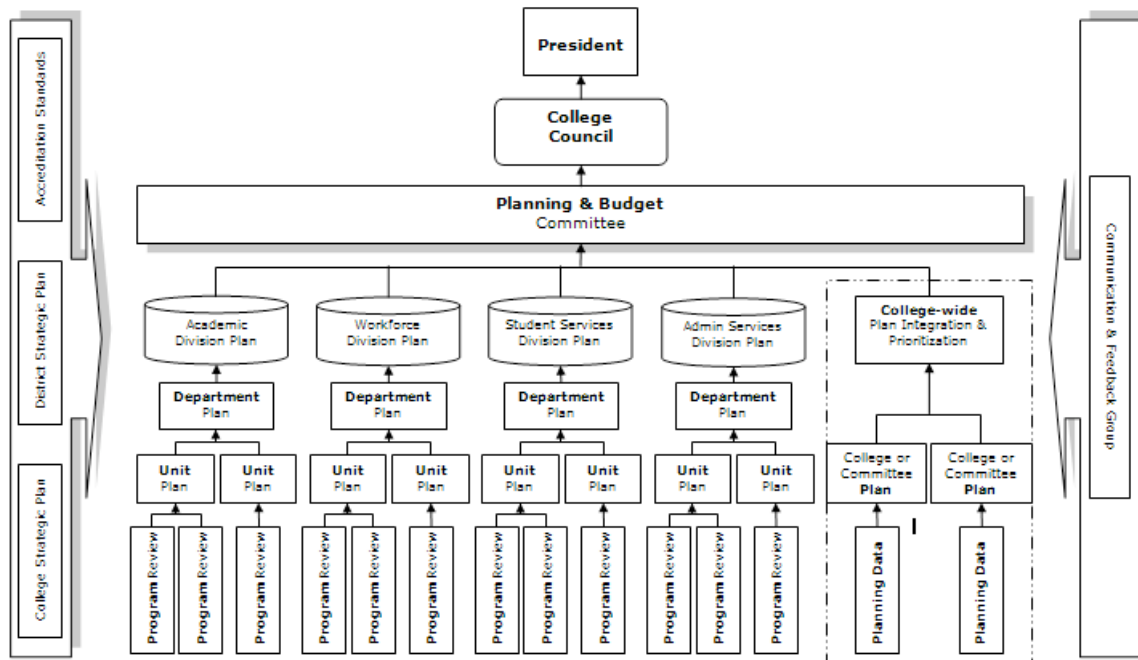
3. The development of a survey that was distributed to the entire campus community to determine the planning priorities for the 2009-2010 and 2010-2011 academic years (CR2.D142 and CR2.D143).

As part of the program review update and unit planning process in 2009-2010, departments and units identified and aligned their goals and objectives with the college's Strategic Master Plan goals while developing their respective annual unit plans and budget priorities.

During the 2009-2010 academic year, planning processes informed the allocation of resources through the Annual Unit Plan (AUP). Committees tasked with creating, monitoring, and evaluating plans then monitor the progress of the implementation of plan goals. As a plan relates to a functional area of the college, its goals for a particular academic year are communicated to the appropriate functional area and, along with department goals identified in program review, become the focus of annual unit goals. Through the AUP process, department goals are prioritized at the division level. Five areas forward their prioritized list of goals and accompanying budget requests to the Planning and Budget Committee: Academic Affairs, Administrative Services, the President's Office, Student Services, and Workforce and Economic Development. In addition to this lists from the five college divisions, the Faculty Hiring Prioritization Committee (FHPC) under the auspices of the college Academic Senate forwards its list of recommended faculty positions to the PBC (CR2.D144). The Planning and Budget Committee then creates one prioritized list of budget requests, and following a two-week period for college community comment, approves and forwards it to College Council as a recommendation of budget priorities related to college goals.

College Council approves the list of goals and budget requests or returns them to PBC with suggestions for changes or a request for additional supporting documentation. Once College Council approves the goals and the funding requests, PBC is tasked with finding the resources to fund the budget requests. The College Council also recommends the list of prioritized college goals to the college president (CR2.D145). After the college president approves the list of funded budget requests, they are entered into the Annual College Operational Plan (ACOP) in late spring prior to the plan being submitted to the district office. Following the president's approval of the goals, this information is reported back to the committees responsible for monitoring the plans so that they can evaluate the plan's annual implementation and begin the process of determining the goals to be addressed in the next annual planning cycle. This continuous planning and resource allocation cycle leads to improvements in college effectiveness through a consistent and annual monitoring of the achievement of college goals and institutional effectiveness.

**Los Angeles Trade-Technical College
Integrated Program Review, Planning, and Budget Process**



LATTC Integrated Program Review, Planning, and Budget Process
Approved by Planning and Budgeting: August 25, 2009
Approved by College Council: September 21, 2009
Last Revised: July 28, 2009

Page 1

The college was engaged in the development of significant processes and procedures throughout the spring, summer, and fall of 2009. The Program Review Committee and the Planning and Budget Committee took up the discussion of how the unit and department goals and funding requests would be prioritized at the division level. At its November 12, 2009 meeting, PBC approved a set of procedures for prioritizing the budget requests. The procedure designed for requesting additional resources established the following seven steps:

1. At the completion of the annual unit plan, requests for resources are listed in the form of facilities, technology, human resources, equipment, training, research, etc., in order of priority. (There can be only one number 1, one number 2, one number 3, etc.)
2. Each department takes the resource requests from the disciplines/units and assigns a department ranking based on consensus of selected members of the disciplines/units. A discipline/unit's priorities must stay in order. For example, a unit's number 1, number 2, number 3 may be selected before taking another unit's number 1; however one unit's number 1 cannot be selected, then another unit's number 2 before taking that other unit's number 1; the order of priority by the unit stays intact. All the requests of one unit may be taken in order before another unit's number 1 request is taken.
3. Once the departments have ranked their resource requests, then the division takes those requests and assigns a ranking based on the consensus of selected members

from the departments. A department's priorities must stay in order. All the requests of one department may be taken in order before taking another department's number 1 request.

4. The division resource requests with rankings are then provided to the Planning and Budget Committee (PBC). The Planning and Budget Committee takes the resource requests from each of the divisions and the FHPC assigns a ranking based on consensus of the committee members to each resource request, considering the priorities in terms of college planning goals for the next academic year. All the requests of one division may be taken in order before taking another division's number 1 request. This process also applies to the priority list developed by the FHPC. Its rankings must stay in order and be prioritized following the process described for all other prioritization procedures.
5. Once the Planning and Budget Committee has ranked all of the resource requests, they are returned to the division and the FHPC for vetting through the appropriate constituencies over two weeks. At the end of the two week review/vetting period, if a division or the FHPC wishes to challenge the ranking of a resource request, that body must notify the co-chairs of the Planning and Budget Committee, who arrange for a representative to present the reason that the resource in question should be ranked differently. Once the Planning and Budget Committee has considered the input from the divisions regarding the resource request rankings, a final list of resource requests in rank order is produced and sent to the College Council for action. College Council forwards a recommendation regarding resource allocation to the college president. Following the president's decision regarding the allocation of resources, requests are incorporated into the Annual College Operational Plan (ACOP) and the annual college budget for adoption by the Board of Trustees.
6. The Planning and Budget Committee is responsible for ensuring that the budget aligns with the ACOP and other support plans.
7. Once the Board of Trustees has adopted the budget, it will be published on the college intranet (CR2.D146).

The college community learned a great deal this year from going through this initial process of prioritization at the division level. Following the prioritization process exercise in December 2009, the Academic Affairs division made suggestions for improving the process moving forward:

1. Objectives within departments need to align with the listed departmental goals. This was not the case in all department PRUs.
2. Departments need to develop a clearer definition of goals and objectives in their program review document. There was some duplication of departmental goals and objectives. Some departments did not create distinctive goals, and some departments repeated the same funding request in more than one objective.
3. Goals should not be included that fall under faculty's day-to-day obligation as part of their duties and responsibilities, for example, department requests for funding to write or update curriculum.

4. All department chairs should be required to attend some of the program review meetings scheduled and should not be afraid to ask questions if they don't understand certain criteria relating to the program review process.

These observations suggest the need for additional training if the college is going to successfully integrate this process into a meaningful procedure for aligning planning and budgeting. The Academic Affairs division issues are related to both the annual program review and annual unit plan processes. Using the formative process evaluation form, the vice president of Academic Affairs referred the division's concerns and observations to the Program Review Committee and the Planning and Budget Committee (CR2.D147). By going through this process, the division has a formal mechanism for addressing its concerns as the college moves forward with the annual unit plan and program review processes next year.

Additional Plans:

The Planning and Budget Committee (PBC) met to prioritize the division requests on February 11, 18, and 19, 2010 (CR2.D148). The PBC prioritized budget requests were discussed at a public forum on February 25, 2010 (CR2.D149). The college community reviewed the prioritized list from February 25 to March 4, 2010 as part of the process. College stakeholders had the opportunity to challenge the order of the list at the March 4, 2010 PBC meeting (CR2.D150); no challenges were received. The PBC certified the final budget priority list for 2010-2011 on March 4, 2010 and forwarded it to College Council for consideration. College Council approved the recommendation from PBC on March 8, 2010 (CR2.D151). The president was in attendance at the College Council meeting on March 8; he approved the recommended budget priorities list immediately following the meeting (CR2.D152).

Once the entire annual unit plan and resource request process has been completed for the 2009-2010 academic year, the college will conduct a thorough evaluation of the procedure to see if there are improvements needed in this cycle. The Academic Affairs division has already enumerated the challenges it had in prioritizing requests. Moving forward, PBC will complete assessment and evaluation of the annual unit plan process during spring 2010 to make improvements in preparation for the 2010-2011 cycle of integrated planning and budgeting. This assessment and evaluation cycle for the AUP will be scheduled annually in the spring, and results of that evaluation will be incorporated into the process for the following year.

Assessment and Evaluation

Findings of the Evaluation Report:

The team expressed concern about the absence of evidence to demonstrate the reevaluation of processes and procedures that must occur in a college that has achieved continuous, sustainable improvement. They observed that the only assessment vehicle used by the

college was program review, which at the time of the visit, was not perceived to be a fully formed and ongoing process (CR2.D153). Additionally, the visiting team noted that, “there was no evidence that demonstrates the existence of a college-wide comprehensive evaluation and review process that verifies statements within the self study...” (CR2.D154). In cases where the college had conducted a recent evaluation of the library and student support services, the team commented that the methodology used to conduct the evaluation was neither systematic nor rigorous enough to meet current accreditation standards (CR2.D155). Finally, they stated that: “While the team witnessed great enthusiasm, innovation, and pockets or silos of excellence at LATTC, it did not find evidence of ongoing systematic evaluation of program review, or assessment for improvement on a consistent basis” (CR2.D156).

Actions Taken to Resolve the Recommendation:

Program Review validation occurred at two levels during the 2009-2010 PRU process:

1. The departments reviewed their disciplines.
2. Supervising deans and the division validated the department’s work.

While completing the PRU in fall 2009, each department, based on its specific needs, implemented different strategies to assess the program reviews of its disciplines and establish departmental goals and priorities. Department teams completed a validation report for each discipline’s program review to provide feedback and recommendations for improvement (CR2.D156). Information on the assessment process used by each department to establish goals derived from the discipline review is being collected through an online survey by the PRC to establish a formative evaluation process. The department’s supervising dean reviewed the departmental program reviews, in collaboration with the department chair, and provided recommendations for improvement (CR2.D157). The chairs incorporated the recommendations of the dean into their final program review document, which was then submitted to the vice president of the division. The division formed an assessment team for a final validation of all the department program reviews and the prioritization of the divisional requests that were forwarded to PBC (CR2.D158). Assessment teams completed the validation form, and recommendations for improvement were referred back to the department. Each division instituted its own prioritization process. Information on the assessment process used by each division to prioritize the requests was collected by the PRC and PBC for use in establishing a uniform prioritization process. In addition, division teams forwarded a formative evaluation of issues or problems to the appropriate committees (CR2.D159).

In addition to the assessments developed for program review, the college has added an important assessment step related to planning. Starting in summer 2009, committees responsible for overseeing specific plans have developed implementation grids to ensure that appropriate progress is being made on achieving plan goals. Implementation grids currently exist for the Strategic Master Plan (CR2.D160), and the Strategic Educational Plan (CR2.D161). The Student Success Committee is in the process of refining the implementation grid it developed for the new Student Equity Plan (SEqP) (CR2.D162).

The SEqP grid was reviewed at the committee's meetings on February 17, 2010 and March 3, 2010. It is anticipated that the SEqP grid will be approved by the end of March 2010. These grids include the plan goals, objectives, intended outcomes, and identify the person or group responsible for tracking progress on goal attainment.

Analysis of Results Achieved:

In order to evaluate the process used in the 2009-2010 program review update, a post-completion survey was conducted in fall 2009 (CR2.D163). Results from the survey of the PRU indicate a very strong approval of the elements in the process. In relation to the understanding of the discipline/unit and department mission statements, and their alignment with the college mission statement, the instructional as well as the administrative/student services survey participants stated that they were able to answer the questions. However, there was a difference in the understanding of the alignment of the department and college missions between the instructional and administrative/student services responses: 95% instructional versus 79% administrative/student services. To address this issue, a workshop was held on February 19, 2010 for Student Services personnel (CR2.D164). Bob Pacheco, from the statewide Research and Planning Group, focused his presentation on outcome assessment. This training will assist Student Services with more effectively linking their unit mission statements with the college mission.

In the area of data assessment and reflection, respondents in the instructional areas consistently understood data pertaining to internal factors, with data related to external factors scoring slightly lower. In the administrative and student services areas, respondents grasped the external factors data better than the internal factors data. In particular, areas that need attention in this segment were related to the evaluation of program effectiveness and outcome assessment. Eighty-seven percent (87%) of the instructional respondents stated the PRU data pack enabled them to successfully complete their self study. Due to the significant training provided, slightly less than 7% of the respondents stated they needed additional training on data analysis. According to the survey, there was a strong understanding of both the goals and objectives and their link to the SMP; however, respondents struggled with the application of that process (CR2.D165).

Additional Plans:

During this academic year, annual assessment instruments for program review and planning have been discussed. Clear processes for assessment and evaluation on both a short-term and long-term basis are growing out of this dialogue. To ensure that the college completes the assessment cycle and reaps the benefits of this level of process analysis, the college will develop an assessment calendar. This calendar will include annual, long-term, and meta-analysis assessment cycles for college plans and processes.

Assessments will be conducted annually for unit plans at the discipline, department, and division levels. This ongoing analysis ensures that these processes are on a continuous cycle of improvement. Evaluation will take place at the conclusion of each level of the process with discipline and unit planning assessment taking place each fall. Division level

assessment will be scheduled in January following division prioritization of budget requests.

Progress on goal achievement for each of the college plans will occur annually in April and May. The college governance committee charged with implementing a specific plan is responsible for its assessment. This process is facilitated through the use of plan implementation grids, which are consulted throughout the academic year to assess progress on specific goals. In late spring, the plan committee analyzes the college's progress in achieving the plan goals for the academic year, and reviews and revises the plan implementation grid for the upcoming academic year. Through this process, any goals that are not achieved in the current year may be revised and/or added to the implementation grid for the following year (CR2.D166). The only exception to this cycle is the Enrollment Management Plan. This annual plan is evaluated in the fall, updated in the early spring, and implemented in April so that it can be incorporated into the Annual College Operational Plan (CR2.D167).

The Program Review and Planning and Budget committees will evaluate the comprehensive program review modules following the completion of the first four-year cycle. Included in this review will be verification that the completion of all the modules resulted in a comprehensive evaluation of the college. According to the schedule, the first assessment of comprehensive program review will occur in spring 2014 prior to the next comprehensive cycle beginning in fall 2014. The college's long-range plans, including all of its master plans and the matriculation, student equity, and assessment plans, are scheduled for evaluation in the third or fourth year of the cycle, depending on the plan's life. Assessment occurs in the year prior to the preparation of a new plan. For example, a new strategic master plan is scheduled to be developed during the 2011-2012 academic year. The assessment of the plan will take place during the 2010-2011 academic year to provide the evaluation needed prior to the creation of the new plan. The first EMaP planning process evaluation is scheduled for fall 2012 so that any changes to it can be implemented in conjunction with the next educational master planning cycle. Following this initial planning process evaluation, the EMaP process will be evaluated every four years.

Finally, the college will conduct a meta-analysis of the entire planning cycle during the 2014-2015 academic year to assess the effectiveness of planning in a four-year cycle. During this meta-analysis the college will evaluate the modular approach to program review, and the four and five year planning cycles for the college's major planning documents.

The college is moving forward with plans to revise the former "plan – act – check" model by incorporating two additional steps: an "evaluate and use the results" stage as shown in the diagram below. This model is parallel to the well-known Nichols's model of assessment (CR2.D168).



The main point of the proposed model is that the cyclical process should be executed in three operational levels: the course, program, and institution; at three different time-frames: annual, comprehensive, and meta-analysis; and, for all administrative units: academic affairs, student services, administrative services, and the president's office. Measurable success for continuous quality improvement results from of all these dimensions working in synergy.

Members of the Planning and Budget Committee:

Bradley Vaden, Co-Chair, Faculty Guild, AFT Local 1521, Appointee
Mary Gallagher, Co-Chair, Vice President of Administrative Services
Allison Reid, Associated Students Organization President
Paulette Bailey, Academic Senate Appointee
Dmitri Lagos, Academic Senate Appointee
Elton Robinson, Academic Senate Appointee
Carole Anderson, Faculty Guild, AFT Local 1521, Chapter President
Kathleen Yasuda, Faculty Guild, AFT Local 1521, Appointee
Joseph Ratcliff, Chair of Department Chairs
Shirley Chen, Staff Guild, AFT Local 1521A, Appointee
Sharon Ellis, Staff Guild, AFT Local 1521A, Appointee
Charles Ruffin, SEIU, Local 99/721, Appointee
William Smith, Classified Manager Representative
Leticia Barajas, Teamster Appointee
Kathleen Burke-Kelly, Vice President of Academic Affairs
Ramón Castillo, Vice President of Student Services
Marcy Drummond, Vice President of Workforce and Economic Development

Evidence

CR2.D1	Analysis of ACCJC Standards associated with Recommendation 2— Theme: Evaluation, Planning and Improvement
CR2.D2	Planning and Budget Committee October 29, 2009 Meeting Minutes
CR2.D3	Evaluation Report, p. 20
CR2.D4	Evaluation Report, p. 16
CR2.D5	Evaluation Report, p. 20
CR2.D6	Evaluation Report, pp. 20-21
CR2.D7	Evaluation Report, p. 21
CR2.D8	Board of Trustees Planning and Student Success Committee February 25, 2009 Meeting Minutes
CR2.D9	Board of Trustees Public Session February 25, 2009 Meeting Minutes
CR2.D10	Board of Trustees Planning and Student Success Committee January 27, 2010 Agenda and Meeting Minutes
CR2.D11	LATTC Mission Statement and Strategic Master Plan PowerPoint Presentation for the Board of Trustees Planning and Student Success Committee January 27, 2010
CR2.D12	Board of Trustees Public Session January 27, 2010 Agenda
CR2.D13	Planning and Budget Committee October 8, 2009 Meeting Minutes
CR2.D14	Program Review Committee January 22, 2010 Meeting Minutes
CR2.D15	Mission Statement Description Template
CR2.D16	College Council February 22, 2010 Meeting Minutes
CR2.D17	Mission Statement Description Template
CR2.D18	LATTC Planning Cycle Calendar
CR2.D19	Evaluation Report, p. 21
CR2.D20	Evaluation Report, p. 23
CR2.D21	Evaluation Report, p. 23
CR2.D22	Evaluation Report, p. 22
CR2.D23	Evaluation Report, p. 22

CR2.D24	Evaluation Report, p. 15
CR2.D25	Evaluation Report, p. 9
CR2.D26	Evaluation Report, p. 38
CR2.D27	Evaluation Report, p. 42
CR2.D28	Evaluation Report, pp. 22-24
CR2.D29	Evaluation Report, p. 29
CR2.D30	Evaluation Report, pp. 21-22
CR2.D31	Evaluation Report, p. 23
CR2.D32	Evaluation Report, p. 23
CR2.D33	Evaluation Report, p. 20
CR2.D34	College Council December 7, 2009 Meeting Minutes
CR2.D35	Academic Senate December 14, 2009 Meeting Minutes
CR2.D36	Board of Trustees January 27, 2010 Public Session Agenda
CR2.D37	LATTC Strategic Master Plan 2008-2012
CR2.D38	College Council August 6-7 2009 Retreat Attendees
CR2.D39	Summation of August 6-7 2009 College Council Retreat
CR2.D40	Faculty Convocation August 27, 2009 Integrated Program Review, Planning, and Budgeting Presentation and Support Materials
CR2.D41	LATTC Planning Priorities Survey
CR2.D42	Email dated September 2, 2009 re: LATTC Planning Priorities Survey
CR2.D43	Strategic Master Plan Implementation Grid
CR2.D44	LATTC Planning Cycle Calendar
CR2.D45	<i>LATTC Participatory Governance Handbook</i> , p. 74
CR2.D46	Educational Policies Committee November 18, 2009 Meeting Minutes
CR2.D47	Academic Senate December 14, 2009 Meeting Minutes
CR2.D48	Strategic Educational Plan Implementation Grid
CR2.D49	Academic Senate February 9, 2010 Meeting Minutes
CR2.D50	LATTC Planning Cycle Calendar

- CR2.D51 *LATTC Participatory Governance Handbook*, pp. 50-51
- CR2.D52 Technology Master Plan 2004
- CR2.D53 LATTC Planning Cycle Calendar
- CR2.D54 Faculty Guild Collective Bargaining Agreement 2008-2011 pp. 8-9
- CR2.D55 Facilities Master Plan Description Template
- CR2.D56 Facilities Master Plan (FMP)
- CR2.D57 LATTC Planning Cycle Calendar
- CR2.D58 Matriculation Plan Evaluation Grid
- CR2.D59 LATTC Planning Cycle Calendar
- CR2.D60 College Council October 19, 2009 Meeting Minutes
- CR2.D61 Student Success Committee February 17, 2010 Meeting Minutes
Student Success Committee March 3, 2010 Meeting Minutes
- CR2.D62 Matriculation Plan Description Template
Student Equity Plan Description Template
- CR2.D63 Assessment Management Plan
- CR2.D64 LATTC Planning Cycle Calendar
- CR2.D65 Student Learning Outcomes Curriculum Approval Form
- CR2.D66 Department Assessment Schedule Form
- CR2.D67 Curricular Map Template
Carpentry Program Curricular Map
- CR2.D68 Student Learning Outcomes Assessment Form
- CR2.D69 Student Learning Outcomes Training Announcements
- CR2.D70 Assessment Management Plan
- CR2.D71 College Council October 19, 2009 Meeting Minutes
- CR2.D72 Enrollment Management Committee November 17, 2009 Meeting Minutes
- CR2.D73 Planning and Budget Committee October 8, 2009 Meeting Minutes
- CR2.D74 Enrollment Management Plan
- CR2.D75 LATTC Planning Cycle Calendar

- CR2.D76 LATTTC Planning Cycle Calendar
- CR2.D77 LATTTC Planning PowerPoint Presentation
- CR2.D78 Email Announcing LATTTC Planning PowerPoint Presentation Availability
- CR2.D79 Draft *LATTTC Planning Handbook*
- CR2.D80 Plan Template
- CR2.D81 Plan Signature Template
- CR2.D82 College Council November 16, 2009 Meeting Minutes
- CR2.D83 Assessment Management Plan Description Template
- CR2.D84 Evaluation Report, p. 9 and pp. 21-22
- CR2.D85 Evaluation Report, pp. 9-10, pp. 21-23, p. 26, p. 31, and p. 46
- CR2.D86 Evaluation Report, p. 10, p. 38, and p. 40
- CR2.D87 Evaluation Report, p. 22
- CR2.D88 Evaluation Report, p. 20
- CR2.D89 Evaluation Report, p. 21
- CR2.D90 Evaluation Report, p. 21
- CR2.D91 Evaluation Report, p. 20
- CR2.D92 Evaluation Report, p. 9
- CR2.D93 Evaluation Report, p. 31
- CR2.D94 Program Review, Planning, and Budgeting Workgroup July 28, 2009 Meeting Agenda
- CR2.D95 Program Review Update Process Explanation and Timelines
- CR2.D96 Annual College Operations Plan Timeline
- CR2.D97 Program Review Committee August 12, 2009 Meeting Agenda
- CR2.D98 Program Review Committee Bylaws
- CR2.D99 Program Review Committee August 12, 2009 Meeting Minutes
 Program Review Committee August 18, 2009 Meeting Minutes
 Program Review Committee August 25, 2009 Meeting Minutes
 Program Review Committee September 1, 2009 Meeting Minutes
 Program Review Committee September 18, 2009 Meeting Minutes

CR2.D100	2009-2010 Annual Unit Plan Form
CR2.D101	Program Review Update Flowchart
CR2.D102	Program Review Update Timelines
CR2.D103	Instructional Services Program Review Update Forms
CR2.D104	Student Services Program Review Update Forms
CR2.D105	Administrative Services Program Review Update Forms
CR2.D106	Sample Department Mission Statements
CR2.D107	Samples of Goals Ranked by Departments/Units
CR2.D108	Sample Annual Unit Plan Resource Requests
CR2.D109	Sample Dean's Review of Program Review Update
CR2.D110	Prioritized Resource Request List distributed on February 25, 2010
CR2.D111	Planning and Budget Committee March 4, 2010 Meeting Minutes College Council March 8, 2010 Meeting Minutes
CR2.D112	Faculty Convocation August 27, 2009 Agenda
CR2.D113	Program Review Update Training Sessions Flyer
CR2.D114	Sample Program Review Update Validation
CR2.D115	Program Review Update Survey
CR2.D116	Sample Historic Program Review Documents
CR2.D117	LATTC Planning PowerPoint Presentation
CR2.D118	Program Review Update Survey
CR2.D119	Program Review Update 2009-2010 Completion Status
CR2.D120	Program Viability Extension Request Form
CR2.D121	Planning and Budget Committee October 8, 2009 Meeting Minutes
CR2.D122	Academic Senate December 8, 2009 Meeting Minutes
CR2.D123	College Council December 7, 2009 Meeting Minutes
CR2.D124	Program Review Committee January 22, 2010 Meeting Minutes
CR2.D125	Planning and Budget Committee January 28, 2010 Meeting Minutes
CR2.D126	Academic Senate February 9, 2010 Meeting Minutes

- CR2.D127 Academic Senate February 22, 2010 Meeting Minutes
- CR2.D128 College Council March 8, 2010 Meeting Minutes
- CR2.D129 District Research Committee Modular Program Review
- CR2.D130 Comprehensive Program Review PowerPoint Presentation
- CR2.D131 Program Review Committee March 2, 2010 Meeting Minutes
- CR2.D132 Evaluation Report, p. 41
- CR2.D133 Evaluation Report, p. 23
- CR2.D134 Evaluation Report, p. 19
- CR2.D135 Program Review, Planning, and Budgeting Workgroup July 24, 2009
Retreat Meeting Notes
- CR2.D136 LATTC Integrated Program Review, Planning, and Budget Process
Principles
- CR2.D137 Key Due Dates/Milestones for College Planning and Budgeting for 2009-
2010
- CR2.D138 LATTC Integrated Program Review, Planning, and Budget Process
- CR2.D139 Instructional Services Program Review Update
- CR2.D140 Administrative Services Program Review Update
- CR2.D141 Student Services Program Review Update
- CR2.D142 LATTC Planning Priorities Survey 2009-2010 and 2010-2011
- CR2.D143 LATTC Survey of Strategic Goals
- CR2.D144 Faculty Hiring Prioritization List
- CR2.D145 College Council March 8, 2010 Meeting Minutes
- CR2.D146 Budget Planning Process Handout
- CR2.D147 Academic Affairs Formative Process Evaluation Form
- CR2.D148 Planning and Budget Committee March 4, 2010 Meeting Minutes
- CR2.D149 February 25, 2010 Public Forum Announcement
- CR2.D150 Planning and Budget Committee March 4, 2010 Meeting Minutes
- CR2.D151 College Council March 8, 2010 Meeting Minutes

- CR2.D152 College Council Recommendation 034—2009-2010
- CR2.D153 Evaluation Report, p. 23
- CR2.D154 Evaluation Report, p. 30
- CR2.D155 Evaluation Report, p. 32
- CR2.D156 Evaluation Report, p. 26
- CR2.D157 Sample Program Review Update Discipline Validation Forms
- CR2.D158 Sample Program Review Update Department Validation Forms
- CR2.D159 Sample Program Review Update Division Validation Forms
- CR2.D160 Academic Affairs Formative Process Evaluation Form
- CR2.D161 Strategic Master Plan 2008-2012 Implementation Grid
- CR2.D162 Strategic Educational Plan Implementation Grid
- CR2.D163 Student Equity Plan Implementation Grid
- CR2.D164 Program Review Update Post-Completion Survey
- CR2.D165 Student Services February 19, 2010 Assessment Workshop Agenda
- CR2.D166 Program Review Update Survey
- CR2.D167 LATTC Planning Cycle Calendar
- CR2.D168 LATTC Planning Cycle Calendar
- CR2.D169 J.O. Nichols, 1995 *A Practitioner's Handbook for Institutional Effectiveness and Student Outcomes Assessment Implementation*. New York: Agathon Press.

College Recommendation 6—Theme: Participatory Governance

To meet standards, the team recommends the college evaluate its participatory governance process(es) to ensure that all constituent groups actively participate in the college's **planning and decision making**. (Standards: **I.A.3; I.B.4; II.B.1; IV.A.2; IV.A.2.a; IV.A.3; IV.A.5**)

Introduction

In order to implement Recommendation 6 of the ACCJC visiting team's Evaluation Report, the College Council assumed responsibility for preparing a College Governance Handbook, revising the College Governance Agreement, and clarifying the roles and responsibilities of standing committees and the committees reporting to them (CR6.D1). College Council's charge was to clarify decision-making roles in the organizational structure and to improve participatory processes to advance the mission, vision, and goals of the college. Existing processes were reviewed and revised, if necessary, and new processes were created where needed. College Council's recommendations covered the council's operation and those of its reporting committees. Academic Senate representatives took part in the discussions and recommendations as members of College Council and its reporting committees. The Academic Senate considered adopting the same or similar operational changes if they were applicable to the senate and its reporting committees.

Findings of the Evaluation Report:

There were three distinct concerns that the visiting team expressed in regard to participatory governance at Los Angeles Trade Technical College (LATTC). These concerns were: 1) the absence of a written policy covering faculty participation in governance (CR6.D2); 2) the absence of consistent and meaningful record keeping documenting the college's governance procedures and processes; and, finally 3) the absence of a formal evaluation mechanism for the college's participatory governance and decision-making processes. Although the team did acknowledge the existence of a Shared Governance Agreement approved by the college in 2000, concern was expressed that the agreement had not been reviewed or revised since its initial approval (CR6.D3).

The second concern was focused on the quality of record keeping related to the college's participatory governance bodies. The Evaluation Report states that:

The college lacks a formal process by which all committees (particularly the College Council) maintain, officially record, publicly display, disseminate, and track approved actions and their related assessment results in order to facilitate improved awareness and understanding of the College's planning and shared governance procedures and processes (CR6.D4).

The team expressed concern in the Evaluation Report in its analysis of Standard IV.A about the lack of evaluation of the college's governance processes (CR6.D5). Specifically, the team noted that: "...the college has not evaluated its governance and decision making

processes and this has led to its inconsistent responses to the standards and to the recommendations of previous visiting teams” (CR6.D6).

Governance Policies and Participation Agreement:

Actions Taken to Resolve the Recommendation:

To address the visiting team’s concern about the absence of a formal written policy on governance, the college embarked on the task of developing a participatory governance handbook, which contains a revised agreement with all college constituency groups regarding their roles in college governance. The *LATTC Participatory Governance Handbook*, which was approved by the College Council on March 8, 2010, contains the written policy providing for participation in decision making for all constituency groups on campus including: faculty, staff, administrators, students, and the public, where applicable (for example, the Citizen’s Oversight Committee for the bond program [CR6.D7]).

The college established its handbook using the table of contents template proposed as a guide by the District Planning Committee (DPC) at its September 25, 2009 meeting. It was clearly understood that these were suggestions of what might be included in a college governance handbook, not a district mandate (CR6.D8). Using this template as a guide, each college would be free to customize its handbook to reflect local college practices and procedures.

At LATTC, the College Council was the campus body responsible for assembling the contents of the governance handbook. The college sought information for the handbook from each of the college’s committees, from each of the constituency groups, constituency consultation, and from other organized groups on campus such as councils. The College Council held a mini-retreat on December 16, 2009 to engage in dialogue about matters of college decision-making that would need to be included in the LATTC governance handbook (CR6.D9). The sole topic of the retreat was to engage in dialogue on the concepts and principles of collegial consultation. This four-hour retreat resulted in a draft of the following six guiding governance principles:

1. Distributive leadership is the practice that all campus stakeholders have the right and responsibility to play a role in decision-making.
 - There is a clear pathway for all individuals to participate at any level in college-wide decision making processes.
 - All committees are empowered to form plans of action, to make recommendations, and to strive for full participation through constituency representation.
 - College Council focuses on policies; and reviews, codifies and validates committee recommendations.
2. Ensure the decision-making process is transparent and consistent
 - There is a depository of information accessible on the website that is updated continuously.

- The College maintains and regularly reviews the Governance Handbook.
 - There are standard templates for agendas, rosters, and minutes.
3. The decision making process is regularly and thoroughly evaluated and assessed on a scheduled timeline for continuous quality improvement.
 4. Representation is broad based including all stakeholder constituencies. Roles and responsibilities are clearly defined for each stakeholder group with accountability and training.
 5. Open communication is valued in philosophy and action. The dialogue is focused on issues and solutions and is appropriate, professional and respectful.
 6. The College will notify the campus community in a timely manner of events, activities, programs and challenges affecting the college as a whole by adopting active communication mechanisms such as:
 - A continually updated website
 - Newsletters
 - Electronic media
 - Minutes and agendas that are posted on the web
 - Convocations, town halls, surveys, and other venues
 - The college has written policies and procedures that are assessed and updated annually
 - E-mail to committee chairs
 - E-mail/Blog responses

These governance principles were further refined at the College Council mini-retreat on January 13, 2010 (CR6.D10). Following the approval of the governance principles on January 13, 2010, they were included in the college governance handbook (CR6.D11). College community members believe that defining the college philosophy and principles of working in a participatory governance environment will help to strengthen this campus process.

As identified in board rules, the College Council is the fully representative participatory governance body responsible for providing oversight of the development of policies that affect the entire college. In order to ensure broad-based involvement in the development and discussion of college policies, the College Council requests that the effected group and/or committee take a leadership role in the recommendation of policies to the council. Each of the committees that reports to College Council has a standing agenda item at each meeting. The reporting committees of the College Council are: 1) the Accreditation Steering Committee (ASC), 2) the Marketing Committee, 3) the Planning and Budget Committee (PBC), 4) Student Success Committee (SSC), and 5) the Technology Enhancement Committee (TEC). In addition, the Work Environment Committee (WEC), which is mandated in the faculty collective bargaining agreement (CR6.D12), brings issues forward to the College Council for information and action, but it is not a reporting committee. It operates under the auspices of the Faculty Guild. If special bodies are needed to perform functions for the college for a specific purpose and/or for a limited period of time, the College Council approves their formulation. These practices are all delineated in the *LATTC Participatory Governance Handbook* (CR6.D13).

Faculty and administrators are able to exercise a substantial voice in the areas of institutional policy, planning, and budgeting through participation on the College Council and the Academic Senate and their reporting committees. In addition, the guiding principles of planning and budgeting (CR6.D14) and the flow of program review and its link with the planning and budgeting processes (CR6.D15) clearly include faculty and administrators in the process at multiple levels. Students and staff have opportunities for participation and input into college decision-making through participation on committees of the college as well as through college-wide meetings and surveys (CR6.D16 and CR6.D17).

Analysis of Results Achieved:

Completing the *LATTC Participatory Governance Handbook* was a successful achievement involving broad-based participation from the college's various stakeholders and their constituency group representatives. As information was being gathered to put the handbook together, it became evident that greater clarity was needed regarding the roles, responsibilities, and authority of the college's councils, committees, taskforces and ad hoc groups. These issues were addressed for the College Council and its reporting committees at three mini-retreats. At the December 16, 2009 retreat, the members of the council agreed to six guiding principles under which authentic collegial dialogue would take place (CR6.D18). At a second mini-retreat held on January 13, 2010, the final form of the guiding principles was developed and approved by the Council (CR6.D19). Additionally, descriptions of constituency roles and definitions of key terms included in the handbook such as "participatory," "stakeholders," and "constituency" were clarified and agreed to by group consensus (CR6.D20). In the last of the College Council mini retreats held on January 25, 2010, the roles of students, faculty, staff, and administrators in governance were discussed and clarified; a draft of the standardized agenda and minutes templates was reviewed and edited; and, definitions of councils, committees, taskforces, and ad hoc committees were formalized (CR6.D21). The College Council approved the *LATTC Participatory Governance Handbook* at their March 8, 2010 (CR6.D22); the Academic Senate approved its portion of the handbook at their February 22, 2010 meeting (CR6.D23).

Additional Plans:

The handbook will be reviewed and updated on an annual basis under the auspices of the College Council at its annual retreat in June. Full revision will be conducted every four years in concert with the revision of the college mission statement and strategic master plan. These evaluation processes have been codified in the *LATTC Participatory Governance Handbook*, and were approved by the College Council when they adopted the handbook on March 8, 2010 (CR6.D24).

Record Keeping:

Actions Taken to Resolve the Recommendation:

The college has undertaken a number of initiatives to improve its methods of record keeping, another concern expressed in the report. Each committee has a website that is being updated in a timely manner to include both agendas and approved meeting minutes (CR6.D25). Starting with its first meeting in September, the College Council began sending the agenda and all of its attachments to the entire campus community via email to all LATTC email users (CR6.D26 and CR6.D27). Both the College Council and the Accreditation Steering Committee publish newsletters to keep the college community informed about their efforts (CR6.D28 and CR6.D29).

In order to develop and maintain a more uniform appearance for agendas and minutes, discussion about creating a standardized format for such documents began in summer 2009 in the Decision-Making Process Subcommittee Workgroup (CR6.D30). The workgroup believed that use of a uniform template would assist the college's committees with the dissemination of information. As a part of the discussion and approval of the *LATTC Participatory Governance Handbook*, the college community approved standardized templates for committee agendas and minutes (CR6.D31 and CR6.D32). Although these templates were not formally approved for use in the fall 2009 semester, committee members regularly requested that common information be included in meeting minutes, such as committee member attendance. In response to observations made in the Evaluation Report and comments made by the visiting team, college stakeholders demonstrated greater interest in and sensitivity to the need to maintain and publish accurate and thorough meeting minutes (CR6.D33).

One of the specific issues plaguing College Council was receiving, recording, approving, and tracking recommendations brought forward from its reporting committees. A draft form for reporting committees to use to bring forward recommendations was created in spring 2009. Although College Council discussed this form at its March 9, 2009 meeting, the form was not officially approved (CR6.D34). However, committees began using it in draft form as early as September 2009 (CR6.D35) and at its October 5, 2009 meeting, College Council formally approved the recommendation form, adding to it a number that would allow the council to better track the recommendations it approved each academic year (CR6.D36). This tracking system will also allow the council to monitor and evaluate the progress of the recommendations it approves.

Analysis of Results Achieved:

The college has made substantial progress toward improving its record keeping. The need to consistently update the college website has had a positive impact on committees' efforts to publish and distribute agendas and minutes in a timely manner. College Council has improved its ability to receive recommendations from its reporting committees and track its own actions by approving the recommendation form. When the College Council formally approved the form, a tracking number was added to all the recommendations

brought to the council beginning with recommendations brought forward to its September 21, 2009 meeting (CR6.D37 and CR6.D38). By using this tracking number, the council has been better able to monitor the recommendations that are brought forward from its reporting committees.

Additional Plans:

The annual committee evaluation process that is described below includes an analysis of committee record keeping (CR6.D39). Both the committee self-evaluation process and committee external evaluation process analyze the quality and quantity of committee record keeping, including the posting of agendas and minutes on the college website. This committee evaluation process creates a means through which a committee can identify and correct any issues with internal and external communication of committee actions.

Evaluation of Governance:

Actions Taken to Resolve the Recommendation:

The college took immediate steps to create a procedure for evaluating its governance processes and procedures. The Accreditation Steering Committee recommended three methods with accompanying forms for evaluating governance: 1) a formative evaluation process to be used at any time throughout the academic year (CR6.D40); 2) an annual committee self-evaluation process (CR6.D41); and, 3) an annual committee external evaluation process (CR6.D42). The College Council approved the ASC's recommendations at its October 19, 2009 meeting and forwarded them to the college president for his approval (CR6.D43). At the November 2, 2009 meeting, the College Council approved a specific timeline for conducting the committee self-evaluation and external evaluations for the 2009-2010 academic year (CR6.D44). Since the college had not previously evaluated the effectiveness of its governance and decision-making processes and because the visiting team had observed a number of institutional effectiveness issues related to governance, the College Council agreed to undergo committee evaluation twice during the current academic year in fall 2009 and spring 2010. The original deadline for the fall 2009 committee self-evaluations was November 30, 2009; the committee external evaluation process was to be completed in December 2009 (CR6.D45). The spring 2010 target deadlines for committee self-evaluation are April 30, 2010 with the committee external evaluation concluding on May 28, 2010. Following the 2009-2010 academic year, the college will evaluate governance annually in the spring. The goal of the spring deadline is to conclude the evaluation process and to have the external evaluation taskforce report the results to the College Council at its annual retreat in June 2010. The elements of these three methods of evaluation are described below.

1. Formative Process Evaluation:

The first of the evaluation methods can be used at any time during the year and is a committee self-initiated process. A committee may elect to initiate this formative evaluation process when issues needing clarification arise between governance bodies. The

committee may also use the formative evaluation as a parking lot for process issues that are unclear in a committee's procedures but the committee elects to see how the current process works before making a change. When a committee uses the formative evaluation process as a parking lot for its own unresolved issues, the committee chair or co-chairs must review and resolve the issue during the committee's self-evaluation process to ensure that the committee actively addresses issues that arise during the year (CR6.D46).

2. Committee Self-Evaluation:

The process for committee self-evaluation asks the committee chair or co-chairs to answer five questions about committee functions.

- a. Please list all dates of meetings that were held by the committee and attach the approved minutes of these meetings.
- b. What are the main accomplishments/tasks that the committee achieved this academic year?
- c. What tasks was the committee unable to complete or are still in progress?
- d. Please list the committee's prioritized goals for the next academic year.
- e. Does the committee have any suggestions to improve our participatory governance process or make it more efficient? (CR6.D47).

As part of the process, the committee completing the self-evaluation will review the document being submitted on its behalf and verify that the evaluation is an authentic reflection of the committee's work during the evaluation period (CR6.D48). The committee chair/co-chairs sign off on the self-evaluation form prior to submitting it to the College Council (CR6.D49). This self-evaluation process provides the committee with the opportunity to assess its effectiveness during the academic year and prepare a plan for improvement prior to the findings of the committee external evaluation process.

3. Committee External Evaluation:

The committee external evaluation process for College Council and its reporting committees begins with the identification of taskforce members, as follows:

- a. an administrator appointed by the Teamsters, Local 911;
- b. a faculty member appointed by the Academic Senate;
- c. a faculty member appointed by the Faculty Guild, Local 1521; and,
- d. a staff member appointed by the Staff Guild, Local 1521A (CR6.D50).

Once this taskforce is established, the College Council forwards to it the completed committee self-evaluations that have been submitted to College Council. This information serves as the basis for the analysis undertaken by the taskforce, which may then decide to seek additional information from the committee. The committee external evaluation is a two-part process. Part one is a quantitative analysis of a committee's meeting dates and membership for the year under review. Part two requires the taskforce to answer eleven questions about committee operations:

- a. Is the Committee Charter posted?

- b. Are agendas distributed 72 hours in advance of meeting?
- c. List the major discussion and information items (Attach additional sheets if necessary).
- d. List the number of action items (attach committee meeting minutes).
- e. List the major recommendations forwarded to College Council, Planning and Budget Committee, or other body.
- f. How many (number) recommendations were acted on (approved, pending or other)?
- g. Are committee actions and recommendations consistent with the college mission and strategic master plan? (Specify how—which goals and objectives are addressed?)
- h. Are committee actions and recommendations consistent with the committee's charter?
- i. Based on this evaluation, does the committee charter need to be reviewed?
- j. What are some of the committee challenges?
- k. Commendations and recommendations (CR6.D51).

Committee external evaluation taskforce findings are reported on the approved form and include commendations and recommendations for improvement in committee processes and operations. These evaluations are delivered to the College Council each year in time for them to be reviewed at the council's annual retreat in June. The goal of this timeline is to ensure that a plan to address recommendations is created and implemented at the beginning of the next academic year (CR6.D52).

The Academic Senate discussed the three evaluation forms at their meetings on November 10, 2009 (CR6.D53), December 8, 2009 (CR6.D54), and December 14, 2009 (CR6.D55). Following discussion at the November 10, 2009 meeting, it was decided that a senate taskforce would review the forms in order to propose some modifications. Taskforce recommendations were reported on December 8, 2009; the Academic Senate approved the formative process evaluation form and the committee self evaluation form. The committee external evaluation form was returned to the taskforce for further review (CR6.D56). At the December 14, 2009 meeting, the committee external evaluation form was considered for a second time. Originally, the senate decided it would use only the quantitative part of the form. Following further review, the taskforce recommended including the qualitative part of the form as well. The Academic Senate approved committee external evaluation form as amended at its December 14, 2009 meeting (CR6.D57).

Analysis of Results Achieved:

The goals established for conducting committee evaluations for College Council and its reporting committees included completing the process twice during the current academic year. All committees completed their self-evaluations by early December 2009. However, issues arose with the completion of the committee external evaluation process. The written procedure calls for the members of the committee external evaluation taskforce not to serve on any of the committees being reviewed. The goal is to have one small and efficient group conduct all of the analysis and make recommendations for improvement (CR6.D58).

In early December 2009, the co-chairs of the College Council were notified that there were no Teamsters representatives available to participate on the taskforce who were not members of one of the committees undergoing evaluation. To accommodate the Teamster conflict for participation on the taskforce, the College Council agreed at its January 13, 2010 meeting that the representative from that constituency would participate as a non-voting member (CR6.D59). As a result of the delays in identifying the taskforce members, completion of the committee external evaluation was postponed until March 2010.

The taskforce convened in February 2010 at the beginning of the spring semester. A handout with taskforce findings was distributed and discussed at the February 22, 2010 College Council meeting. The taskforce worked diligently looking at the college website to verify if meeting dates, agendas, and minutes were posted. From this evaluation, it was discovered that some committees have not submitted/posted agendas within the required 72 hours. Although College Council and its reporting committees are not subject to the Brown Act requirements for posting agendas, in the spirit of collegiality it holds as a goal the posting of agendas 48 hours prior to a meeting. Because this type of evaluation was a new procedure for the college, the taskforce members did not realize the commitment of time that was necessary to complete the evaluation. An extension for completing its review was requested and granted. Another report will be made by the taskforce at the March 24, 2010 College Council meeting. In addition to completing this specific evaluation, College Council requested that the taskforce report recommendations for improvements in the evaluation process so that future taskforces will be better prepared to undertake this review (CR6.D60).

The Academic Senate discussion of the forms in November and December of 2009 delayed the Senate's progress in completing an evaluation of its committees during the fall semester. As a result, the Academic Senate will complete the committee evaluation process once this academic year in the late spring. The Academic Senate plans to complete its committees' self-evaluations by April 13, 2010 (CR6.D61). The self-evaluation process will be followed by a committee external evaluation analysis by May 25, 2010 (CR6.D62).

Additional Plans:

The College Council included in its adoption of the forms an annual evaluation process to be conducted in the spring of every academic year. Each year in April, College Council and its reporting committees will complete the committee self-evaluation process. The results of the committee external evaluation process will be reported to the College Council by the taskforce at its annual retreat in June. Any recommendations for improvement will be discussed at the retreat and a plan for implementing the improvements by the fall will be created and agreed to by the affected governance bodies. To ensure that these evaluation processes are ongoing, the steps for completing them have been included in the *LATTC Participatory Governance Handbook* (CR6.D63).

Members of the College Council:

John McDowell, Co-chair, Faculty Guild, AFT Local 1521, Appointee
Mary Gallagher, Co-chair, Vice President of Administrative Services
Roland Chapdelaine, College President
Allison Reid, Associated Student Organization President
Dyncia Braxton, Associated Students Organization Representative
Kindra Kinyon, LATTC Academic Senate President
Denise Fairchild, Academic Senate Appointee
Chini Johnson-Taylor, Academic Senate Appointee
Hiro Uchida, Academic Senate Appointee
Carole Anderson, Faculty Guild, AFT Local 1521, Chapter Chair
David Esparza, Faculty Guild, AFT Local 1521, Appointee
Bradley Vaden, Faculty Guild, AFT Local 1521, Appointee
Joseph Ratcliff, Chair of Department Chairs
Lori Hunter, Staff Guild, AFT Local 1521A, Chapter President
Kookie Murray, Staff Guild, AFT Local 1521A, Appointee
Phil Penner, Building and Trades Representative
Fernando Sosa, SEIU, Local 99, Representative
Charles Ruffin, SEIU, Local 721, Representative
William Smith, Classified Management Representative
Vincent Jackson, Teamster, Local 911, Appointee
Kathleen Burke-Kelly, Vice President of Academic Affairs
Ramón Castillo, Vice President of Student Services
Marcy Drummond, Vice President of Workforce and Economic Development

College Council Resources:

Eddie Afana, Dean of Research and Planning (Fall 2009)
Anna Badalyan, Dean of Institutional Effectiveness (Spring 2010)
Sang Baik, Director of Management Information Services
Patrick Reed, Webmaster
David Ysais, Public Information Officer

Evidence

- CR6.D1 College Council October 19, 2009 Meeting Minutes
- CR6.D2 Evaluation Report p. 14
- CR6.D3 Evaluation Report p. 45
- CR6.D4 Evaluation Report p. 23
- CR6.D5 Evaluation Report pp. 45-46
- CR6.D6 Evaluation Report p. 46
- CR6.D7 LATTC Participatory Governance Handbook
- CR6.D8 District Planning Committee September 25, 2009 Meeting Minutes
- CR6.D9 College Council December 16, 2009 Mini-Retreat Minutes
- CR6.D10 College Council January 13, 2010 Mini-Retreat Minutes
- CR6.D11 *LATTC Participatory Governance Handbook*, pp. 10-11
- CR6.D12 *The Faculty Agreement*, Article 9, pp.8-9
- CR6.D13 *LATTC Participatory Governance Handbook*
- CR6.D14 Integrated Program Review, Planning, and Budget Process Principles
- CR6.D15 Program Review Flowchart
- CR6.D16 *LATTC Participatory Governance Handbook*, pp. 38-39
- CR6.D17 *LATTC Participatory Governance Handbook*, p. 39
- CR6.D18 College Council December 16, 2009 Mini-Retreat Minutes
- CR6.D19 College Council January 13, 2010 Mini-Retreat Minutes
- CR6.D20 College Council January 13, 2010 Mini-Retreat Minutes
- CR6.D21 College Council January 25, 2010 Mini-Retreat Minutes
- CR6.D22 College Council March 8, 2010 College Council Minutes
- CR6.D23 Academic Senate February 22, 2010 Meeting Minutes
- CR6.D24 *LATTC Participatory Governance Handbook*, p. 7
- CR6.D25 Sample Committee Website Pages

- CR6.D26 LATTC-All College Council Email of Agenda, Minutes and Attachments from October 5, 2009
- CR6.D27 LATTC-All College Council Email of Agenda, Minutes and Attachments from December 7, 2009
- CR6.D28 *College Council News*: Issue 2
- CR6.D29 *Accreditation Newsletter* Vol. 1: Issue 7
- CR6.D30 Decision-Making Process Subcommittee Workgroup July 8, 2009 Meeting Minutes
- CR6.D31 Standardized Meeting Agenda Template
- CR6.D32 Standardized Meeting Minutes Template
- CR6.D33 Work Environment Committee November 30, 2009 Meeting Minutes
- CR6.D34 College Council March 9, 2009 Meeting Minutes
- CR6.D35 College Council Agenda and Attachments from September 21, 2009
- CR6.D36 College Council October 5, 2009 Meeting Minutes
- CR6.D37 College Council Recommendation 01-2009-2010
- CR6.D38 College Council Recommendation 29-2009-2010
- CR6.D39 Committee Self-Evaluation Form
- CR6.D40 Participatory Governance Process Formative Evaluation Form
- CR6.D41 Committee Self Evaluation Form
- CR6.D42 Committee External Evaluation Form
- CR6.D43 College Council October 19, 2009 Meeting Minutes
- CR6.D44 College Council November 2, 2009 Meeting Minutes
- CR6.D45 College Council November 2, 2009 Meeting Minutes
- CR6.D46 Participatory Governance Formative Process Evaluation Form
- CR6.D47 Committee Self-Evaluation Form
- CR6.D48 Accreditation Steering Committee November 30, 2009 Meeting Minutes
- CR6.D49 Accreditation Steering Committee Completed Self-Evaluation Form
- CR6.D50 College Council November 2, 2009 Meeting Minutes

- CR6.D51 Committee External Evaluation Form
- CR6.D52 *LATTC Participatory Governance Handbook*, pp. 97-99
- CR6.D53 Academic Senate November 10, 2009 Meeting Minutes
- CR6.D54 Academic Senate December 8, 2009 Meeting Minutes
- CR6.D55 Academic Senate December 14, 2009 Meeting Minutes
- CR6.D56 Academic Senate December 8, 2009 Meeting Minutes
- CR6.D57 Academic Senate December 14, 2009 Meeting Minutes
- CR6.D58 College Council November 2, 2009 Meeting Minutes
- CR6.D59 College Council January 13, 2010 Mini-Retreat Minutes
- CR6.D60 College Council February 22, 2010 Meeting Minutes
- CR6.D61 Academic Senate February 9, 2010 Meeting Minutes
- CR6.D62 Academic Senate February 9, 2010 Meeting Minutes
- CR6.D63 *LATTC Participatory Governance Handbook*, pp. 97-99

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).

Actions Taken to Resolve the Recommendation

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% of the previous fiscal year's fulltime employee payroll into an irrevocable trust, managed through CalPERS. In addition, an amount equivalent to the district's annual Medicare D refund is 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 (DR1.D1).

As of December 31, 2009, the balance in the trust was \$17,728,778.09 (DR1.D2).

Analysis of the Results Achieved

In 2009, facing a state budget crisis and enormous increases in health benefit costs, 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, to take effect on January 1, 2010 (DR1.D3). Because of the significantly lower retiree benefit costs under CalPERS, the district expects to reduce its GASB obligation by roughly \$100 million or more. A new actuarial study is currently being undertaken by the district. When the results of this new study are finalized in spring 2010, the exact amount of the reduction in District liability will be known.

Additional Plans

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 roughly \$100 million demonstrates the LACCD's clear commitment to monitoring this issue. When the results of the new actuarial study are reported later this spring, the district will again reassess the accuracy of its annual contribution.

Evidence

- DR1.D1 Funding Pensions and Retiree Health Care for Public Employees, a report of the Public Employees Post-Employment Benefits Commission (pp. 169-173)
- DR1.D2 California Employer's Retirement Benefit Trust Quarterly Statement, December 31, 2009
- DR1.D3 http://www.laccd.edu/board_of_trustees/board_minutes/documents/7-15-09minutes.pdf (pp. 8-10)

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).

Findings of the Evaluation Report

Accreditation Standard IV.B.3.a requires multi-college districts to establish “clearly defined roles of authority and responsibility between the colleges and the district/system” and to assess the accuracy of this delineation of functions, roles, and responsibilities in terms of its consistent adherence in practice. As reported in the 2009 Self Study Reports for East Los Angeles College (ELAC), Los Angeles City College (LACC), and Los Angeles Trade Technical College (LATTC), the Los Angeles Community College District (LACCD) has been actively engaged in addressing this standard since it participated in the ACCJC’s first “Multi-College Pilot Program” in 1999 (DR2.D1). Several generations of “Functional Maps” delineating the mutually-defined operational roles and responsibilities of the district system and the colleges have been produced since that original pilot project (DR2.D2). This on-going effort to delineate and clarify district/college functional relationships culminated in the publication of the *Los Angeles Community College District District/College Functional Map* in fall 2008 (DR2.D3). This 130-page document contained the following:

- Descriptions of the functions of the LACCD Board of Trustees and its associated committees;
- Descriptions of the functions and membership of 56 district-wide governance and administrative committees that coordinate district/college policies and activities;
- A concise two-page definition of the functional relationship between the district system and the nine LACCD colleges;
- A 72-page grid of District Office Service Outcomes (DOSOs) detailing the function of each division and administrative unit in the District Office and outlining its relationship with appropriate college constituencies; and
- A series of 26 flow charts documenting district and college participation in critical administrative processes.

The 2009 ELAC, LACC, and LATTC evaluation teams agreed that while the 2008 version of the *Functional Map* might not have been sufficiently publicized at the campus level, it did successfully delineate the roles and responsibilities of the district system and the colleges. The ELAC evaluation team observed that the district and the colleges “have made significant progress in the areas of decision making and in detailing [their] administrative and governance roles and processes” (DR2.D4). The LATTC evaluators echoed this judgment by noting that the 2008 Functional Map successfully “provides a framework for clarifying roles and responsibilities of the district office and where they interact with the colleges” (DR2.D5). All three evaluation teams agreed, however, that in order to improve, the District needed to take the additional step of evaluating the accuracy

of the delineation of district/college roles and responsibilities as outlined in the *Functional Map*, and to use this delineation to improve institutional effectiveness.

Actions Taken to Resolve the Recommendation

The LACCD District Planning Committee (DPC) assumed responsibility for crafting and monitoring the district-wide response to this recommendation. At the DPC's first meeting in September 2009, it was determined to build the district's response around a project that would culminate in a full assessment and revision of the 2008 *Functional Map* (DR2.D6). This assessment and revision process was designed to achieve three goals:

1. To engage district-wide faculty, staff, administrative, and student leaders in a dialogue on the mutual roles and responsibilities of the colleges and the district system;
2. To engage critical district-level stakeholder groups in a formal assessment of the 2008 *Functional Map*; and
3. To produce a revised version of the 2008 *District/College Functional Map* in the form of the first *LACCD District Governance and Functions Handbook* that would offer a convenient and user-friendly guide to district/college roles, responsibilities, and decision-making processes.

As conceived by the DPC, this project included a number of supporting activities, including:

1. Review and revision of the original District Office Service Outcomes (DOSOs),
2. Updating and standardizing descriptions of district-level committees,
3. Expansion of the content of the 2008 version of the *Functional Map*, and
4. A survey assessment of the accuracy of the formal description of the "District/College Relationship".

The DPC established an ambitious calendar for these activities, with production of the district handbook slated for March 2010.

1. Review and Revision of District Office Service Outcomes (DOSOs)

As described above, the 72-page "District Office Service Outcomes" segment of the 2008 *Functional Map* offered an extremely detailed description of the relationship between district-level administrative units and their college counterparts and constituencies. To guarantee that the DOSOs in the revised *LACCD District Governance and Functions Handbook* would accurately reflect the operational roles and responsibilities of the District Office, in fall of 2009 all administrative units of the District Office updated their sections of the original DOSOs to check them for accuracy, to simplify and condense descriptions of functions when possible, and to assure that effectiveness/outcome measures were feasible and appropriate. This preliminary review resulted in a new, more accurate draft version of the DOSOs that was then circulated among primary user groups for critique and comment during the months of November and December 2009 and January 2010. The

District Planning Committee requested that the following primary user groups review and comment on the accuracy of the DOSOs during this period:

- The Chancellor’s Cabinet,
- The District Council on Academic Affairs,
- The District Council of Student Services,
- The District Administrative Council, and
- The Executive Committee of the District Academic Senate.

These five primary user groups completed their review of the revised DOSOs in winter 2010 (DR2.D7). Their suggestions for revision and refinement of the DOSOs were then used to produce a final version of the District Office Service Outcomes which was then included in the LACCD *District Governance and Functions Handbook*.

2. Update of District-wide Committee Descriptions

To complement the review and revision of the District Office Service Outcomes, the DPC also asked all standing district-wide committees and councils to revisit and revise their committee descriptions. To structure this effort, the DPC created a new template for the documentation of all district-wide committees (DR2.D8). This template was designed to provide uniform information on the following:

- Committee description and charge
- Committee reporting authority
- Committee consultation and collaboration
- Committee chair and membership by position
- Committee meeting times and dates
- Date of committee annual self evaluation and goal setting

District Budget Committee (DBC)	
Description	The DBC is the key budget committee for district.
Committee Charge	<ul style="list-style-type: none"> • Oversees development of the district budget • Makes recommendations regarding budget policies • Reviews and recommends modifications to the district budget allocation model • Recommends annual FTES growth targets • Monitors college debt and reduction efforts
Reports To	The Chancellor
Consults With	The Cabinet
Meeting Date and Time	Variable Wednesday, monthly, 1:30 p.m to 3:30 p.m.
Chair(s) Name and Position	David Beaulieu, District Academic Senate President Mark Rocha, President, West LA College
Membership	9 College Presidents 6 Academic Senate Representatives 6 AFT Faculty Guild Representatives AFT Staff Guild Representative Local 911 Teamster Representative SEIU Representative SEIU Local 99 Representative Building and Construction Trades Representative

	Supervisors/Classified Local 721 Representative
	ASO Representative
	Deputy Chancellor (Resource)
	Chief Financial Officer (Resource)
	Budget Director (Resource)
Link to Agenda/Minutes	www.laccd.edu
Month of Annual Self Assessment	June

Revised descriptions with templates of more than 50 district-wide committees were forwarded to the DPC in February 2010 for inclusion in the new LACCD *District Governance and Functions Handbook*.

3. Expansion of the Content of the 2008 Functional Map

As part of the revision of the 2008 *Functional Map*, the District Planning Committee agreed in fall 2009 to expand the original document in order to include more detail on district-wide consultation, governance, planning, and decision-making processes. This was done in conjunction with a DPC-led district-wide effort encouraging the nine LACCD colleges to document all governance and planning processes through the creation of formal governance and planning handbooks (DR2.D9). During the fall and early winter, the following new segments of the *Functional Map* were drafted:

- Overview of District-wide Governance and Decision Making Processes
- Philosophy and Principles of Governance in a Decentralized District
- The Role of Annual Board Goals in the District Effectiveness Accountability Cycle
- Consultation and the Roles and Responsibilities of Stakeholder Organizations
 - The Chancellor and College Presidents
 - The District Academic Senate
 - The Associated Students Organization
 - The six collective bargaining units
- Overview of District-level Decision Making
 - Participatory Governance and Direct Collegial Consultation
 - District-level Governance Committees and Processes
 - The District Budget Planning Process (District Budget Committee)
 - The District Strategic Planning Process (District Planning Committee)
 - District Bond Planning and Oversight (District Bond Steering Committee)
 - Benefits Planning (Joint Labor/Management Benefits Committee)
 - The District Management Consultation Process
 - The Human Resources Guide Development Process
 - Personnel Commission Processes
- Overview of District-level Planning Processes
 - District Strategic Planning and its Relation to College Planning
 - The Board's Annual Effectiveness Review Cycle
 - The District Budget Planning Process

- The process and timeline for evaluating the effectiveness of district-wide governance
- The process and timeline for district handbook revision

These new segments of the *Functional Map* were reviewed by the District Planning Committee on February 26, 2010 (DR2.D10). Relevant sections on participatory governance and stakeholder roles were also reviewed by members of the appropriate stakeholder groups in February and March 2010, including the Chancellor's Cabinet, the District Academic Senate, and the collective bargaining units. Final versions of these materials were included in the *LACCD District Governance and Functions Handbook* before its submission to the Board for review and adoption on March 10, 2010. It is expected that inclusion of these segments in the new district handbook will contribute to an improved understanding of district-wide decision making and the mutual roles and responsibilities of the district system and the colleges for all LACCD employees.

4. Survey Assessing the Accuracy of the District/College Relationship

To complement the review of the District Office Service Outcomes and further inform the revision of the district handbook, in fall 2009 the District Planning Committee also initiated a formal survey of the accuracy of the definition of the district/college functional relationship as documented in the 2008 *Functional Map*. Given the length and complexity of the overall document, it was decided that an extensive survey of the District Office Service Outcomes would be both cumbersome and impractical. Instead, the DPC decided to engage faculty, staff, administrative, and student leaders in an assessment of the accuracy of the definition of "The District/College Relationship" as documented in pages three and four of the 2008 *Functional Map*. It was also agreed that, given the size and scope of district operations, a survey of all employees would not be meaningful because the vast majority are not directly involved in college/district governance, decision making, or other coordinating activity. As a result, the survey was targeted to faculty, staff, administrators, and student leaders who participate directly in administrative processes that involve active district/college collaboration.

The survey was piloted in paper form at the annual AFT/LACCD Workshop for Department Chairs, Deans and Vice Presidents on October 23, 2009 (DR2.D11). It was then distributed online to the following constituent leadership groups throughout the fall of 2009:

- The Chancellor's Cabinet
- The District Council on Academic Affairs
- The District Council of Student Services
- The District Administrative Council
- The District Academic Senate (full membership)
- The Executive Board of the Faculty Guild, AFT Local 1521
- The Executive Board of the Staff Guild, AFT Local 1521A
- The Academic Senates of all nine LACCD colleges (full membership)

- The Shared Governance/College Council Committees of all nine LACCD colleges (full membership, including faculty, staff, administrators, and students)
- The District Student Affairs Committee (including the nine ASO college student presidents)

The survey was designed to be as brief as possible (DR2.D12). This was done because to complete it, respondents were required to read the full two-page description of the “District/College Functional Relationship” as it appeared in the 2008 *Functional Map*. This definition of district/college roles and responsibilities included a brief three-paragraph synopsis of the evolution of the district/college relationship, a 10 bullet-point list of highly centralized functions, a 7 bullet-point list of district system functions, and a 10 bullet-point list of college level functions. Once respondents had read this definition, they were invited to indicate their level of agreement on a five-part Likert scale with the following two statements:

1. The delineation of district-level functions...from the “District/College Functional Map” accurately reflects the primary roles and responsibilities of the District in relationship to the colleges.
2. The delineation of college-level functions...from the “District/College Functional Map” accurately reflects the primary roles and responsibilities of the District in relationship to the colleges.

In addition, they were invited to offer open-ended “editorial changes” meant to increase the accuracy of the written description of the district/college relationship, and they were given the opportunity to offer open-ended suggestions for additional “administrative or operational changes” that could be made in this relationship that would, in their view, improve district/college effectiveness.

In all, more than 185 respondents completed the survey, including a total of 121 faculty (of whom 50 were department chairs), 32 administrators, 23 classified staff and managers, and two student leaders. The results were compiled and presented to the DPC on January 29, 2010 for preliminary review, analysis and discussion (DR2.D13). As documented in the “District/College Roles and Functions Assessment Report,” 66% of those responding to the survey indicated their agreement with the description of the district system’s seven major functions, and nearly 68% expressed agreement with the accuracy of the 10-point description of college-level functions (DR2.D14). Fewer than 8% of respondents indicated any level of disagreement with either of these delineations of district and college functions.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/Don't Know
1. The delineation of district-level functions offered below from the "District/College Functional Map" accurately reflects the primary roles and responsibilities of the District in relationship to the colleges.	7.2% (11)	58.8% (90)	5.2% (8)	2.6% (4)	26.1% (40)
2. The delineation of college-level functions offered below from the "District/College Functional Map" accurately reflects the primary roles and responsibilities of the District in relationship to the colleges.	8.7% (13)	59.1% (88)	4.0% (6)	2.0% (3)	26.8% (40)

Nearly 70 respondents offered specific suggestions for improving the delineation of district/college functions. Editorial suggestions offered to improve the accuracy of the description of the district/college functional relationship included the following:

- Make the delineation of functions as brief as possible
- Include a glossary of terms in the revision of the *Functional Map*
- Include payroll and CalSTRS reporting in district level functions
- Include a more detailed picture of district organization
- Include the names of those responsible for various functions

Respondents' substantive suggestions for improving the district/college relationship fell into the following 7 categories:

Comment/Suggestion	#
Decentralize or Rethink District/College Relations	15
Improve Communications	14
Streamline Operations/Processes	8
Increase Representation in Decision Making	4
College-related Comments	12
N/A or No Opinion or Unclear	23
OK at this time	3

As might be expected during a severe budget crisis and within the framework of a nine-college district, the largest category of suggestions had to do with improving District Office effectiveness and "decentralizing" administrative functions. Recommendations in this category ranged from cutting the budget of the District Office and providing more college autonomy to elimination of the Personnel Commission:

[What is needed is] An allocation model that truly reflects the student population (FTES) and needs of each college. A model that rewards colleges for innovative and successful programs and allows

them to spend their ‘balances’ on their students rather than on subsidizing poor practices by other colleges.

Treat the colleges as we should treat each student, recognize the individual characteristics and not treat every college according to what is appropriate to the least common denominator.

The District must move down from [the] Administration to discover the needs [of] college programs. Faculty hold the key to the services offered to our product—the students.

While many of the suggestions in this category expressed general discontent with the District Office, a few specific recommendations for improving the district/college relationship did emerge, including the following:

- A reassessment and revision of the district budget process and allocation model to provide a more equitable division of resources and to encourage fiscal responsibility
- Creation of a district-wide ombudsperson to “channel questions and concerns” between and among the colleges and the District Office
- More time spent by district senior staff at the colleges

As in the case with the District-level Governance and Decision Making Assessment (see page 98 below), a number of respondents also suggested that more effective communications would help ease some of the problems caused by the district’s size and complexity. Indeed, the need for more effective communications was often linked to the perceived “over-centralization” of district functions.

As documented by the *District/College Roles and Functions Assessment Report*, the delineation of district/college functional relationships offered in the 2008 *Functional Map* appears to be relatively accurate. However, in order to address some of the issues raised by survey respondents, the report included a number of recommendations for improving the description of the district/college relationship and for substantive actions that could be implemented to improve district/college collaboration and coordination of services. The most important among these final recommendations include the following:

Action Plan 1. Review the District Budget Process

As part of the process of renewing the *District Strategic Plan*, the district’s budget process will be reviewed over the next 18 months. This review (already initiated by the Fiscal Policy and Review Committee, a subcommittee of the District Budget Committee) should be designed to produce mechanisms that:

- Enforce fiscal accountability at the district and college levels
- Optimize the distribution of financial resources across the district

- Provide adequate funding for basic administrative, educational, and student support services
- Link budget and planning priorities
- Incentivize innovation and student success

Final results of this review will be reported to the District Budget Committee and to the Board of Trustees by June 15, 2011.

Action Plan 2. Optimize District/College Administrative Operations

As part of the new district strategic planning process slated to begin in spring 2010, a formal review of the District Office will be undertaken to accomplish the following:

- Identify and mitigate duplication of effort between district and college administrative units
- Identify any functions currently provided by the District Office that can be performed more effectively by the colleges
- Identify functions at the college-level that can be performed more effectively from the District Office

This review is expected to be complete by the time of the adoption of the next district strategic plan by June 15, 2011.

5. The Newly Revised LACCD District Governance and Functions Handbook

Based on input gathered from the DOSO review effort and the “District/College Roles and Functions” assessment—and including newly revised committee templates and additional materials on district governance and decision making—a new, more accurate version of the 2008 LACCD *Functional Map* was presented to the District Planning Committee for review on February 26, 2010 (DR2.D15). Titled the *LACCD District/College Governance and Functions Handbook*, this improved version of the *Map* was presented to the Board of Trustees for approval on March 10, 2010 (DR2.D16). It is expected that this new district handbook will provide all district employees with a more accurate and informed understanding of the district’s role in relationship to the colleges (DR2.D17).

Analysis of Results Achieved:

The results of the “District/College Roles and Functions Assessment” survey indicate that most faculty, staff, and student leaders endorse the accuracy of the delineation of district/college operational responsibilities as defined within the original 2008 *LACCD District/College Functional Map*. It is expected that the additional steps that have been taken to refine upon the 2008 *Functional Map*, culminating in the publication of the new *LACCD District Governance and Functions Handbook*, will further improve understanding of the district/college relationship within the LACCD.

Additional Plans:

Over the next 18 months the district will implement the two action plans included in the *District/College Roles and Functions Assessment Report*, which are meant to enhance the effectiveness of District Office operations and improve the district's budget planning process. Results of these two efforts will be presented to the Board of Trustees by June 15, 2011. (See the Action Plan Implementation Grid on page 114.)

Beginning in spring 2012, the *District Governance and Functions Handbook* will be re-assessed and revised on a two-year cycle. In addition, the district will again conduct a formal survey assessment of the accuracy of the delineation of functional roles and responsibilities as described in the district handbook at that time. The results of this assessment will be reported to the ACCJC as part of the three comprehensive self study reports due at that time from the LACCD "Seaside Colleges" and as part of the Mid-term Accreditation Reports due from the three "Cityside Colleges."

Members of the District Planning Committee

District Representatives:

Adriana Barrera, Deputy Chancellor, District Office
John Clerx, Vice Chancellor of Educational Services, District Office
Gary Colombo, Vice Chancellor of Institutional Effectiveness, District Office
George Prather, Director of Research, District Office
Cathy Iyemura, Senior Research Analyst, Attendance Accounting, District Office
Eddie Afana, Business Analyst, District Office
Jack Daniels, President, Los Angeles Southwest College
Kathleen Burke-Kelly, Vice President of Academic Affairs Representative
Mary Gallagher, Vice President of Administrative Services Representative
Joe Ramirez, Vice President of Student Services Representative
David Beaulieu, District Academic Senate President

College Representatives:

Anna Badalyan, Los Angeles Trade Technical College
Phyllis Braxton, Pierce College
Karen Daar, East Los Angeles College
Angela Echeverri, Los Angeles Mission College
Michelle Fowles, Los Angeles Valley College
Don Gautier, Los Angeles Valley College
Ran Gust, East Los Angeles College
La Vonne Hamilton, Los Angeles Southwest College
David Humphreys, Los Angeles Harbor College
Alma Johnson-Hawkins, Los Angeles Mission College
Carol Kozeracki, Pierce College
Fran Leonard, West Los Angeles College
Sharon Levick, Pierce College

Marilyn Maine, Los Angeles Trade Technical College
Kimberly Misa, East Los Angeles College
Joyce Moore, Los Angeles City College
Ed Pai, Los Angeles City College
Rod Patterson, West Los Angeles College
Maury Pearl, Los Angeles Mission College
Sally Raskoff, Los Angeles Valley College
Bob Richards, Los Angeles Harbor College
Tom Rosdahl, Pierce College
Ken Sherwood, Los Angeles City College
Jim Stanbery, Los Angeles Harbor College
Rebecca Stein, Los Angeles Valley College
Rebecca Tillberg, West Los Angeles College
Sabrena Turner-Odom, Los Angeles Southwest College
Dan Walden, Los Angeles Southwest College

Evidence

- DR2.D1 ACCJC Multi-College Pilot Project Description
- DR2.D2 2003-2004 LACCD Functional Map
- DR2.D3 2008 *LACCD District/College Functional Map*
- DR2.D4 2009 ELAC Accreditation Team Evaluation Report, p. 49
- DR2.D5 2009 LATTC Accreditation Team Evaluation Report, p. 48
- DR2.D6 Plan for Responding to Cityside District Accreditation Recommendations
- DR2.D7 Council and Committee Minutes related to DOSO Review Process
- DR2.D8 LACCD District Committee Template
- DR2.D9 District Planning Committee Goals for 2009-2010
- DR2.D10 District Planning Committee February 26, 2010 Meeting Minutes
- DR2.D11 2009AFT/LACCD Workshop for Chairs, Deans, and Vice Presidents Agenda
- DR2.D12 District/College Roles and Responsibilities Assessment Survey
- DR2.D13 District Planning Committee January 29, 2010 Meeting Minutes
- DR2.D14 *District/College Roles and Functions Assessment Report*, February 26, 2010
- DR2.D15 District Planning Committee February 26, 2010 Meeting Minutes
- DR2.D16 Board of Trustees Planning and Student Success Committee March 10, 2010 Agenda and Action
- DR2.D17 *LACCD District/College Governance and Functions Handbook 2010*

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)

Findings of the Evaluation Report

Accreditation Standard IV.B.3.g. requires that college districts regularly evaluate governance and decision-making structures and processes “to assure their integrity and effectiveness in assisting the colleges in meeting educational goals.” It also requires that districts communicate the results of such evaluations widely and use them as the basis for improvement. While the Los Angeles Community College District (LACCD) has a long history of active participatory governance at the district level, the effectiveness of the district’s decision-making processes and procedures had not been formally assessed at the time of the 2009 self study site visits to the LACCD “Cityside colleges” (East Los Angeles College, Los Angeles City College, and Los Angeles Trade-Technical College).

Actions Taken to Resolve the Recommendation

Following the receipt of the evaluation team reports for the Cityside site visits, the District Planning Committee (DPC) assumed responsibility for shaping and implementing the district’s coordinated response to this recommendation (DR3.D1). In September 2009, the DPC designed a series of steps aimed at the implementation of a new cyclical process for this governance self assessment effort (DR3.D2). The steps taken by the DPC included the following:

1. Institution of a formal biennial survey of stakeholder group assessments of district-wide decision making;
2. Publication to all stakeholder groups of a biennial *District-wide Governance Assessment Report*, summarizing assessment efforts and including recommendations and plans for improving district-level governance and decision-making processes;
3. Institution of a new, annual self-evaluation process for district-level governance committees;
4. Expansion of the contents of the 2008 *LACCD District/College Functional Map* in the new *LACCD District Governance and Functions Handbook*, to include sections on district-wide governance and decision-making.

In addition, to improve district-wide governance and to enhance district-level institutional effectiveness and accountability, the Board of Trustees developed and adopted a new annual “District Effectiveness Review Cycle” in January 2010 which aligns annual board and CEO goals with the goals of the district strategic plan and implements a new series of annual district and college effectiveness reports to the board. It is anticipated that the

district's newly implemented biennial governance assessment cycle, the annual self assessment of district governance committees, and the board's new district effectiveness review cycle will assure that the district has developed and successfully implemented methods for improving district-level governance and decision-making processes.

1. District-Level Governance and Decision-Making Assessment

Survey Overview

To initiate the district's new governance assessment cycle, the District Planning Committee designed and administered a formal survey of stakeholder satisfaction with district-wide participatory governance during fall semester 2009. As with the "District/College Roles and Responsibilities Assessment" described above (see page 92), the DPC targeted its survey efforts to those directly involved in some form of district- or college-level governance activity. This decision was made to facilitate distribution of the survey and to guarantee that those responding would have informed positions on the strengths and weaknesses of district-wide decision making. As a result, survey efforts were focused on faculty, staff, administrators, and student leaders who either play a role in governance at the district-level or who are involved with governance processes at the nine LACCD colleges.


Paper copies of the survey were initially distributed to over 100 faculty and administrative leaders at the annual District Academic Senate Leadership Summit on October 2, 2009 (DR3.D3). This was done in conjunction with a leadership panel discussion on the quality of district-wide governance, which involved the president of the Board of Trustees, the acting chancellor, the District Academic Senate president, the president of the Faculty Guild, the president of the Staff Guild, the Student Trustee, and the vice chancellor for Institutional Effectiveness (DR3.D4). Paper copies of the survey were also distributed during an accreditation update to attendees at the AFT Department Chairs Workshop on October 23, 2009 (DR3.D5). The survey was then distributed online to the following constituent leadership groups throughout the fall of 2009:

- The Chancellor's Cabinet
- The District Council on Academic Affairs
- The District Council of Student Services
- The District Administrative Council
- The District Academic Senate (full membership)
- The Executive Board of the American Federation of Teachers Union, Local 1521
- The Executive Board of the AFT Staff Guild, Local 1521A
- The Academic Senates of all nine LACCD colleges (full membership)
- The Shared Governance Committees of all nine LACCD colleges (full membership, including faculty, staff, administrators, and students)
- The District Student Affairs Committee (including the nine ASO college student presidents)

Asking respondents to indicate their agreement on a series of 21 questions on a five-part Likert scale, the “District-Level Governance and Decision-Making Assessment” survey was designed by the DPC to provide information on the following:

1. Respondents’ estimations of the appropriateness and effectiveness of the roles played by stakeholder groups, including the administration, the District Academic Senate, the collective bargaining groups, and the Associated Students Organization;
2. Respondents’ estimations of the effectiveness of district-level decision-making processes in relation to five primary governance areas: budget and resource allocation, enrollment management, strategic planning and goals setting, bond program oversight, and employee benefits;
3. Respondents’ estimations of the “quality” of district-level decision making (e.g., the extent to which decisions are based on data, and are effectively communicated, implemented, and assessed);
4. Respondents’ overall assessment of administrative and board support of participatory governance; and
5. Respondents’ overall assessment of the effectiveness of district-wide decision making in relation to the district’s stated mission.

In addition, respondents were invited to offer their open-ended assessment of the central problems with district-level participatory governance and to suggest solutions that would lead to improved governance and decision making in the LACCD (DR3.D6):

		Los Angeles Community College District District-Level Governance and Decision Making Assessment				
<p>This survey is being conducted as part of a formal assessment of the effectiveness of district-level participatory governance and decision making. Your responses to the questions below—and your comments—will be used to improve the structure and processes of current district-level governance committees and councils and to inform the revision of the District Strategic Plan. Please do not complete this survey if you have already responded to it in a different setting.</p>						
<u>Your Location:</u>		ELAC <input type="checkbox"/>	LACC <input type="checkbox"/>	LAHC <input type="checkbox"/>	LAMC <input type="checkbox"/>	Pierce District
		LASC <input type="checkbox"/>	LATTC <input type="checkbox"/>	LAVC <input type="checkbox"/>	WLAC <input type="checkbox"/>	
<u>Your Role:</u>		Administrator <input type="checkbox"/>		Classified Staff <input type="checkbox"/>		
		Dept. Chair <input type="checkbox"/>		Classified Manager <input type="checkbox"/>		
		Faculty <input type="checkbox"/>		Student <input type="checkbox"/>		
<p>Please indicate your agreement or disagreement <u>with all</u> of the following statements by placing an “X” in the appropriate box on the right.</p>						
		Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion / Don't Know
1.	The Administration is appropriately and adequately represented in district-level decision making.					
2.	The District Academic Senate is appropriately and adequately represented in district-level decision making.					
3.	The following collective bargaining units are appropriately and adequately represented in district-level decision making:					

		AFT Faculty Guild 1521					
		AFT Staff Guild 1521A					
		Teamsters					
		Supervisors 721					
		Local 99					
		Buildings and Crafts					
4.	The Associated Students are appropriately and adequately represented in district-level decision making.						
5.	District-level decision making is effective in relation to <u>Budget Development and Resource Allocation</u> .						
6.	District-level decision making is effective in relation to <u>Enrollment Management and FTES Target Setting</u> .						
7.	District-level decision making is effective in relation to <u>Strategic Planning and Strategic Goal Setting</u> .						
8.	District-level decision making is effective in relation to <u>Bond Program Planning and Oversight</u> .						
9.	District-level decision making is effective in relation to <u>Employee Benefits</u> (JL M B C).						

		Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/Don't Know
10.	Decisions made through participatory governance at the district level are based on research and data.					
11.	Decisions made through participatory governance at the district level are communicated effectively to all affected stakeholders.					
12.	Decisions made through participatory governance at the district level are followed through on effectively.					
13.	The results of decisions made through participatory governance at the district level are assessed by appropriate committees.					
14.	The LACCD Board of Trustees supports participatory governance.					
15.	The District/college administration supports participatory governance—at the district level.					
16.	<i>Overall</i> , I feel that District-wide decision making is effective in supporting the District's mission .					
What do you think are the central problems with district-level participatory governance in the LACCD?						
How can we improve district-level participatory governance and decision making?						

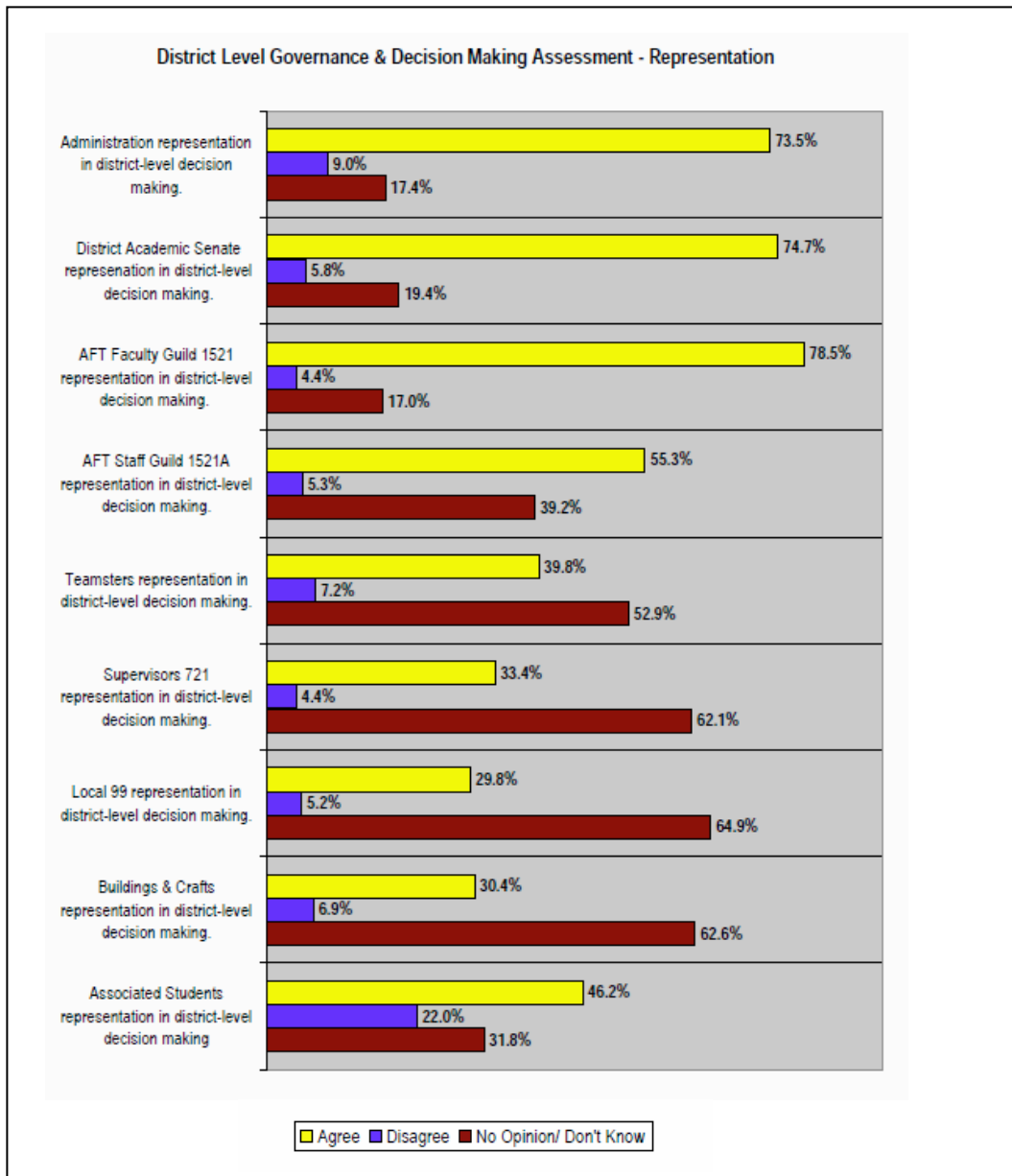
In all, 311 surveys were completed, with the major district stakeholder groups being represented as follows:

Stakeholder Group	Total Responses	Response %
Faculty	124	39.9%
Department Chairs	65	21.0%
Administrators	63	20.0%
Classified Staff	34	11.0%
Managers	8	2.6%
Students (ASO)	9	2.9%
Not Identified	8	2.6%
Total	311	100%

Given that department chairs are also faculty members, overall faculty respondents totaled 189 and represented 60.9% of all those submitting a completed survey. Colleges were proportionately represented among respondents, with Los Angeles City College accounting for the highest percentage of surveys completed at 13.5% and Los Angeles Southwest College, the smallest college in the district, representing the lowest at 5.1% (DR3.D7).

Survey Findings

Results of the survey indicate relatively positive approval of district-level governance overall, tempered with serious concerns about the effectiveness of district-wide communications, the transparency of district-level decision-making processes, and the level of centralization involved in district decision making. In response to the first nine survey items addressing the appropriateness and adequacy of stakeholder group representation in district-level governance, most of those surveyed either “strongly agreed” or “agreed” with the notion that all stakeholder groups play an appropriate role and are effectively represented in district-level decision making:



The Associated Students Organizations represent the only stakeholder category associated with any clear concern about their role in district-level governance. While 46.2% of all respondents felt the Associated Students Organizations were well represented, 22% disagreed—the highest negative rating received by any of the nine stakeholder groups.

Satisfaction with various types of district-level governance and decision-making processes was mixed. Over 66% of respondents either “strongly agreed” or “agreed” that district-level decision making is effective in relation to issues involving employee benefits, while roughly half approved the effectiveness of decision making in relation to district strategic planning and enrollment management. However, approval ratings were somewhat lower for decision-making processes related to budget and resource allocation and district-wide bond programs: 39% of respondents questioned the effectiveness of decision making in relation to district-level bond program oversight, and nearly 43% questioned the effectiveness of district-level budget-related decision making.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/Don't Know
5. District-level decision making is effective in relation to Budget Development & Resource Allocation.	6.2% (17)	32.4% (89)	29.1% (80)	13.8% (38)	18.5% (51)
6. District-level decision making is effective in relation to Enrollment Management & FTES Target Setting.	5.5% (15)	44.0% (121)	22.5% (62)	8.7% (24)	19.3% (53)
7. District-level decision making is effective in relation to Strategic Planning & Strategic Goal Setting.	7.3% (20)	44.0% (120)	19.4% (53)	7.0% (19)	22.3% (61)
8. District-level decision making is effective in relation to Bond Program Planning & Oversight.	6.1% (17)	38.6% (108)	25.4% (71)	13.6% (38)	16.4% (46)
9. District-level decision making is effective in relation to Employee Benefits (JLMBC).	14.7% (41)	51.6% (144)	12.5% (35)	8.2% (23)	12.9% (36)

Respondents also indicated some concern about the quality of district-wide decision-making processes: 20-30% of those surveyed disagreed that district-wide decision making is based on research, is followed through on effectively, and involves appropriate assessment. However, the most serious concern about the quality of district-wide governance arose in relation to communication: nearly half of those surveyed disputed the assertion that the results of district-wide participatory governance are communicated effectively to all stakeholders.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/Don't Know
10. Decisions made through participatory governance at the district level are based on research and data.	4.4% (12)	38.2% (105)	21.8% (60)	4.0% (11)	31.6% (87)
11. Decisions made through participatory governance at the district level are communicated effectively to all affected stakeholders.	4.0% (11)	34.7% (96)	37.9% (105)	9.7% (27)	13.7% (38)
12. Decisions made through participatory governance at the district level are followed through on effectively.	3.3% (9)	36.2% (100)	27.9% (77)	5.4% (15)	27.2% (75)
13. The results of decisions made through participatory governance at the district level are assessed by appropriate committees.	4.0% (11)	32.4% (89)	25.8% (71)	4.7% (13)	33.1% (91)

Interestingly, board and administrative support of participatory governance was rated relatively highly. Nearly 70% of respondents agreed that the Board of Trustees supports participatory governance at the district level, and 64% indicated similar approval of district and college administrative support.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/Don't Know
14. The LACCD Board of Trustees supports participatory governance.	15.8% (44)	52.5% (146)	10.1% (28)	5.0% (14)	16.5% (46)
15. The District/college administration supports participatory governance-at the district level.	14.9% (41)	49.3% (136)	12.7% (35)	4.0% (11)	19.2% (53)

While 56% of those surveyed affirmed that district-level decision making effectively supports the district's stated mission, a significant percentage of respondents also questioned this claim:

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/Don't Know
16. Overall, I feel the District-wide decision making is effective in supporting the District's mission.	5.8% (16)	50.4% (139)	21.4% (59)	5.8% (16)	16.7% (46)

Of the total 311 respondents, 146 offered opinions on problems with district-wide governance. Often touching on a number of different issues in a single comment, their observations were grouped by the DPC into the following topic categories:

Problem Category	# of occurrences
Lack of communication/transparency	51
Need for more college autonomy (decentralization)	27
Insufficient representation of group	26
Issues related to the size and scope of District	15
Need for accountability and leadership	13
Process-related problems	3
Miscellaneous and College-specific Issues	10
N/A or unclear response	10

Of the issues identified, lack of robust communication and transparency were by far the most commonly mentioned. Respondents complained about the lack of “two-way communication” between the district-level governance groups and the colleges. It was widely felt that the results of and rationales behind district-level decision-making processes often fail to “trickle down” to college level.

Frankly it [district-level governance] is opaque unless you are part of the process. The results of the districtwide processes are often a mystery to most faculty, unless they are part of the groups that sit on all of the major college committees.

LACK OF COMMUNICATION. There is a problem with. ... representatives not communicating back to the constituents. I don't know where is the central information place where news and issues are shown to the public or the colleges in general, agendas, actions minutes, current issues in consideration.

Respondents also offered a number of suggestions for improving district-wide communications and enhancing the transparency of district-level governance processes, including the following:

- More use of video conferencing
- Use of E-bulletin boards
- Pod-casting committee meetings
- Posting meetings on YouTube
- Posting of committee membership, agendas, and minutes online
- Periodic status reports and updates to the colleges
- Weekly emails from the chancellor
- More quick periodic surveys district-wide
- Open forums on district-level governance issues

- Periodic district-wide retreats and town hall meetings on key issues
- Professional development to enhance communication
- More committee meetings held at colleges
- More visits by District Office personnel to the colleges
- Implementation of a web page dedicated to fiscal transparency
- Permanent staff dedicated to the general District Office phone

The second most frequently cited problem was related to lack of adequate representation of individual stakeholder groups. A few respondents indicated that they felt the unions are overrepresented on district-level governance committees, but in general there was little agreement about which specific groups need additional representation. There were, however, a number of respondents who felt that students need a greater voice in district-level affairs.

The third most frequently noted problem involved the perceived “over-centralization” of district decision making. A significant number of respondents felt that the colleges need additional freedom to make their own decisions in order to better serve local communities. This call for greater college autonomy was frequently linked to perceived inequities in the district budget allocation process and to the sense that the District Office is frequently “out of touch” with the needs and priorities of the campuses:

A one size fits all model is not effective for all the colleges. Colleges that are innovative and effective in serving their community and operating in the black should be able to use their balance to serve the students in their community. Colleges that cannot sustain a full program should cut back on programs/athletic, etc. to run an effective core program.

The district does not take into account what is best for each college; and over compensates for colleges who are not effective.

The fourth most frequently noted problem related to the size of the district and the scope of its operations. A number of respondents indicated that the geographical dispersion of district locations and the large number of stakeholder groups make district-level governance a cumbersome and time-consuming process. The result, according to respondent comments, is to discourage participation, to emphasize the “ceremonial” nature of district-wide governance, and to distance district-level activity from college realities:

The size, distance and complexity of the district and colleges create built-in problems at almost all levels.

District level participatory governance is difficult for college-based employees due to the difficulty with time constraints and the busy schedule that that campus demands.

2. Publication of a Biennial *District Governance Assessment Report*

The results of the “District-level Governance and Decision Making Assessment” were analyzed by the District Planning Committee on January 29, 2010 (DR3.D8). Based on these findings, the DPC formulated a series of recommendations for improving district-level decision making. The survey results and the recommendations for improving district-level decision-making processes were then published in early spring 2010 in the first of a series of biennial *District-wide Governance Assessment Reports* (DR3.D9). This report was subsequently shared among key stakeholder groups, including the Chancellor’s Cabinet, the three administrative councils, the District Academic Senate, the AFT Faculty and Staff guilds, the nine college Academic Senates, and the nine college Shared Governance/College Council Committees. The final report was reviewed by the LACCD Board of Trustees Planning and Student Success Committee and approved by the Board on March 10, 2010 (DR3.D10).

The *2010 District Governance Assessment Report* contains the following four action plans designed to improve district-level governance:

Action Plan 1. Implement a District-wide Communications and Transparency Initiative

Over the next year, the district will implement an initiative aimed at improving district-wide communications and information dissemination related to district-level budget, bond, planning, and other critical decision-making processes. This initiative should be designated to include the following components:

- Redesign of the district website to make it more user-friendly and to assure that it provides easy access to:
 - District Office organizational charts, including all personnel by unit
 - Contact information for all District Office personnel
 - Process maps with links to required forms for all key administrative processes
 - District-wide committee/council descriptions online with links to agendas and minutes.
- Use communications technology to facilitate “push reporting” of committee activities and “instant surveys” of campus perceptions and priorities.
- Monthly posting of all district-level committee/council agendas and minutes on the district website.
- Implementation of regular district/college informative reports, including a periodic chancellor’s “newsletter” and an annual “State of the District” report.
- Permanent staffing of the District Office general information phone line during regular business hours.

Progress on this initiative will be reported directly to the Planning and Student Success Committee of the Board of Trustees by district executive staff on a bi-annual basis. Full implementation of the five action plans described above will be expected by June 15, 2011.

Action Plan 2. Review the District Budget Process

As part of the process of renewing the *District Strategic Plan, 2006-2011*, the district's budget process will be reviewed over the next 18 months. (See p. 92.) This review (already initiated by the Fiscal Policy and Review Committee, a subcommittee of the District Budget Committee) will be designed to produce mechanisms that:

- Enforce fiscal accountability at the district and college levels
- Optimize the distribution of financial resources across the district
- Provide adequate funding for basic administrative, educational, and student support services
- Link budgeting and planning priorities
- Incentivize innovation and student success

Final results of this review will be reported to the District Budget Committee and to the Board of Trustees by June 15, 2011.

Action Plan 3. Streamline District-level Governance and Planning Processes

As part of the assessment and revision of the *District Strategic Plan, 2006-2011*, district leadership will undertake an in-depth review of all district-level governance process and structures in order to achieve the following:

- To the extent deemed practicable and needed, align and simplify district-level governance, planning, and decision making processes and structures
- Improve the coordination of district goals and budget priorities
- Assure that district-level planning and decision making are responsive to local college needs
- Reduce, whenever possible, the number and meeting requirements of district-wide councils and committees

This review should be completed by the time of the adoption of the new district strategic plan in June 2011.

Action Plan 4. Enhance Professional Development on District Governance

District staff will work with the District Academic Senate and college counterparts to develop a district-wide professional development program to acquaint college and District Office employees and student leaders with district-level governance and decision-making processes, including those involved in strategic and bond program planning, budget development, and enrollment management. This program of enhanced professional development will begin in fall 2010 and continue during the review and revision of the *District Strategic Plan, 2006-2011*. The effectiveness of this effort will then be reviewed as part of the on-going assessment of district-level governance and decision making.

To close the loop on its biennial cycle of governance assessment and improvement, in September 2011 the District Planning Committee will redesign and re-deploy the "District-

level Governance and Decision-Making Assessment” and will use it as the basis for a new round of recommendations for improving district-level governance and decision-making processes. The results of this survey will then form the basis for a new *District-wide Governance Assessment Report* which will be published in spring 2012.

3. District Governance Committee Self-Evaluation Process

To complement its survey of stakeholder assessments of district-level governance and decision making, the District Planning Committee also designed a process for the self evaluation of district-level participatory governance committees. This process was designed to achieve the following:

1. To assure that district governance committee activities align with committee charges;
2. To structure annual committee self reflection on committee achievements;
3. To generate recommendations for committee process improvement leading to greater effectiveness.

The DPC identified the following four district-level committees as those most directly involved with formal consultation and participatory governance:

- The District Planning Committee (DPC)
- The District Budget Committee (DBC)
- The District Bond Steering Committee (DBSC)
- The District Joint Labor Management Benefits Committee (JLMBC)

To guide each committee’s self-evaluation process, the DPC designed an assessment template that was based on a local best-practice originally piloted at Los Angeles Mission College (LAMC). Responding to a 2007 self study evaluation team recommendation that the college assess and improve its decision-making processes, LAMC devised a self-evaluation form to structure the assessment process (DR3.D11). This model was later praised by accreditation evaluators during a follow-up visit to the college in 2009 (DR3.D12). Based on this model, the DPC designed a “District-wide Governance Committee Self Evaluation Form” which requires committees to provide the following information (DR3.D13):

- A monthly account of meeting dates and attendance
- A monthly account of the posting of agendas and minutes
- A monthly summary of major issues addressed
- A summary of major annual committee accomplishments
- An assessment of problems or obstacles to committee function
- An assessment of recommendations for improvement
- A listing of future committee goals

Los Angeles Community College District District-wide Governance Committee Self-Evaluation Form									
District Planning Committee (DPC)									
For Year: 2009		Date of Self-Evaluation: December 11, 2009							
Month	Meeting Date	# of Members Attending	Agenda posted in advance?		Minutes posted?		Please list the Major Issues/Topics Addressed at Each Meeting		
			Yes	No	Yes	No			
December 09	12/1/09	22	X		X		1. Program Review Data & Taskforce Recommendations 2. Technology Planning Update 3. DPC Committee Effectiveness Self-Evaluation 4. District Strategic Plan Summary Evaluation Process		
November 09	11/6/09	18	X		X		1. District Governance & Planning Assessment Update 2. Final 2009 ARCC College Effectiveness Report 3. Documenting Program Review Effectiveness		
October 09	10/23/09	22	X		X		1. FOCUS ON 2009 KEY PERFORMANCE INDICATORS 2. District Governance and Resources Assessments 3. Governance Committee Assessment Model 4. College Self-Inventory & Effectiveness Report Draft Review		
September 09	9/25/09	23	X		X		1. DPC CALENDAR & Schedule for 2009-10 2. Program Review Taskforce Report 3. Process for District Accreditation Recommendations 4. Governance and Planning Handbook Templates 5. Proposal for Summative Assessment of District Strategic Plan		
August 09	No Meeting								
July 09	No Meeting								
June 09	6/8/09	14					1. District ELA Strategic Plan Report 2. Final Openide Accreditation Update 3. College Self-Inventory Review 4. Program Review Taskforce Report		
May 09	5/6/09	20	X		X		1. ENRICH Open Job Strategic Planning Tool 2. LAOC Strategic Plan Report/Debriefing 3. Program Review Taskforce Report 4. Assess Support for College Accreditation Efforts		
April 09	4/1/09	21	X		X		1. Revision of Open Job Inventory 2. Openide Accreditation Debriefing 3. SIS Input Continued 4. College Strategic Plan Process & Board Schedule 5. Program Review Taskforce Update 6. SIS Input Continued		
March 09	3/4/09	15	X		X		1. Final Openide Accreditation Evaluation Report 2. Accreditation Update 3. DPC Input into SIS Project 4. RCP Process for College Strategic Plan Review 5. Draft College Effectiveness Reports 6. 2007-8 Basic Skills Data Review		
February 09	2/4/09	18	X		X				
January 09	No Meeting								
Average Attendance:		20	Total Committee Membership:		24				

Major Committee Accomplishments & Achievements in Past Year	<ul style="list-style-type: none"> • [Accomplishment #1] • [Accomplishment #2] • [Accomplishment #3] • [Accomplishment #4] • [Etc.]
Major Obstacles/Problems with Committee Function	<ul style="list-style-type: none"> • [Obstacle/Problem #1] • [Obstacle/Problem #2] • [Obstacle/Problem #3] • [Obstacle/Problem #4] • [Etc.]
Recommendations for Improving Committee Process/Efficiency	<ul style="list-style-type: none"> • [Recommendation #1] • [Recommendation #2] • [Recommendation #3] • [Recommendation #4] • [Etc.]
Committee Goals (If Appropriate) for Coming Year	<ul style="list-style-type: none"> • [Goal #1] • [Goal #2] • [Goal #3] • [Goal #4] • [Etc.]
Chair/Co-Chair Signature:	
Chair/Co-Chair Name:	
Chair/Co-Chair Signature:	
Chair/Co-Chair Name:	

The four district-wide decision-making committees that performed the self-evaluation process in 2009-2010 each reported individual issues or problems and outlined various recommendations for improvement (DR3.D14). As a result of their self evaluations, the committees will implement a number of improvements, including the following:

District Planning Committee (DPC)

- Define the committee quorum to reflect multiple college representatives
- Increase use of video conferencing
- Appoint a faculty co-chair
- Provide additional administrative support (if feasible)
- Explore closer alignment of District planning priorities

District Budget Committee (DBC)

- Establish annual goals, including review of budget allocation model and development of additional strategies for controlling expenditures while maintaining revenue
- Distribute materials electronically prior to meeting
- Improve dissemination of budget-related information to all district employees

District Bond Steering Committee (DBSC)

- Clarify the relationship between the Bond Steering Committee and the Energy Taskforce
- Improve communications with all college stakeholders and constituencies
- Consider lengthening meeting times

Joint Labor Management Benefits Committee (JLMBC)

- Research rules that cover Cal-PERS
- Learn more about “customer” problems with health care plans

- Agendize discussion of committee goals at every meeting
- Enhance committee transparency, including improvement of District website information
- Review and improve committee structure

District-level governance committee self evaluations will be conducted every year under the guidance of the District Planning Committee. Results of these self evaluations will be reported to the Board of Trustees each spring as part of the board’s annual District Effectiveness Report (see page 112 below).

4. The LACCD *District Governance and Functions Handbook*

As part of its response to this recommendation, in September 2009 the District Planning Committee established the goal of producing college governance handbooks for all LACCD colleges (DR3.D15). To support this effort, the DPC surveyed models of such handbooks within the district and across the state, and, based on this research, designed a “Governance Handbook Template” that was offered to the colleges as a guide to handbook content and design (DR3.D16). This process led the DPC to conclude that additional information on district-level governance, consultation, and planning also needed to be included in the revision of the 2008 *LACCD District/College Functional Map*. As part of this revision effort, the DPC agreed to incorporate additional sections in the newly revised *LACCD District Governance and Functions Handbook* that are meant to clarify the following (see page 86 above for more detail):

- The principles of governance in a partially decentralized district;
- The primary district-level governance, decision-making and policy formulation processes;
- The roles and responsibilities of stakeholder groups (including the administration, the District Academic Senate, the six organized labor unions, and Associated Students Organization);
- The roles and responsibilities of district-wide governance committees; and
- The process and timeline for the cyclical evaluation of the effectiveness of district-wide governance.

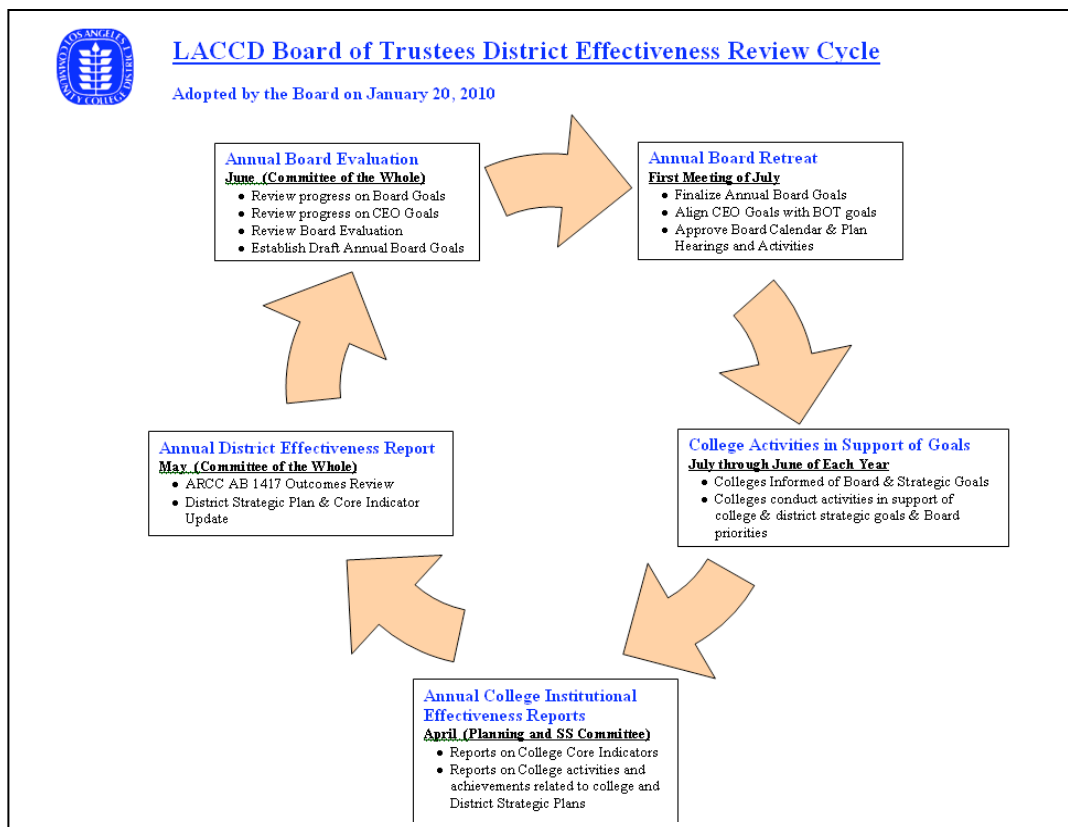
It is expected that these new materials will help faculty, administrative, staff, and student leaders navigate district-wide governance and decision-making processes more effectively in the future (DR3.D17). As noted above, the newly revised district handbook was reviewed and adopted by the Board of Trustees on March 10, 2010.

The Board’s “District Effectiveness Review Cycle”

In response to the need to increase both follow-through and accountability at the district level, at its annual retreat held on January 20, 2010, the LACCD Board of Trustees adopted a newly devised “District Effectiveness Review Cycle” (DR3.D19). This annual district planning and accountability cycle was designed to achieve the following:

- To assure that district-level strategic goals are implemented and monitored;
- To synchronize the board’s annual goal setting process with the traditional academic calendar;
- To align annual board goals with those of the chancellor, the college presidents, and district senior staff; and
- To establish a regular process for college institutional effectiveness reporting that aligns with the board’s district strategic plan reports, the board’s annual ARCC AB 1417 review, and its annual self assessment process.

This annual planning and accountability cycle includes five stages (DR3.D19):



The recently board-approved District Effectiveness Review cycle will begin with the publication of new board goals following the board’s annual retreat, to be held on July 14, 2010. It is expected that this effectiveness cycle will increase the board’s ability to monitor district-wide progress on all district-level strategic goals and board priorities. It is also expected that this new accountability process will help guide district-level decision making.

Analysis of Results Achieved:

The Biennial Governance Assessment Cycle

The results of the District Governance and Decision Making Assessment survey indicate that most faculty, staff, and student leaders across the district feel that stakeholder groups are appropriately and effectively represented in district-level governance. The survey also indicates that participatory governance and decision making are relatively healthy in the LACCD.

In order to address areas of concern raised within the survey, the four action plans recommended in the *Biennial District Governance Assessment Report* will be implemented over the next 18 months.

The results of all of the district-level governance improvement efforts described above will themselves be assessed and evaluated as part of the newly established biennial district-wide governance self assessment process in spring 2012. The results of this assessment, along with specific recommendations for further improvement will be presented to the Board of Trustees as part of the *2012 LACCD District Governance Assessment Report*. They will also be reported to ACCJC evaluators at that time as part of the *Mid-Term Accreditation Reports* submitted by the “Cityside” colleges (East Los Angeles College, Los Angeles City College, and Los Angeles Trade Technical College) and in conjunction with the comprehensive *Self Study Reports* due to the ACCJC from the three LACCD “Seaside” colleges (Los Angeles Harbor College, Los Angeles Southwest College, and West Los Angeles College). Thereafter, district-wide governance and decision-making processes will be reassessed and refined every two years.

Additional Plans

District-wide governance committees will monitor their progress toward improving their individual decision-making processes as part of their annual self evaluations, which will be reported to the District Planning Committee each year and included in the Board’s annual District Effectiveness Review Cycle. This follow-up regimen will guarantee that on-going efforts to enhance district-wide decision-making are sustainable and that they will lead to continuous improvement of the District’s governance processes.

The following implementation matrix details the responsible agents and reporting timelines for the five action plans associated with District Recommendations 2 and 3 in this report:

District Recommendation Action Plan Implementation Matrix

Follow-Up Action Plans	Responsible Agent	Reports To	Progress Report	Work Completed
<p><u>1. Review the District Budget Process</u> As part of the process of renewing the <i>District Strategic Plan</i>, the District's budget process will be reviewed over the next 18 months. This review (already initiated by the Fiscal Policy and Review Committee, a subcommittee of the District Budget Committee) will be designed to produce mechanisms that:</p> <ul style="list-style-type: none"> • Enforce fiscal accountability at the District and college levels • Optimize the distribution of financial resources across the District • Provide adequate funding for basic administrative, educational, and student support services • Link budget and planning priorities • Incentivize innovation and student success 	District Budget Committee (FPRC)	Board of Trustees The Chancellor	Progress Report to BOT due: December 15, 2010	Final Report of recommendations to BOT due: June 15, 2011
<p><u>2. Optimize District/College Administrative Operations</u> As part of the new District Strategic Planning process slated to begin in spring 2010, a formal review of the District Office will be undertaken to accomplish the following:</p> <ul style="list-style-type: none"> • Identify and mitigate duplication of effort between District and college administrative units • Identify any function currently provided by the District Office that can be performed more effectively by the colleges • Identify functions at the college-level that can be performed more effectively 	Chancellor's Optimization Taskforce (to be created after Chancellor's appointment) Deputy Chancellor	Chancellor	Progress Report to Chancellor due: December 15, 2010	Final Report to Chancellor due: June 15, 2011

from the District Office				
Follow-Up Action Plans	Responsible Agent	Reports To	Progress Report	Work Completed
<p>3. <u>Implement a District-wide Communications and Transparency Initiative</u></p> <p>Over the next year, the District will implement an initiative aimed at improving district-wide communications with a particular emphasis on improving communications and information dissemination related to district-level budget, bond, planning, and other critical decision-making processes. This initiative should be designed to include the following components:</p> <ul style="list-style-type: none"> • Redesign of the District website to make it more user-friendly and to assure that it provides easy access to: <ul style="list-style-type: none"> ○ District Office organizational charts, including all personnel by unit ○ Contact information for all District Office personnel ○ Process maps with links to required forms for all key administrative processes ○ District-wide committee/council descriptions online with links to agendas and minutes. • Use communications technology to facilitate “push reporting” of committee activities and “instant surveys” of campus perceptions and priorities. • Monthly posting of all district-level committee/council agendas and minutes on the district website. • Implementation of regular District/college informative reports, including a periodic Chancellor’s “Newsletter” and an annual “State of the District” report. • Permanent staffing of the District Office general 	<p>The Deputy Chancellor</p> <p>District Institutional Effectiveness and District IT staff</p>	Chancellor	Progress Report to Chancellor due: December 15, 2010	Full implementation of 5 component action plans due: June 15, 2011

information phone line during regular business hours.				
Follow-Up Action Plans	Responsible Agent	Reports To	Progress Report	Work Completed
<p>4. <u>Streamline District-level Governance and Planning Processes</u></p> <p>As part of the assessment and revision of the <i>District Strategic Plan, 2006-11</i>, District leadership will undertake an in-depth review of all District-level governance processes and structures in order to achieve the following:</p> <ul style="list-style-type: none"> • To the extent deemed practicable and needed, align and simplify district-level governance, planning, and decision-making processes and structures • Improve the coordination of District goals and budget priorities • Assure that district-level planning and decision making are responsive to local college needs • Reduce, whenever possible, the number and meeting requirements of district-wide councils and committees 	<p>District Strategic Plan Taskforce (to be created by June 2010)</p> <p>District Planning Committee</p> <p>District Governance Committees</p>	<p>Board of Trustees</p> <p>Chancellor</p>	<p>Progress Report to Board due: December 15, 2010</p>	<p>Final Report of recommendations to BOT due: June 15, 2011</p>
<p>5. <u>Enhance Professional Development on District Governance</u></p> <p>District staff will work with the District Academic Senate and college counterparts to develop a district-wide professional development program to acquaint college and District Office employees and student leaders with district-level governance and decision-making processes, including those involved in strategic and bond program planning, budget development, and enrollment management. This program of enhanced professional development will begin in Fall 2010 and continue during the review and revision of the <i>District Strategic Plan</i>. The effectiveness of this effort will then be reviewed as part of the on-going assessment of district-level governance and decision making.</p>	<p>Deputy Chancellor</p> <p>Division of Institutional Effectiveness</p> <p>College Presidents</p> <p>District Academic Senate</p>	<p>Chancellor</p>	<p>Program Design & Implementation Plan due: September 15, 2010</p> <p>Pilot activities begin: October 2010 (DAS Leadership Summit)</p>	<p>Full Implementation with activities at all nine colleges due: June 15, 2011</p>

Members of the District Planning Committee

District Representatives:

Adriana Barrera, Deputy Chancellor, District Office
John Clerx, Vice Chancellor of Educational Services, District Office
Gary Colombo, Vice Chancellor of Institutional Effectiveness, District Office
George Prather, Director of Research, District Office
Cathy Iyemura, Senior Research Analyst, Attendance Accounting, District Office
Eddie Afana, Business Analyst, District Office
Jack Daniels, President, Los Angeles Southwest College
Kathleen Burke-Kelly, Vice President of Academic Affairs Representative
Mary Gallagher, Vice President of Administrative Services Representative
Joe Ramirez, Vice President of Student Services Representative
David Beaulieu, District Academic Senate President

College Representatives:

Anna Badalyan, Los Angeles Trade Technical College
Phyllis Braxton, Pierce College
Karen Daar, East Los Angeles College
Angela Echeverri, Los Angeles Mission College
Michelle Fowles, Los Angeles Valley College
Don Gautier, Los Angeles Valley College
Ran Gust, East Los Angeles College
La Vonne Hamilton, Los Angeles Southwest College
David Humphreys, Los Angeles Harbor College
Alma Johnson-Hawkins, Los Angeles Mission College
Carol Kozeracki, Pierce College
Fran Leonard, West Los Angeles College
Sharon Levick, Pierce College
Marilyn Maine, Los Angeles Trade Technical College
Kimberly Misa, East Los Angeles College
Joyce Moore, Los Angeles City College
Ed Pai, Los Angeles City College
Rod Patterson, West Los Angeles College
Maury Pearl, Los Angeles Mission College
Sally Raskoff, Los Angeles Valley College
Bob Richards, Los Angeles Harbor College
Tom Rosdahl, Pierce College
Ken Sherwood, Los Angeles City College
Jim Stanbery, Los Angeles Harbor College
Rebecca Stein, Los Angeles Valley College
Rebecca Tillberg, West Los Angeles College
Sabrena Turner-Odom, Los Angeles Southwest College
Dan Walden, Los Angeles Southwest College

Evidence

- DR3.D1 District Planning Committee September 25, 2009 Meeting Minutes
- DR3.D2 District Planning Committee Process for Addressing District Accreditation Recommendations
- DR3.D3 2009 District Academic Senate Leadership Summit Agenda
- DR3.D4 2009 District Academic Senate Leadership Summit Breakout Sessions
- DR3.D5 2009 AFT/LACCD Workshop for Department Chairs, Deans and Vice Presidents Agenda
- DR3.D6 LACCD District Governance and Decision Making Assessment Form
- DR3.D7 *2010 District Governance Assessment Report*
- DR3.D8 District Planning Committee January 29, 2010 Meeting Minutes
- DR3.D9 *2010 District Governance Assessment Report*
- DR3.D10 Board Action Approving *2010 District Governance Assessment Report*
- DR3.D11 Los Angeles Mission College Committee Self Assessment Process
- DR3.D12 Los Angeles Mission College 2009 Accreditation Follow-up Team Evaluation Report
- DR3.D13 LACCD Governance Committee Self-Evaluation Form
- DR3.D14 Self Evaluations for the District Planning Committee, District Budget Committee, Bond Steering Committee, and Joint Labor-Management Benefits Committee
- DR3.D15 District Planning Committee Goals for 2009-2010
- DR3.D16 District Planning Committee Governance Handbook Description
- DR3.D17 *LACCD District Governance and Functions Handbook*
- DR3.D18 Board of Trustees January 20, 2010 Retreat Agenda
- DR3.D19 Board of Trustees District Effectiveness Review Cycle