



*Institutional Self Study
for Reaffirmation of*

Accreditation
March 2009

Submitted to:

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

Los Angeles Community College District
Board of Trustees

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Los Angeles Community College
Chancellor
Dr. Mark E. Drummond

Los Angeles Trade-Technical College
President
Dr. Roland "Chip" Chapdelaine

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Certification of the Institutional Self-Study Report

Date: December 15, 2008

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

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

This Institutional Self-Study report is submitted for the purpose of assisting in the determination of the Institution's accreditation status.

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

Signed:

President,
Los Angeles Trade-Technical College

Chapter Chair,
AFT

President, Board of Trustees
Los Angeles Community College District

President,
Associated Student Organization

Chancellor,
Los Angeles Community College District

Accreditation Liaison Officer

President,
Academic Senate

Accreditation Self-Study Co-Chairs

Los Angeles Trade-Technical College continues to meet each of these twenty-one eligibility requirements set by the Accreditation Commission for Community and Junior Colleges of the Western Association of Schools and Colleges.

Statement of Assurance

We hereby certify that Los Angeles Trade-Technical College continues to meet the eligibility requirements for accreditation.

Signed:

President,
Los Angeles Trade-Technical College

President, Board of Trustees
Los Angeles Community College District

Chancellor,
Los Angeles Community College District

Certification that Los Angeles Trade-Technical College Meets the Eligibility Requirements to Continue its Accredited Status

1. Authority

Los Angeles Trade-Technical College is a public, two-year community college operating under the authority of the California Community College's Board of Governors and the Los Angeles Community College District's Board of Trustees, from which it derives the authority to grant degrees, and certificates for course work completed. This authority to operate has existed since 1949. Accreditation is awarded by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges. Accreditation status is printed in the college catalog. A letter of reaffirmation is on file in the college President's office.

2. Mission

Los Angeles Trade-Technical College's updated educational mission statement was adopted on October 1, 2008 by the Board of Trustees of the Los Angeles Community College District. It defines the college role as a degree-granting institution of higher education serving the higher education needs of its local constituencies. The mission statement is published on the college's web site, in the catalog of classes, and in the Schedule of Classes. The mission statement is updated regularly.

3. Governing Board

The seven-member Board of Trustees of the Los Angeles Community College District operates under the authority

of the California State Education Code Sections 70900-70902. It is responsible for the quality, integrity, and financial stability of LATTC and for ensuring that the college fulfills its educational mission. Its members are popularly elected and represent a broad array of community interests. The LACCD Chancellor serves in a staff capacity to the Board. The Board is directly responsible for ensuring that all public funds are expended in a manner consistent with the California Educational Code and Administrative Regulations.

An annual statement of lack of conflict of interest, California Fair Political Practices Commission Form 700 "Statement of Economic Interests" is filed by each board member on an annual basis.

4. Chief Executive Officer

The president is hired by the Board of Trustees based on input from a campus selection committee and the Chancellor of the Los Angeles Community Colleges. The college president serves as the chief executive officer on a full-time basis and is granted sufficient authority to administer Board policies.

5. Administrative Capacity

The college administration consists of the president, four vice presidents, ten academic managers, five classified managers, and appropriate support staff for these positions. The persons filling administrative positions are full-time, permanent employees who have ap-

appropriate preparation and experience to support the college mission and operations.

6. Operational Status

Since its beginning in 1949, Los Angeles Trade-Technical College has been in continuous operation, offering degrees and certificates. In Fall 2008, 14,502 students were enrolled in vocational and transfer programs. The college operates a small non-credit program with instruction primarily focused on the educational needs of middle and high school students and adults seeking entry into a new vocational field.

7. Degrees

The Los Angeles Trade-Technical College Catalog lists the degrees granted, course credit requirements, and designated transfer articulation status for individual courses. A significant proportion of the college's educational offerings lead students to certificates or degrees.

8. Educational Programs

Los Angeles Trade-Technical College offers a wide variety of educational programs for its students, including general education, transfer, and vocational programs and certificates consistent with the missions of Los Angeles Trade-Technical College, the Los Angeles Community College District, and the California Community Colleges.

The college's two-year career and transfer programs lead to entry-level employment and/or transfer to a four-year col-

lege or university. These programs are regularly evaluated through the college's program review process to ensure that they are of appropriate length and academic rigor. The college has established assessable student learning outcomes for each of its degree programs.

9. Academic Credit

Los Angeles Trade-Technical College conforms to the appropriate California Education Code sections in its award of college credit. The Course Outline of Record describes classroom hours and unit credit.

The Los Angeles Trade-Technical College catalog describes institutional policies and requirements related to the awarding of credit. Credits are based on the Carnegie formula of one unit of credit per 18 hours of lecture per semester. The college uses the Program and Course approval Handbook published by the California State Chancellor's Office as a reference.

The Office of Admissions and Records files document attendance and hours of credit earned for each class.

10. Student Learning and Achievement

Developed as a guide to all of the college's educational programs, the college has established Institutional Learning Outcomes for all students who complete a degree or certificate at Los Angeles Trade-Technical College. These ILOs describe the knowledge and skills that students should develop during their stay at Los Angeles Trade-Technical

College. As such, these ILOs provide a framework to support the development of student learning outcomes for each program.

The college strategic planning process includes assessment of student learning outcomes to guide program improvement and institutional effectiveness measures, such as student achievement, to assess college-wide goals.

11. General Education

Completion of the college's general education program ensures students achieve a breadth of knowledge and rigor consistent with higher education. Los Angeles Trade-Technical College's mission and vision, coupled with Institutional Learning Outcomes ensure that students achieve educational depth, and promote intellectual inquiry. The college's general education requirements also require students to achieve specific reading, writing and computation competencies.

12. Academic Freedom

Los Angeles Community College regulations and collective bargaining agreements support faculty and students at Los Angeles Trade-Technical College with an atmosphere of intellectual freedom and independence. They are free to examine knowledge appropriate to their disciplines or areas of study.

13. Faculty

The college catalog lists all faculty academic backgrounds. The college employs 131 full-time faculty. This core

is sufficient in size and experience to support all of the institution's educational programs. The faculty collective bargaining agreement details faculty responsibility for development and review of curriculum and assessment of student learning.

14. Student Services

Los Angeles Trade-Technical College provides to all of its students a wide range of services including access, financial, health (mental and physical), and academic needs. Los Angeles Trade-Technical College's programs focus on the specific needs of its student population.

15. Admissions

Los Angeles Trade-Technical College adheres to the California Community Colleges' open access policy which guarantees admission to all persons possessing a high school diploma or who are eighteen years of age or older. The college catalog contains descriptions of nondiscrimination policies, as well as Board of Trustee approved policies on admissions.

The Office of Admissions and Records endeavors to provide accurate information provided in a timely and courteous manner to prospective students, staff, and the general public about admissions policies and procedures, registration, academic policies, and student records.

16. Information and Learning Resources

Library holdings are centrally located in the college library in the Learning Resources Center. In addition to its book collection, the library maintains a variety of on-line and in-print subscriptions. The library materials collection includes a reference and circulation book collection, and a periodical collection that are sufficient to support the college's mission and programs. Registered students, faculty, and staff can access the periodical databases from their home computers.

The library offers students an opportunity to conduct on-line research, or engage in independent computer-aided skills development.

17. Financial Resources

Los Angeles Trade-Technical College allocates adequate resources to support the college's educational programs and services. The president and the chancellor ensure that the college maintains its fiscal stability. The Los Angeles Trade-Technical College president, working in conjunction with the LACCD Chancellor and the other college presidents meet each year to apply an internal allocation model to provide State-allocated resources to each of the District's nine colleges and the District Office.

Past and current budgets, spending plans and financial statements are on file in the office of the Vice President of Administrative Services. A statement of audit procedures and the latest audited

financial statement are on file in the Business Office.

18. Financial Accountability

The Los Angeles Community College District is audited on an annual basis in compliance with auditing standards. A statement of audit procedures and findings is on file in the Business Office. A copy of the audit will be available for review by the self-study validation team.

19. Institutional Planning and Evaluation

The college maintains a website that includes indicators of institutional effectiveness such as student persistence rates, success and retention rates, transfer numbers, and degrees and certificates granted.

Student learning outcomes definition and assessment are part of the annual program planning website. This process was designed to link program review and outcomes assessment to resource request justifications, and to feed into long-term institutional strategic planning processes.

20. Public Information

The college publishes a catalog and posts the catalog to the college web page on an annual basis. Additional information is communicated to the public through the college web page, press releases, the Schedule of Classes, brochures, the Guide to Classes, and through District policies and procedures

that are available through the District web page.

- Official name, address, phone number and web site
- Educational Mission
- Course, program, and degree offerings
- Academic Calendar published in the Schedule of Classes
- Program Length published and is embedded in some program descriptions
- Academic freedom statement is published in Board Rules
- Available financial aid
- Available learning resources
- Names and degrees of administrators and faculty
- Names of governing board
- Admissions requirements
- Student fees and financial obligations
- Degrees, certificates, graduation and transfer requirements
- Academic regulations
- Nondiscrimination policy
- Acceptance of transfer credits
- Grievance and complaint procedures
- Sexual harassment policy

- Refund of fees procedure

21. Relations with the Accrediting Commission

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

Abstract

Standard I

Institutional Mission and Effectiveness

I.A. Mission describes the commitment Los Angeles Trade-Technical College has to its students evident in the revised mission statement and our newly established values. The recently approved Strategic Plan gives the college a framework from which to organize its efforts.

I.B. Institutional Effectiveness describes the collective dialogue pertaining to institutional planning, particularly decision-making processes. Through the self-study process, the college recognized that better coordination of committee efforts was needed. The LATTC College Council is working on an organizational chart to structure the relationships and functions of the various committees. It is also refining the decision-making process on campus and how the various committees and organizations funnel their requests through the college.

The program review and SLO process has been instrumental in creating a foundation for the revision of planning documents for the college. Moving into the Winter intersession and Spring semester, the college will be working on updating its Educational and Technology master plans which will then be used in the revision of the Facilities Master Plan. These documents are necessary to ensure that the monies received from

the A/AA/J bond measures are maximized for the benefit of the college and its students.

Standard II

Student Learning Programs and Services

II.A. Instructional Programs describes the means by which our instructional programs and support services meet the educational needs of our students.

Through the work of the various committees, LATTC has developed strategies to increase student success. The efforts with program review, SLOs and the focus on basic skills, places the college in a position to positively affect its students. Outreach into the surrounding community through its middle and high schools programs is creating a better prepared, potential student population.

IIB. Student Support Services delineates the many services designed to meet student needs.

Through a new data-driven program review process, the student services division established both student learning and service area outcomes.

A concern for LATTC has been the different physical locations of the support services. A new Student Services Building, scheduled for completion in 2010,

will be constructed to house all of the student services programs.

II.C. Library and Learning Support Services describes the variety of learning support services for students including the Library, The Learning Skills Center, the Writing Center, the Tutoring Center and open-access computer labs. The Learning Resource Center will be renovated with both state and Prop AA/J funds and will create a unified, physical location for the various learning resources on campus.

Standard III

Resources

III.A. Human Resources describes the effective, analytical, well-defined selection, hiring, and evaluation processes of the faculty and staff, all of which are done well at LATTC. LATTC embraces equity, diversity, and fairness in all of its employment practices.

III.B. Physical Resources The college has worked effectively in its management of the Proposition A and AA local bond programs, as combined with State Capital Outlay projects. LATTC recognizes the importance of updating its 2002 Facilities Master plan so that it can move forward with the projects funded through the recently passed Proposition J, which gave the college an additional \$350 million. The recent establishment

of Building User Groups (BUGs) will help the college maintain a better stewardship over the various construction projects on campus.

III.C. Technology Resources describes how the college plans, develops, reviews, approves, and implements campus-wide and departmental technologies. The college is undertaking an update to its Technology Master Plan and will use it as an input into the new facilities being built on campus. The college needs to invest in its personnel that support and maintain the technological resources on campus.

III.D. Financial Resources describes how the college has taken a more active role in its finances. Despite ending the last academic year with a deficit, the college has made efforts to bring it spending back within budget while maintaining growth. The college has undertaken a campaign to receive increased funds for its high-cost CTE programs. These efforts are being recognized on a district level and are permeating up to the state as well.

Standard IV

Leadership and Governance

IV.A. Decision-Making Roles and Processes describes the transition the college has undergone in its administrative and faculty leadership. The college has

a full cadre of permanent senior administrators and is moving forward with a new organizational structure. Despite the new structure, the college still suffers from a lack of organization in its decision-making process and the communication of decisions made.

IV.B. Board and Administrative Organization describes the Board of Trustees's commitment to the education and well-being of students.

The Board of Trustees and district leaders have been playing a more active role in the accreditation process than they have done in the past. The Board liaison has been working effectively with the college chairs.

The district's functional map delineates roles and responsibilities of the Board and the college campuses showing the distinctions in governance on the district and local levels.

Organization of the Self-Study

LATTC is pleased to submit this Institutional Self Study for Reaffirmation of Accreditation. The process began in Spring 2007 with the selection of the chair. Unfortunately, due to personal reasons, the chair had to resign from the position and the SLO Coordinator and Director of the online program were chosen as co-chairs of the self-study. The committees had been previously organized and were continued on into the Fall of 2007.

Broad - Based Participation

In order to provide a more transparent process, a website was created to house all of the documents of the self-study ([LATTC Accreditation website](#)). Each standard had its own work area in which they could work on their drafts of their standard and as they completed portions make those available to the public. Monthly steering committees were held to discuss issues and coordinate college-wide efforts like surveys and program review.

During the process, presentations were also given to the Board of Trustees on two occasions to keep them current with the status of the self-study ([September 2007 report](#), [June 2008 report](#)). Meetings were also held on a district level with the other two colleges, East Los Angeles College and Los Angeles City College, to coordinate efforts in answering district-level questions. These meetings helped produce the various process-mapping documentation of activities in the district ([Process Map](#)).

Campus-Wide Review of the Self Study

Hardcopies of the self-study were widely distributed on campus for review several times during fall 2008. Drafts were available in the President's Office, Academic Senate Office, ASO lounge, and the Staff Development Center. The self-study was also available online in its most current form. Faculty, staff and students had access to the online version both on campus and off. Drafts were also distributed in meetings of the Academic Senate and committees of the College Council. Two townhall meetings were held in Fall 2008, co-sponsored by the Academic Senate and ASO, where comments about the draft were solicited.

Results of the Self-Study

As can be observed in the planning agenda of the self-study, one of the biggest themes of the self-study was the focus upon planning and budgeting. Program review and SLOs have played a foundational role in setting the stage for future planning for the college. With the program review process and SLO assessment nearing completion, the college is beginning to embark on the process of updating its major

planning documents. At the completion of the Spring 2009 semester, the college will be ready to submit updated plans to the various campus committees and Board of Trustees. The faculty convocation in Fall 2009 will focus on the presentation of these plans and the future of the campus.

Participation in the Self-Study

Standard 1: Institutional Mission and Effectiveness

Co-Chairs

Michael Wheeler	- Administrator
Bradley Vaden	- Faculty

Members

Ron Estroff	- Classified
Margaret Murphy	- Faculty
Xenia Wright	- Faculty

Standard 2: Student Learning Programs and Services

Co-Chairs

Bobbi Kimble	- Administrator
Deirdre Wood	- Faculty
Ramon Castillo	- Vice President
Dorothy Smith	- Administrator

Members

Philip Huld	- Faculty
Christina Almada	- Faculty
Sondra Shackleford	- Faculty
Anna Bakman	- Faculty
George Spear	- Faculty
Jing Babb	- Faculty
Doc Guthrie	- Faculty

Merle Rogers	- Faculty
Tracey Hale	- Classified
Monica Hernandez	- Classified
Theresa Dolan	- Faculty
Trini Sandoval	- Classified
Esther Usaha	- Classified
Jearold Mock	- Faculty
David Esparza	- Faculty
Linda Cole	- Faculty
Helen Beaird	- Classified
Chini Johnson-Taylor	- Faculty
Rashida Shakir	- Faculty
Isabel Ruiz-Moreno	- Classified
Melain McIntosh	- Classified
Gladys Lindsay	- Classified
Abigail Sandico	- Classified
Raul Cardoza	- Administrator
Ayesha Lindsey-Randall	- Faculty
Leslie Kite	- Faculty
Joyce Livingston	- Faculty
Tayhbeh Meftagh	- Faculty
Maria Armstrong	- Faculty
Martha Servin	- Student
Monica Lozano	- Classified

Standard 3: Resources

Co-Chairs

Bill Gasper	- Classified
Letia Royal	- Classified
Craig Barnett	- Faculty
Linda Delzeit	- Faculty
Carey Roth	- Vice President
John Lester	- Faculty

Members

Cynthia Morley-Mower	- Administrator
Lisa Moreno	- Faculty
Steve Kasmar	- Faculty
Claudia Mata	- Classified
Sherry Matthews	- Classified
Shawn Tramel	- Classified
Galen Bullock	- Classified
Emma Patterson	- Classified
Lori Hunter	- Classified
Sharon Ellis	- Classified
Mike Cavanaugh	- Faculty
John Buonauro	- Faculty
Gabriel Cioffi	- Faculty
Matt Needham	- Faculty
George Woo	- Faculty
Ron Jackson	- Faculty

Saeed Davar	- Faculty
Howard Dixon	- Classified
Lisa Legohn	- Faculty
Tania Yanes	- Classified
Stan Weinstock	- Classified
Kim Morera	- Classified
Yung Kim	- Classified
Ramish Rambaran	- Classified
Steve Anderson	- Classified
Joe Ratcliff	- Faculty
Louis Hahne	- Faculty
Eric Chavez	- Faculty
Bill Elarton	- Faculty
Joe Messinger	- Classified
Robert Nickles	- Classified
Noe Iniguez	- Classified
Joaquin Gaintin	- Classified
Patrick Reed	- Classified
Marcus Anglin	- Classified
Soohkee Kim	- Classified
John McDowell	- Faculty
Cliff Montour	- Faculty
Richard Sherer	- Faculty
Peter Rauterkus	- Faculty
Che Chancy	- Faculty

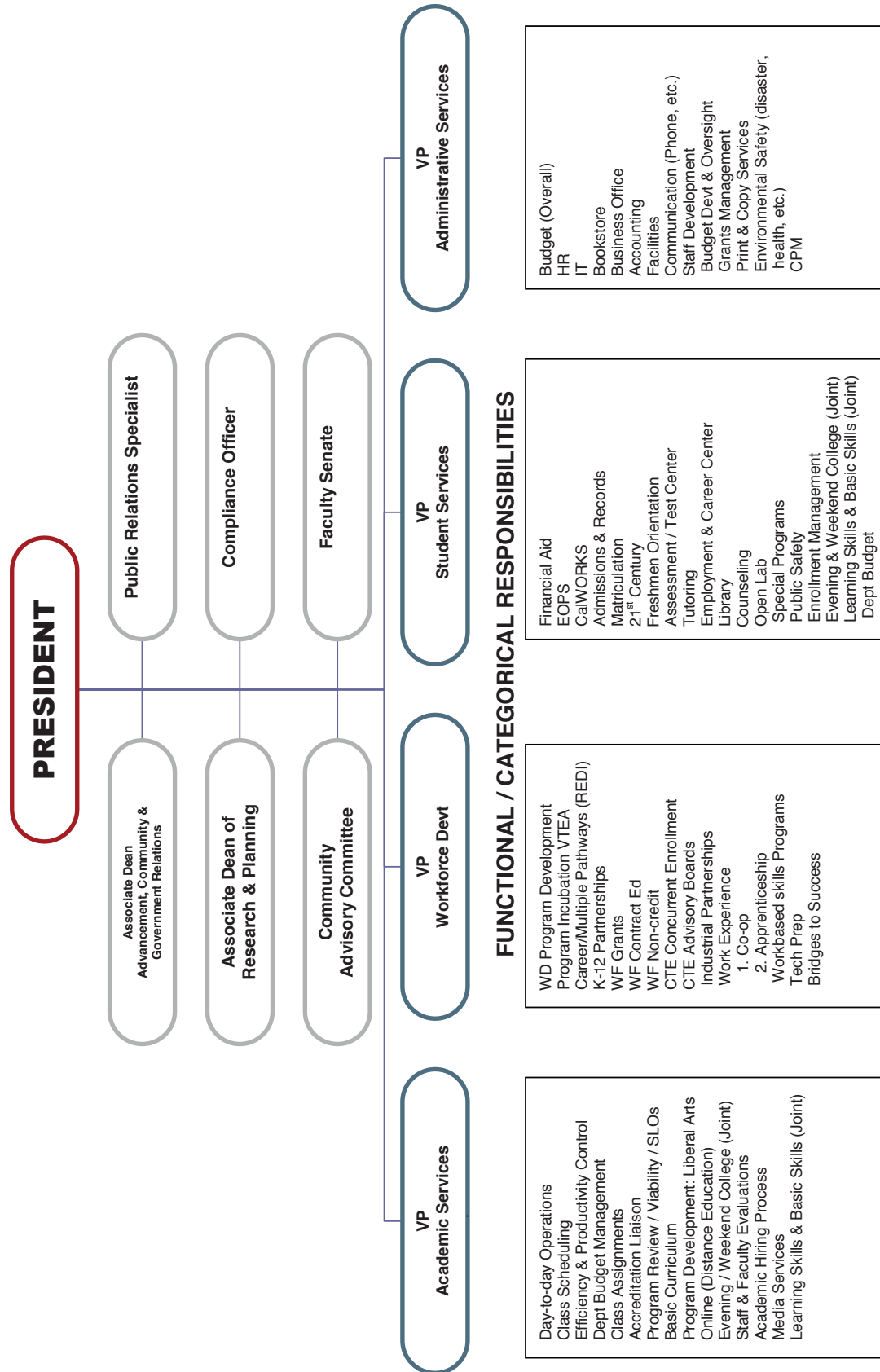
Standard 4: Leadership and Governance

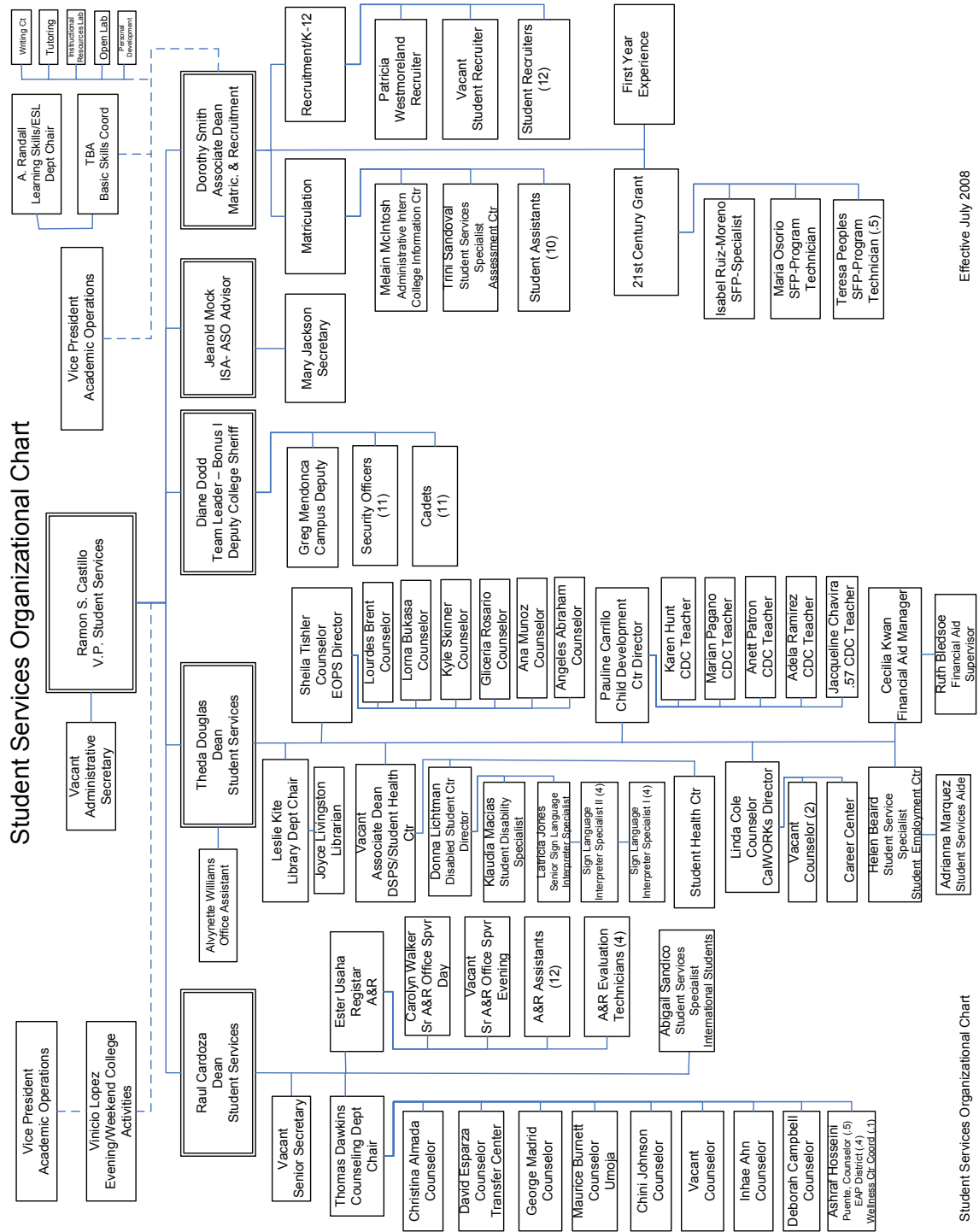
Co-Chairs

Leticia Barajas	- Administrator
Rhea Chung	- Classified
Marcy Drummond	- VP Academic Affairs

Members

Carole Anderson	- Faculty
Rita Weingourt	- Faculty
Christina Anketell	- Faculty
Maurice Burnett	- Faculty
Roxanne Romo	- Classified
Larry Pogler	- Faculty
Kindra Kinyon	- Faculty
Paulette Bailey	-Faculty





Effective July 2008

Student Services Organizational Chart

College History & Background

College History

Los Angeles Trade-Technical College (LATTC) is a community college offering both specialized vocational programs and a full range of courses in academic disciplines. The college is an open access institution whose mission, in brief, is to provide comprehensive educational opportunities and career training for the population it serves.

LATTC is located on a twenty-five acre site near the central business district of downtown Los Angeles. This central location makes the college accessible to a large portion of the Los Angeles area via the existing network of free-ways and public transportation, including the Blue Line portion of the metro rail system.

In response to the needs of industry to provide post-secondary vocational training, the college began in 1925 by offering a course in power sewing located in a manufacturing plant. This led to the development of the Frank Wiggins Trade School, named after an individual on the chamber of commerce who led in promoting the development of the Los Angeles area workforce. The school relocated to a

new building on the corner of Venice Boulevard and Olive Street in 1926 and, in the inter-war period, gained a reputation for excellence through the success of its graduates in industrial careers and the dedication of its faculty and staff. During World War II, the college was extensively involved in labor force training in support of the war effort through the federal War Production Program. The

end of the war and the return of the economy to civilian purposes together with the infusion of federal funds for training veterans led to an expanded demand for education and training at the college. In response to this need, the college added academic subjects to its curriculum. In 1949, it officially became Los Angeles Trade-Technical College, offering the associate degree

in vocational disciplines. LATTC moved to its current location on the corner of Washington Boulevard and Grand Avenue in 1957.

In 1969, the college became part of the newly formed Los Angeles Community College District (LACCD). Currently, LATTC is one of the nine colleges that make up the LACCD, one of the largest



community college districts in the nation. Several years ago, the Los Angeles Community College District began its move toward decentralization of functions. It continues to define the delineation of duties, with increased local control giving LATTC the independence to create its own destiny.

The last new building on campus, the Learning Resource Center (LRC) was completed in 1979; almost thirty years have passed without a significant improvement in campus facilities. With the passage of three district-wide bond measures, Proposition A in 2001, Proposition AA in 2003, and the recently passed Proposition J in November 2008, Los Angeles Trade-Technical College has received funding to allow us to embark on an ambitious plan to renovate existing buildings, upgrade infrastructure and construct new buildings. Since the initial passage of the Proposition A, the cam-

pus has begun implementing its facilities master plan. The F-building, second floor classrooms have been completely renovated, the F-ramp leading the rooftop parking has been repositioned, the Olive Street parking structure has added 800 parking spaces to the campus, and the new Child Development Center

is nearing completion. The two, south campus, 5-story towers are currently under construction and the east-wing of the A-building is currently under renovation. The passage of Proposition J will give the campus the monies necessary to renovate the LRC, H-building (Culinary Arts), purchase remaining lands to expand the



campus footprint, and renovate additional structures.

On August 1, 2006, Dr. Roland "Chip" Chapdelaine began his tenure as president of LATTC. This ended a year and a half interim presidency held by Dr. Tom Harris. Over the past two years,

Dr. Chapdelaine has stewarded the college's bond construction efforts and has reorganized the college's administration. Beginning on December 1, 2008, the college will transition from three vice-presidents to four vice-presidents with the addition of the Vice-President of Workforce Development ([Workforce and Economic Development website](#)). This change reflects the increased efforts of the college to work more closely with and increase relationships with public and private businesses, organizations and funding-sources.

Grants & Partnerships

Over the past couple of years, LATTC has been expanding its successful partnerships with local businesses, educational institutions, and governmental entities. The results of these endeavors have been a massive increase in public and private grants. These grants and partnerships total over \$18,000,000 and benefit thousands of students and residents in LATTC's service area ([LATTC Active Grants Listing](#), [Grants Management website](#)). These grants and partnerships include:

- ***STEM, Value Chain Initiative*** - Los Angeles Trade-Technical College is one of four collaborative partners in the Value Chain Initiative, a project funded by a five-year, \$7.4 million contract from the Department of Defense and the US Army Corps of Engineers beginning fall, 2009. The Initiative is being led by HENACC and also includes these other collaborative partners: the Roos-

evelt High School Complex (note: the complex includes Roosevelt High School and its 15 feeder middle and grade schools) and the College of Engineering, Computer Science, and Technology at California State University, Los Angeles (CSULA) ([Press Release](#)).

- ***Regional Economic Development Institute (REDI)*** - REDI is a collection of workforce collaboratives involving industry, labor, community organizations and public institutions with a specific focus on connecting low wage-workers to high wage jobs and industries. REDI's goal is to strengthen L.A.'s position as a world class city by developing a high skilled, world class workforce ([REDI website](#), [REDI Executive Summary](#)).
- ***Sustainable Development Education and Training Institute (SDETI)*** - To build an education and training infrastructure in sustainable development that will help reduce the cost of energy, strengthen the City and regional economy, and improve the quality of life for all Angelinos ([SDETI website](#)).
- ***Irvine Triple Crown Initiative*** - \$1.2 million dollar grant to create a comprehensive career-technical education (CTE) program to prepare low-income, under-performing high school students at Santee Learning Complex for

academic and career success. Currently this initiative is initially focusing on 1,000 youth in 2 Santee Learning Academies (Public Service/Social Justice and Tourism/Hospitality).

- ***Title V Technology-Related Professional Development*** - The College has recently been awarded both a Department of Education, Title V cooperative and Title V institutional grant. The cooperative grant totals over \$2.5 million--\$713,000 per year for five years commencing October 1, 1007¹. The institutional grant totals more than \$2.8 million--\$574,976 per year for five years commencing October 1, 2008 ([Title V Institutional Grant Summary](#), [Title V Cooperative Grant Summary](#)).

The overall purpose of the cooperative grant to increase engagement in technology to improve learning outcomes for students. The grant project will enable the development pedagogical knowledge of college information technology staff and increase technological competence of teaching and administrative staff. Title V funding will help the college create continuous faculty study groups to review classroom strategies and teach-

ing/learning practices to enhance student success. Faculty training will adapt e-Portfolio assessment strategies to pre-existing Learning Communities. And the College's faculty, through training, will be poised to adapt "next generation" tools (e.g. portable devices, serious games, collaborative research, podcasting, social networks and global communication) to educational purposes.

The overall purpose of the institutional Title V grant is to increase the technological infrastructure and capabilities of the College, faculty, students, and staff. Most notably the grant will fund the implementation of a faculty professional development technology initiative.

SLOs, Planning and Budget

One of the biggest movements on campus has been the introduction of program review as the basis for revising and infusing the college's master planning documents. Since the Midterm Report, the campus had been engaged in examining its program review process with the goal of creating a stream-lined, faculty- and staff-based process. The model used during the previous cycles was too laborious and most of the work, if completed, was done by the department or unit director. There was little input from the base faculty and staff which translated into little ownership and follow-through for the resulting document. As with many planning docu-

¹ The funding, resources, and activities of the Title V Cooperative grant are collaboratively distributed between Los Angeles Trade-Technical College, East Los Angeles College, West Los Angeles College, and the Los Angeles Community College District.

ments, the completed program reviews were left sitting on shelves.

After many meetings and a failed start with an outside consultant, the college created a web-based program review process that combined both the program review of all units and the integration of SLOs into one cohesive site ([Program Review and SLOs website](#)). Program review became a living document where faculty defined their needs based upon each course that they taught. They defined the training, facilities, supplies and equipment that they needed to teach each course. They examined the success of their students and defined the reading, writing, and computa-

tional skills necessary to succeed in the course as well as indicated reasons why students weren't succeeding in each course. At a discipline/program level, faculty examined the progress of their students through their programs, the existing job market, graduation rates, and recommendations from their appropriate advisory committees and accrediting commissions. The results of this examination created a series of goals in the areas of curriculum, staffing, facilities, technology and equipment (both repair/maintenance and new purchases.)

Administrative and student services have progressed through a very similar program review and SLO process as





the academic areas. Each unit defined its functions that formed the basis of their review. Each defined function was evaluated based upon its needs and accomplishments in regards to partnerships, staffing, facilities, equipment and supplies, and best practices. Similar to the academic programs, the resulting examination created goals in the areas of staffing, facilities, technology and equipment (both repair/maintenance and new purchases.)

Program review in essence became an operational review of every unit, department and office on the campus, while SLOs became the traditional “goals” of the units. For academic areas, SLOs have been defined at the course and program level. Each course has a SLO and a set of measurable objectives. Each fall, faculty that teach a course will

decide upon which objective of the SLO they will assess. Together they create the assignment to be used across all sections of the course and the related rubric. This information is stored on the Program Review and SLO website. Each spring, they evaluate and analyze the results of their assessment and create the goals necessary to address the needs of their students.

For student and administrative service units, each function has a defined SLO, which translates into Student Learning Outcome or Service Level Outcome, depending upon the function itself. Some functions, like those defined in the Child Development Center (CDC), have SLOs that are related to the children in the CDC, their parents, and LATTC students that observe the children as part of their coursework ([CDC portion of Program](#)

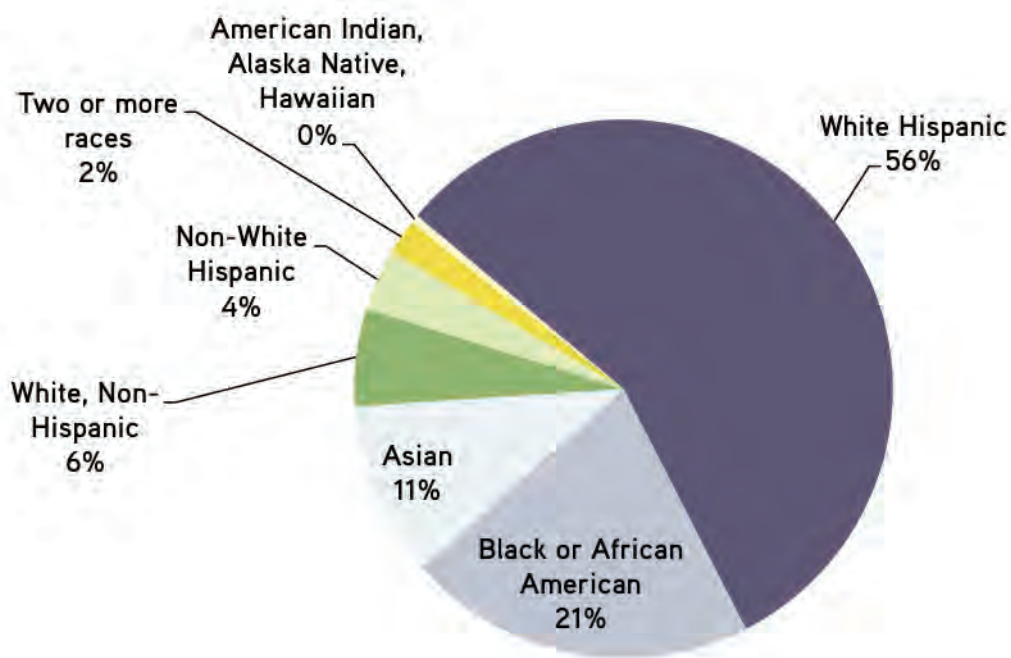
[Review and SLOs](#)). As with the academic programs, unit members defined how they will evaluate their SLOs in the fall and analyze their results in the spring. The results of the evaluation feed into their unit's program review.

The data from the program review and SLO process is being used to update the major plans of the campus. Beginning in January 2008, the Educational Master Plan will be updated to include information from program review and from the Comprehensive Workforce Development Strategy ([Comprehensive Workforce Development Strategy](#)). At the same time, the Technology Master Plan will be updated with information from the program review. Both of these plans will be used to update the Facilities Master Plan in March 2008. By using the program review process as the foundation for the college's master planning processes, the college has created a mechanism whereby it is receiving input from all members of the college and has created a fully integrated planning and budget process.

Student Demographics & Service Area

LATTC and Community Profile

LATTC Service Area Population 2008



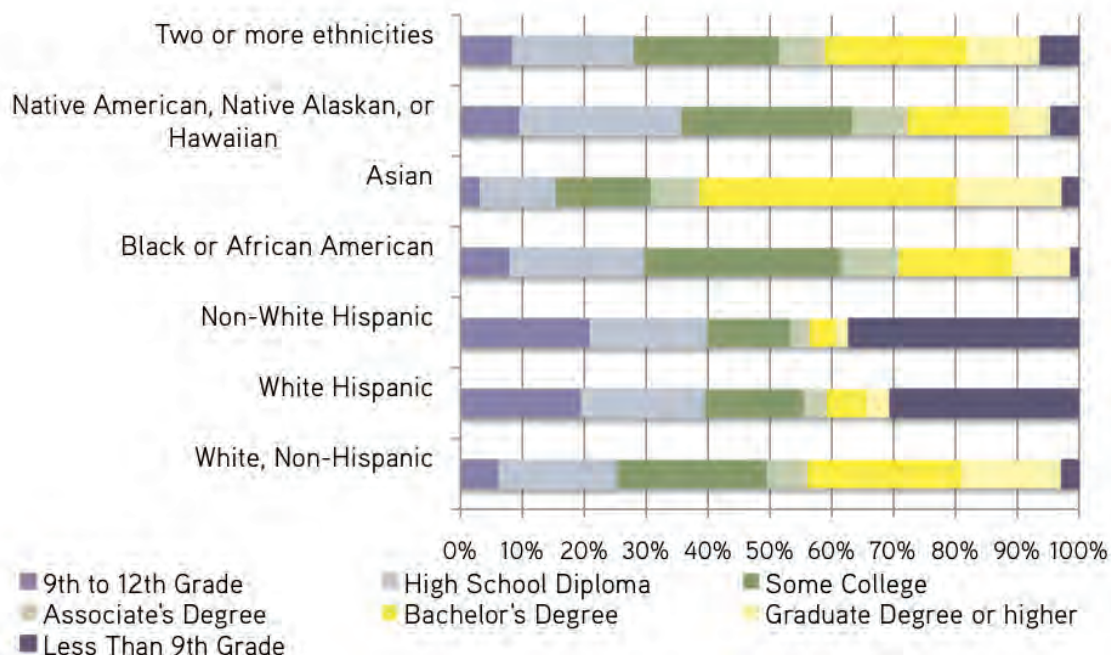
Race/Ethnicity	2008	2018	% Change
White Hispanic	275,760	298,084	8%
Black or African American	102,502	99,497	-3%
Asian	51,469	55,641	8%
White, Non-Hispanic	28,639	27,621	-4%
Non-White Hispanic	18,025	18,529	3%
Two or more races	10,326	10,990	6%
American Indian, Alaskan Native, or Hawaiian	2,421	2,339	-3%
Total	489,142	512,701	5%

There are three major growth areas for LATTC's service population, Hispanic (11%), Asian (8%), and Multi-ethnic (6%) over the next 10 years. This growth in population is also reflected in the growth in "college-age" population.

Age	2008 Population	2018 Population	% Change
Under 5 years	982,742	981,930	0%
5 to 9 years	934,087	913,174	-2%
10 to 14 years	979,184	900,297	-8%
15 to 19 years	1,069,065	909,721	-15%
20 to 24 years	1,011,061	1,036,140	2%
25 to 29 years	941,008	1,097,972	17%
30 to 34 years	939,427	956,309	2%
35 to 39 years	1,048,603	859,625	-18%
40 to 44 years	1,042,866	873,502	-16%
45 to 49 years	1,035,433	997,949	-4%
50 to 54 years	923,426	977,650	6%
55 to 59 years	760,338	954,524	26%
60 to 64 years	608,066	821,754	35%
65 to 69 years	445,800	663,898	49%
70 to 74 years	342,494	517,488	51%
75 to 79 years	274,920	348,694	27%
80 to 84 years	214,388	231,822	8%
85 years and over	216,743	260,719	20%

The highest growth areas are in the 25-29 age group and in the 55+ groups. The college has programs in place for the working-age group, but needs to focus on the retired, community service population that will be exiting the workforce over the next ten years.

Educational Attainment



The percentage of population in Los Angeles County with less than a 9th and 12th grade education are projected to increase 10% and 9% respectively between 2008 and 2018.

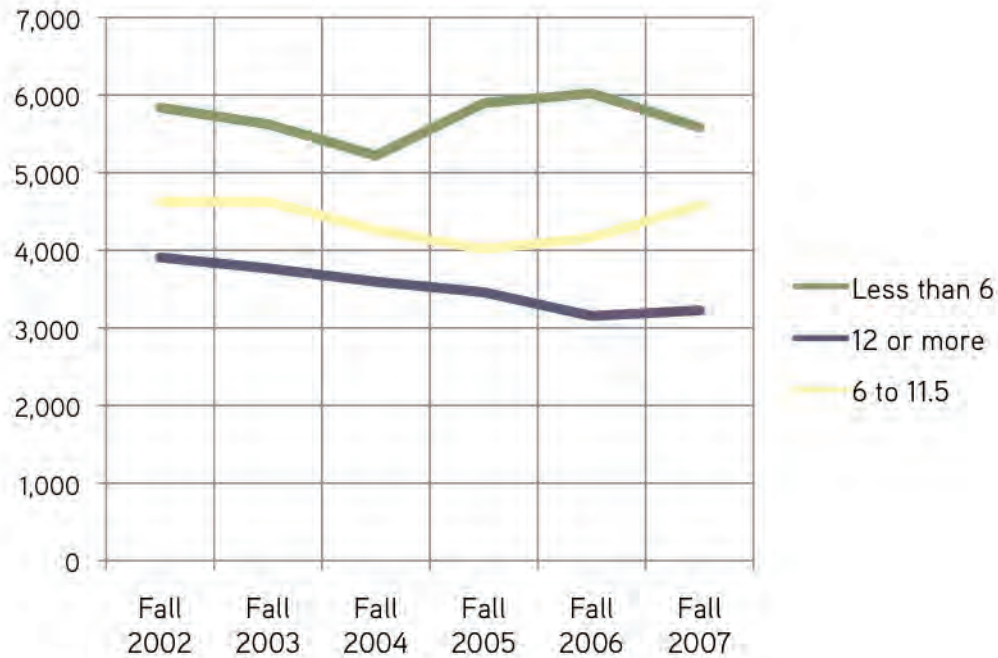
More adults than not, living in Trade-Tech's service area, do not possess at least the equivalence of a high school education: 55.2% of the adult population does not have a high school diploma, GED, or equivalency; 20.2% have obtained only between a 9th and 12th grade education; and 35.0% have less than a 9th grade education. The number of high school graduates in Los Angeles County is expected to decrease by as much as 35% between 2008 and 2018 for all ethnic groups – a number well below the state average.

Socio Economic

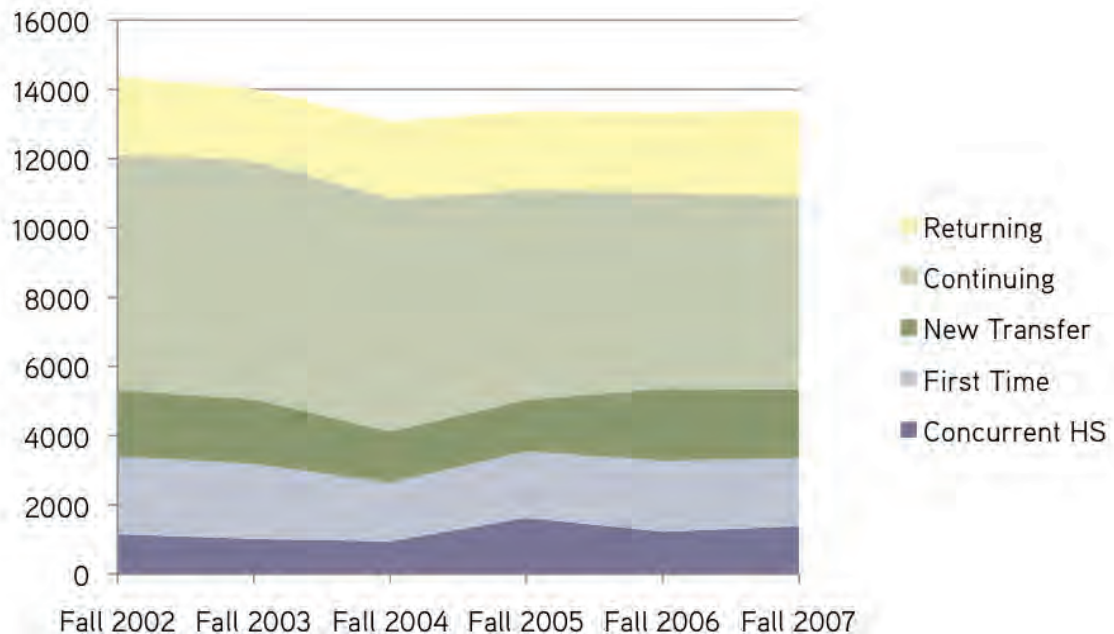
Trade-Tech's service area population is particularly disadvantaged, socio-economically. Nearly one-third (32.4%) of the population lives at or below the Federal Poverty Level (FPL), and over one-half (53.3%) of the population lives within 150% of the FPL. Trade-Tech's residents are, on average, 15.9% and 21% more likely to live in poverty than the residents of the other LACCD colleges and other colleges in LA County, respectively.

Student Demographics & Performance

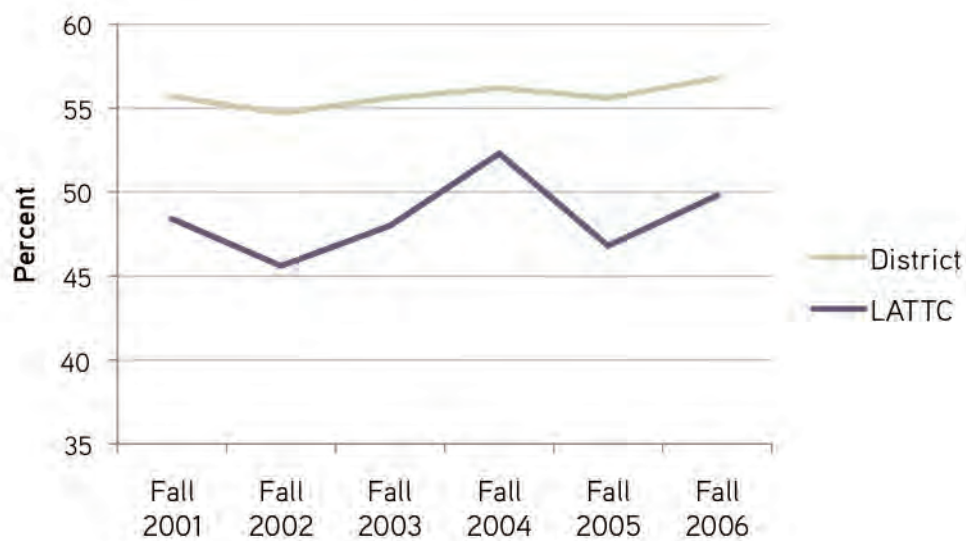
Student Unit Load



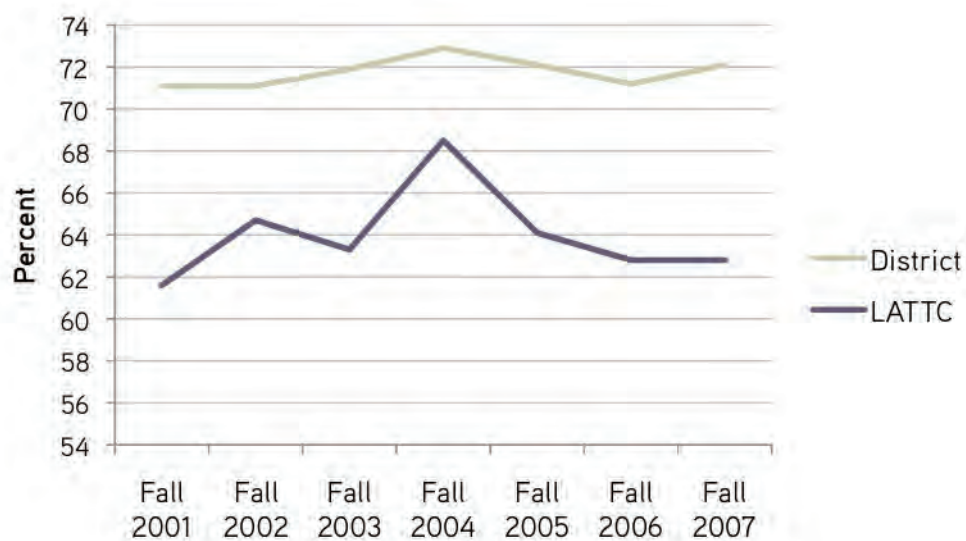
Student Status



Fall to Fall Persistence

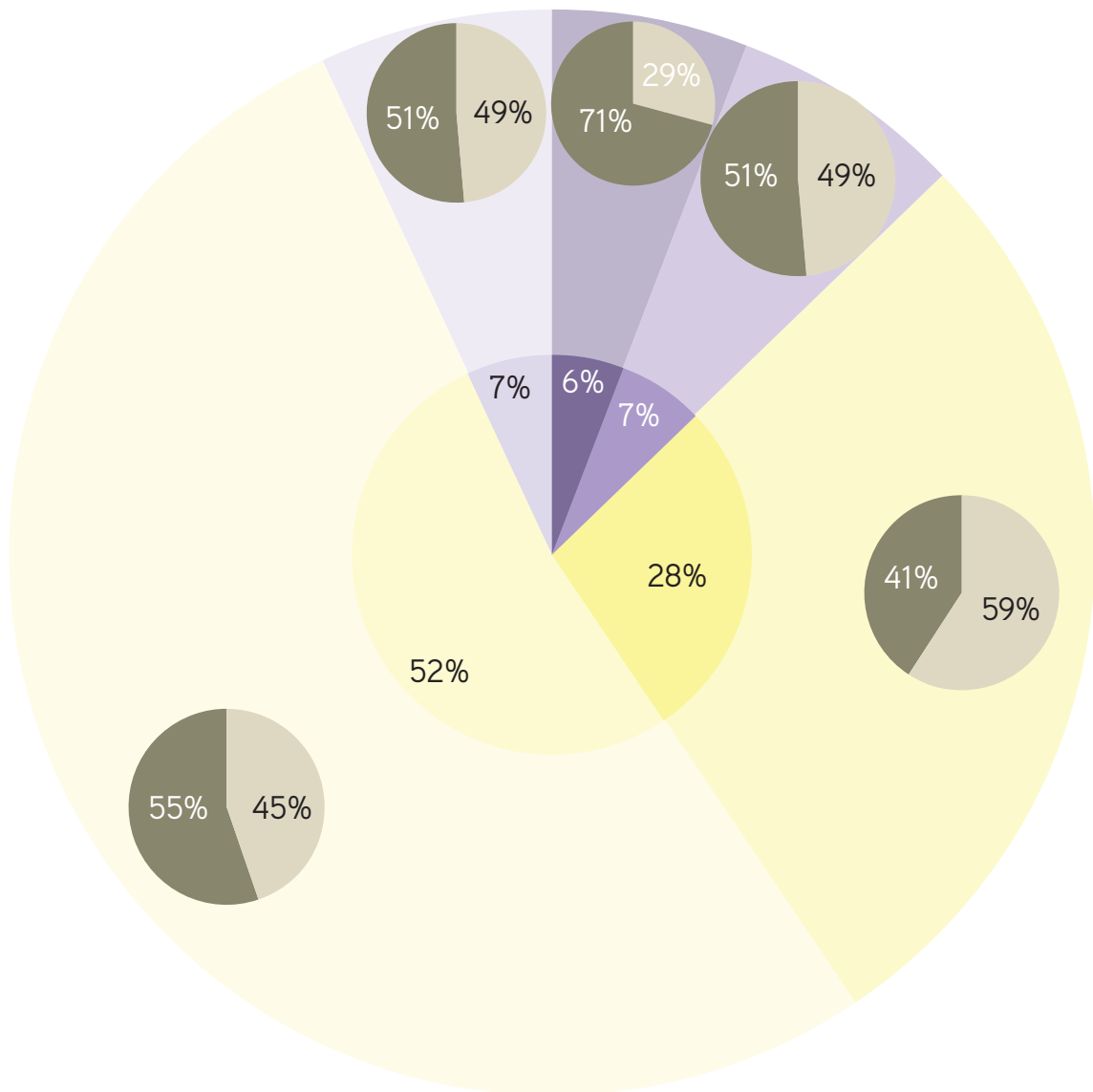


Fall To Spring Persistence

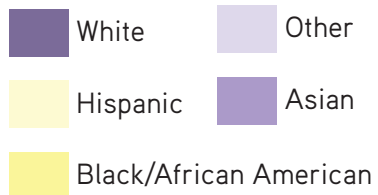


Student Demographics Fall 2008

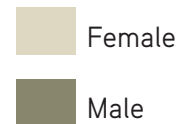
14502 Unduplicated Headcount



Ethnicity

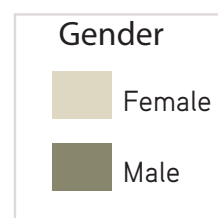
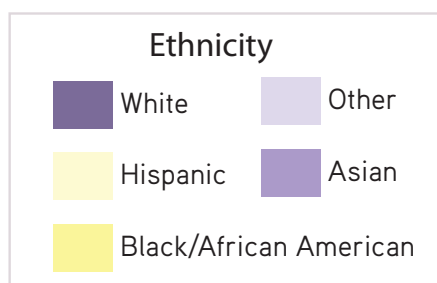
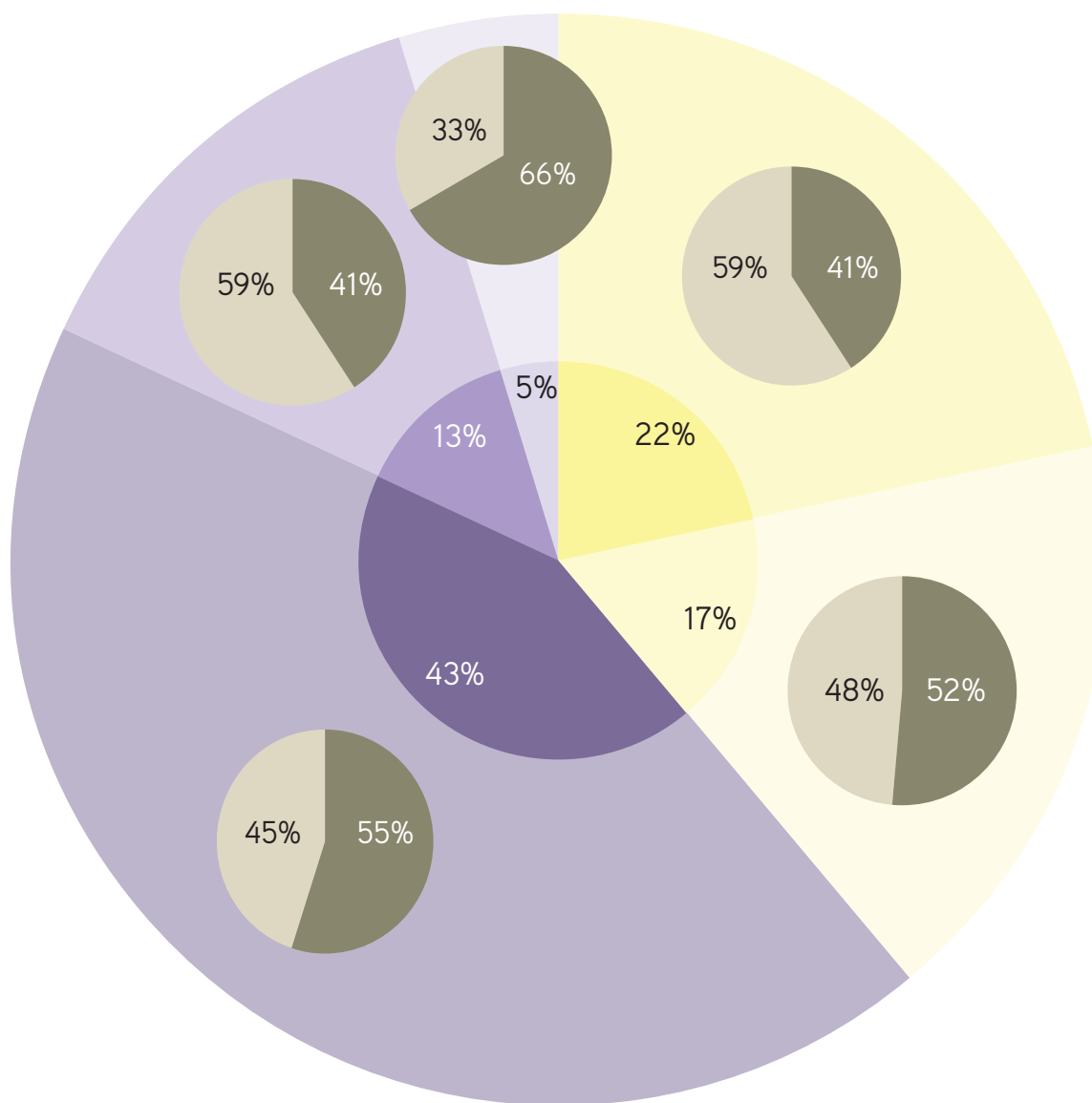


Gender



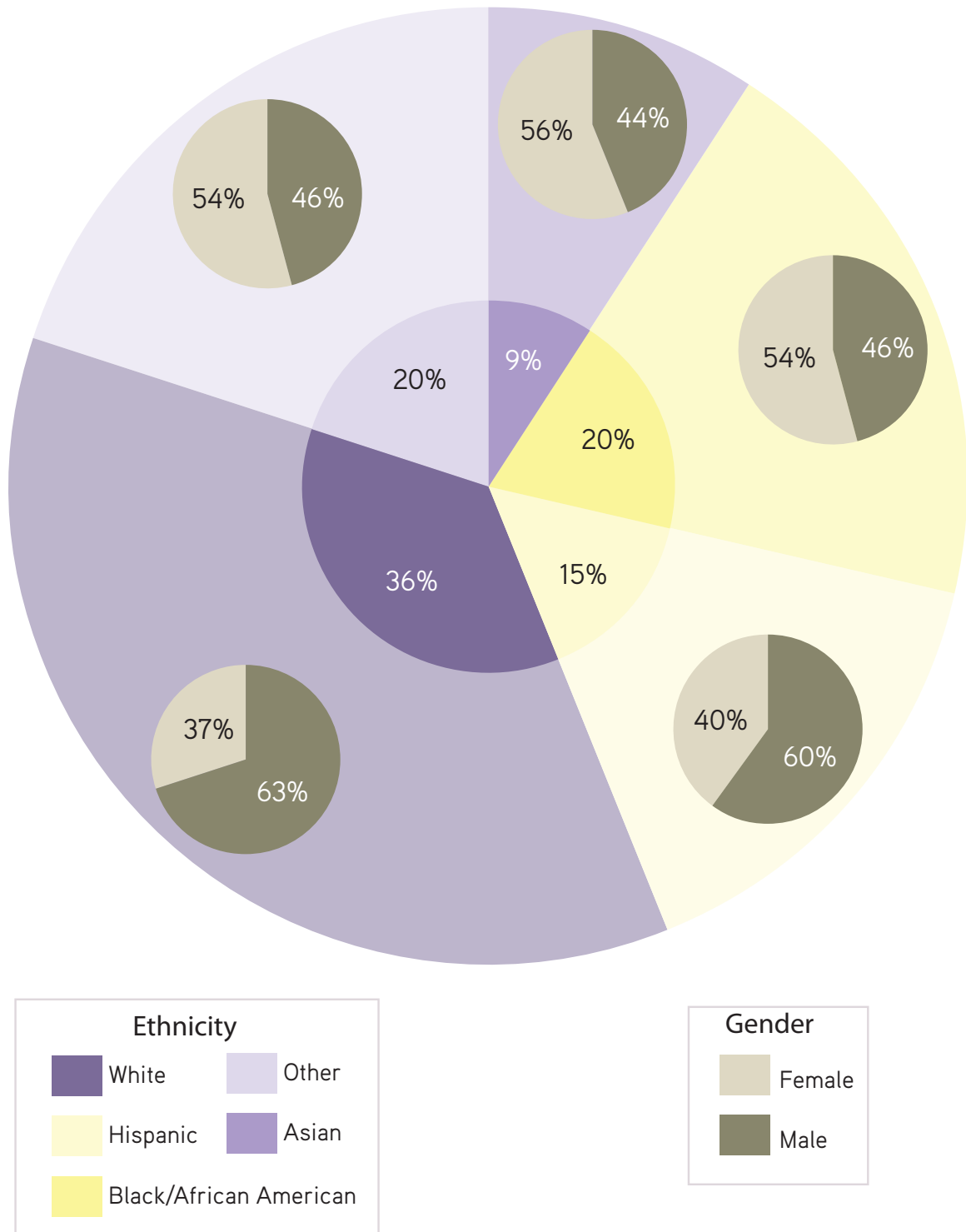
Fulltime Faculty Demographics Fall 2008

202 Faculty (Counselors, Librarians, Instructors, Child Development)



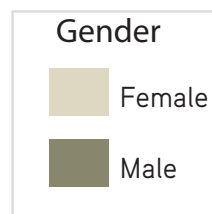
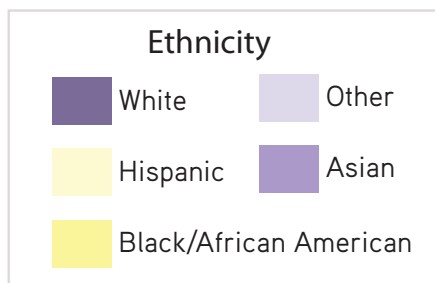
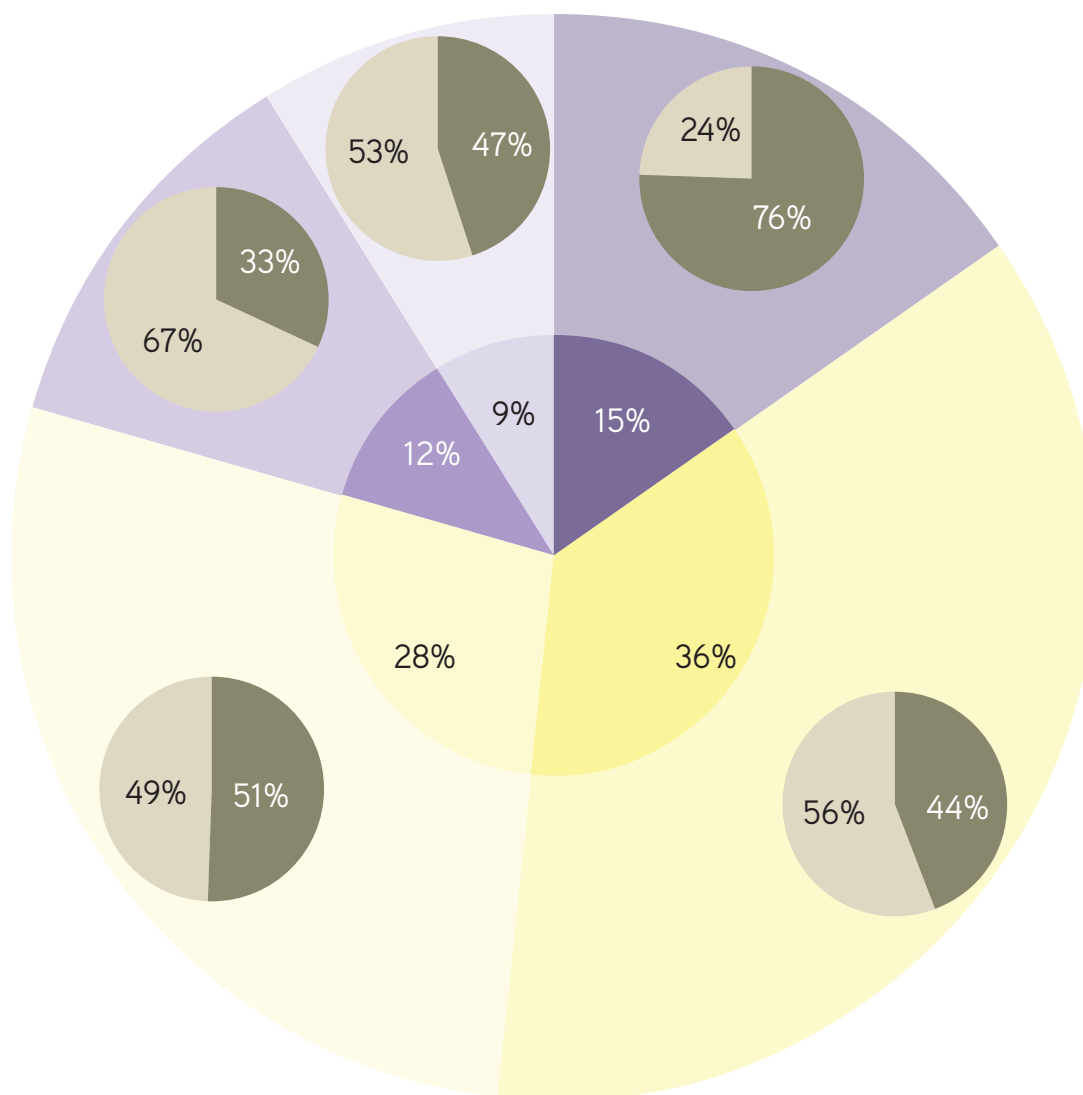
Adjunct Faculty Demographics Fall 2008

542 Faculty (Counselors, Librarians, Instructors, Child Development)



Fulltime Staff Demographics Fall 2008

241 Classified Staff



Response to Previous Recommendations

Our Accreditation Midterm Report, March 2006, chronicled the progress made to address the seven recommendations made by the ACCJC team members after their visit to our campus in March 2003. Our 2008 self-study reflects the progress made since the visit. The report below highlights specific progress made since the completion of the midterm report.

Recommendation 1.1

As recommended by the 1997 visiting team, the team recommends that the president ensure that a written overall strategic planning process be developed, widely distributed on campus, and consistently implemented. This process should dovetail with the budget planning, future educational master plans, facilities plans, technology plans, program reviews, and other College decisions. The published process for planning needs explicit communication and coordination, clear charges for the collegial consultation committees, and expected timelines to meet both long-range objectives and annual implementation processes. Furthermore, the College should implement the assessment of institutional outcome measures as benchmarks for progress in achieving college-wide goals. The strategic plans resulting from this process should clearly reference the College and District mission statements.

Strategic Plan

In 2006, the college hired a consulting firm, KH Consulting, which led the process for reviewing and revising the college's mission statement and creating a set of strategic priorities ([Strategic](#)

[Planning Process Timeline](#)). Beginning in February 2007, KH Consulting met with various constituents and focus groups on campus and with community and business leaders to determine initial views and opinions about the college. Using this information, KH Consulting created a SWOT analysis that was employed in a two-day retreat on campus to develop mission and vision statements, values and strategic priorities ([KH Consulting Strategic Planning Presentation](#), [Strategic Planning Participants](#)). The resulting draft statements begin to be disseminated within the campus and opened for comment and revision ([Results of Strategic Planning Retreat](#)). A survey was administered in December 2007 to get further input on issues raised during the development stage ([LATTC Accreditation Survey Results](#)).

As the mission statement became increasingly focused and refined, four strategic priorities were defined. Each strategic priority had an action team made up of faculty, staff and students that met to discuss and develop action plans associated with each of the four areas ([Strategic Priorities Workgroup Participants](#)). The strategic priorities are:

Student Success

- Provide a basic skills training program for students not prepared for college-level study or career technical education.
- Design and implement a model Freshman Experience program, emphasizing Personal Develop-

ment classes and Assessments to help students become clear about their career goals, aspirations, and aptitude.

- Assist students in transition to job placement.

Growth

- Expand the LATTC Bridges to Success program.
- Identify and address opportunities to enhance, grow, or develop programs to meet future needs of the LATTC community.
- Expand and enhance distance education and off-hours course offerings and support.
- 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.

Community & Business Development

- LATTC Green initiative.
- Community Outreach/Satellite Programs.
- Business Outreach/Mobile Classroom Program.

Organizational Development

- 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 community.

- Simplify the internal operational policies so that all are straightforward and understandable, minimizing red tape while maintaining our legal and fiduciary responsibilities.
- Enhance the investment in the personal and professional development of faculty and staff.

Each of the strategic priorities has a number of specific action plans with measurable and assessable objectives. The action items are currently being assigned to committees and units at the college who will guide them through completion ([LATTC Strategic Plan 2008-2015](#)).

Program Review

At the conclusion of the Midterm Report the college was working on creating a web-based program review program. Unfortunately, the consultant hired to work on the site was unable to complete the site. The Program Review Oversight committee took another look at the guidelines that were being implemented by the consultant and reworked the program review model for academic programs and student/administrative services ([Academic Programs Program Review Outline](#), [Student/Administrative Services Program Review Outline](#)). This move shifted the “goal” creation portion to the Student/Service Learning Outcomes area and Program Review became a review of the operational needs of the units. These reasons behind this

were to make the information collected through the program review process ingredients for revising and updating the educational, facilities and technology plans ([Sample Facilities and Technology Goals](#), [Sample Goals by CTE Program](#)).

The other major change in the program review process was the level of participation in the process. Traditional program review processes placed the burden of the completion of the program review on the department chair and one or two other faculty members. LATTC's current program review system gives every faculty and staff member access to their courses and units. Faculty review the courses that they teach and create goals based upon both the information provided and their own personal experiences in the classroom/lab. Staff in student and administrative services are able to review the functions that they perform in their areas and give feedback on what they need to make their services better. This has given the college a more intimate look at the needs of its instructors and staff and the resulting information is being fed into the planning processes of the college.

Program Review has also become a major vehicle for planning and budgeting on a department/unit level. The program review process is a real-time, live process that allows departments and units to link needs associated with courses and services with budgetary requests. The plans and their associated budgetary needs funnel up from the faculty/staff to the Planning and Budget Committee (PBC). The PBC is able to examine the linkages between budgetary

requests and the associated service or course. Using the associated data, the college strategic plan and fund availability, the PBC can directly meet the needs of units and departments.

As the campus enters the Spring 2008 semester, the information gathered through the program review process will begin feeding the updates to the educational, facilities and technology plans. The live, ongoing process and the resulting reports allow the college to maintain current plans, regardless of changes that may occur in the structure and personnel of the college. This allows the campus to respond to needs and changes in a more efficient manner and cut down the lag time. The system also allows for accountability to be tracked and the results to be documented.

Recommendation 4.1

While the College identifies learning outcomes for its courses, the team recommends that it identify and uniformly make public in its Catalog and/or other College publications expected student learning outcomes for its degree and certificate programs.

Every program and certificate program is described and summarized in the college catalog in the program offerings section—which describes courses and course requirements for the associates degree, certificate, or transfer to a college or university. In addition to the course description in the catalog, each course outline provides more detailed information about courses. Furthermore course outlines are used to generate

a course syllabus that is distributed to all students enrolled in the course. For each new course and for all revised courses the curriculum committee carefully reviews course objectives, prerequisites, entry-level skills, content knowledge, critical thinking skills, learning objectives, instructional modes, and evaluation methods. The required format for course outlines has been revised to meet the new accreditation standards. More specifically student learning objectives, using Bloom's Taxonomy, are included in all course outlines as of 2000.

Student Learning Outcomes have been developed for each course and degree/certificate program. These are being integrated into the current catalog and onto syllabi. SLOs for every program and course are available online at the [Program Review and SLO website](#). The college has defined SLOs for the majority of its programs and courses and is currently in the assessment and analysis stages of the SLO process ([ACCJC SLO Report 2007-08](#)).

Recommendation 10.3

The team recommends that the Board and the Chancellor ensure the hiring of a permanent president and a management staff reflective of the purpose, size, and the complexity of the college; the hiring of managers who are qualified by training and experience to perform their duties; and that policies are in place and followed in the hiring of every management position.

President and Administration

Dr. Roland "Chip" Chapdelaine was selected as the permanent president of Los Angeles Trade-Technical College in May 2006. He began his stewardship of the college on August 1, 2006 ([Inauguration of Dr. Chapdelaine](#)). Soon afterwards the Vice President of Academic Affairs was permanently filled by Marcy Drummond, giving the college a full permanent senior staff.

In conjunction with the 2008 College Council retreat, the president submitted a proposal for a reorganization of the senior administration. Under the reorganization the Vice President for Academic Affairs will split into two new positions, the Vice President of Academic Services and the Vice President of Workforce Development. These new positions align with the college's strategic initiatives and allow the college to focus more tightly on the areas of student success and community and business development ([Reorganizational Philosophy](#)). In terms of funding these positions, the Vice President of Academic Services would be funded through unrestricted funds while the Vice President of Workforce Development would be funded exclusively through grants and awards.

In addition to the creation of the new vice president positions, new administrator positions would be created and a repositioning of certain services would occur. In regards to administrators, a new Associate Dean of Advancement, Community and Government Relations would be created to assist the VP of

Workforce Development. The VP of Academic Services would see the filling of vacant dean positions that oversee academic departments and services for a total of three positions. Under the reorganization, the Learning Skills Center and department and the Evening and Weekend Program will now report to both Academic and Student Services. The Library has been placed under Student Services exclusively ([College Administration Reorganization](#)). This is an experimental arrangement that will be reviewed in Spring 2009.

Hiring of Administrators

For certificated administrative positions, the college proposes specific hiring criteria. The minimum educational requirement is a master's degree, and most certificated administrative positions require teaching and/or administrative experience. The district develops and maintains class specifications, and the Board of Trustees determines the duties to be performed and prerequisite education and experience ([Teamsters' Contract](#).) Hiring committees for administrator positions are broad-based and inclusive, and these committees determine final candidates whose names are submitted to the President for interview and selection ([LATTC Hiring & Selection Processes](#)).

Recommendation 10.4

While the College has an inclusive and effective institutional governance process (PAC), the team recommends that a written policy on College support for

faculty participation in governance be developed.

A shared governance agreement that describes the implementation of Title 5 (primarily sections 53200 to 53204) respective to the role of the Academic Senate was signed by the Academic Senate President and the college President on November 15, 2000 ([Shared Governance Agreement](#)). The agreement includes an overall description of a college academic senate and mutual recognition of the Los Angeles Trade-Technical College's Academic Senate, and the obligation to consult collegially. It includes definitions of terms used in the agreement. The agreement also delineates the following:

1. the collegial consultation process,
2. the method by which the Senate makes recommendations to the Board,
3. appointment of faculty members to serve on district and college committees,
4. the Senate's right to appear before the Board, and
5. the Board's delegation of authority to the college president to consult collegially with the Senate.

In December 2007, the current Academic Senate president, Chini Johnson-Taylor, requested a technical visit from the State Academic Senate and Community

College League to present on the

- Development of a written budget development process
- Prepare for an accreditation visit in 2009
- A college wide overview of the process of shared governance, including faculty rights, responsibilities and the intent of AB 1725

The request was granted and Mark Liu and Scott Lay from the State Academic Senate and Community College League held a meeting with the administration and members of the Academic Senate and AFT on February 27, 2008 (Powerpoint presentation on Shared Governance).

Recommendation 10.5

The team recommends that the Chancellor ensure that strategic plans are developed at the district and the college levels and that the college plans are linked to the district as stated in Goal #1 of the "Los Angeles Community College District Vision and Goals, February 2000."

The District has taken a greater role in setting District-wide goals and having colleges set measurable targets ([LACCD Strategic Plan](#)). The District's goals closely match LATTC's college-level goals and allow information to feed directly up ([LATTC Strategic Plan 2008-2015](#)). These goals include:

- Access – Expand educational opportunity and access
- Success – Enhance all measures

of student success

- Excellence – Support student learning and educational excellence
- Accountability – create a District-wide culture of service and accountability
- Collaboration & Resources – Explore new resources and external partnerships

A self-inventory is completed and sent to the District office and BoT at the end of each academic year ([LATTC's Self-Inventory on LACCD's Strategic Plan, LACCD Strategic Plan Status](#)).

Besides requiring reporting of measurable objectives, the District Office in conjunction with the District Academic Senate have been establishing District-wide committees that help coordinate efforts and share resources amongst the nine colleges in fulfilling these objectives. These committees include:

- District Planning Committee
- Student Success Committee
- Workforce Development Leaders
- Professional Development
- SLO Coordinators
- Distance Education
- Technology
- District Research Committee

These committees have given colleges a forum to share ideas and best practices. They have also allowed the colleges to pool resources in meeting common goals and necessary activities ([LACCD Functional Map](#)).

Recommendation 10.6

The team recommends that the District and College leadership delineate operational responsibilities and functions of the College and the District and establish a method and timeframe for regular evaluation of this delineation.

To respond to ACCJC concerns that the map did not provide a sufficiently detailed delineation of operational responsibilities and functions, the district initiated an intensive review of all district office functions in 2005. Over an 18-month period, every administrative unit in the district office documented the specific functions it provides to the colleges, identified the end users of these functions, and enumerated outcome measures to gauge unit effectiveness. Draft results of this effort, termed District Office Service Outcomes, were periodically shared with the Chancellor's Cabinet and the three vice presidents' councils to elicit feedback ([District Office Service Outcomes](#)). Further dialogue took place at the annual District Academic Senate Summit in September 2006, a day-long event attended by 125 faculty leaders and senior staff from all nine colleges. A panel comprised of the chancellor, a member of the Board of Trustees, the president of the DAS, a faculty union representative, and a college president explored the current

state of decentralization and district/college relations with attendees. Breakouts afforded participants a chance to explore and question the District Office Service Outcomes in greater depth and to raise questions about specific functional areas, such as instructional support services, payroll, HR, facilities planning, and marketing ([DAS Summit 2006](#)). This dialogue on district/college functional relationships was extended through a series of annual Department Chair Workshops, co-sponsored by the district administration and the AFT College Faculty Guild ([Department Chair Workshops 2006](#)). Attended by more than 100 department chairs and vice presidents of Academic Affairs each year, these workshops provide faculty leaders with an overview of district and campus roles as related to the vital function of running the colleges' academic departments.

To further clarify college/district relationships and the operational meaning of decentralization, all administrative service units in the District Office have begun a pilot project to create detailed process maps of critical districtwide functions. These process maps delineate reporting responsibilities between the colleges and the District Office for each step of the process being described. The goal of this project is to create intuitive flow charts of critical functions that will help faculty and staff understand all critical district/college processes. The resulting process maps will also be used to re-engineer district/college processes to increase their effectiveness. By fall 2008, more than 20

process maps for critical district/college functions had been completed, including those involved in faculty and staff hiring, employee evaluation, curriculum approval, procurement, specially funded programs budget management, the filing of student grievances, etc. ([Process Maps](#)). These were reviewed by the Chancellor's Cabinet, the Vice President Councils, and the DAS in fall 2008.

By spring 2009, these process maps will be displayed prominently on the district website with active links to the forms required for the processes depicted. In addition, they will each be accompanied by a Vision Statement that provides historical context for the district's policy of administrative decentralization as well as a general framework for understanding district/college relationships. This section of the district website will be completed by a full listing of all district-wide committees, complete with functions, charges, meeting schedules, and reporting responsibilities.

Finally, in fall 2008 Customer Satisfaction Surveys for every major service unit in the District Office were piloted ([Customer Satisfaction Surveys](#)). The results of these surveys will be used in spring 2009 to improve unit performance and further refine District Office operations.

In fall 2008, the Chancellor and district senior staff will begin a series of regional roundtable meetings with college stakeholders to continue the dialogue on decentralization and district/college relationships. Open to all faculty and staff, these roundtable discussions will pro-

vide additional feedback on the process mapping pilot and satisfaction survey efforts. They will also give college faculty and staff the opportunity to meet directly with district leaders and to raise further questions about district/college relations and responsibilities.

Other Recommendations

Recommendation 7.1

The team recommends that the District and College provide for the evaluation of all fulltime and parttime faculty, classified staff, and administrators regularly, systematically, and in a timely way. Furthermore, the College should make a commitment to implementing the evaluation process for all employees to ensure that evaluations encourage improvement.

The chancellor conducts regular evaluations of the college presidents in accordance with board rules and makes recommendations to the board on the renewal of their contracts. The current process for the evaluation of college presidents, which has been in place since 2002, is facilitated by the Chancellor's Office. The procedure is followed each spring with about three presidents undergoing the comprehensive process each year. To address an ACCJC recommendation in 2007, the district created a formal written policy, Performance Evaluation Process for College Presidents, to spell out the evaluation process for college presidents ([Performance Evaluation Process for College Presidents](#)). The description is included in the packet with the evaluation forms that are used to collect information

(Performance Evaluation Packets for Presidents).

Each year the vice presidents engage in a basic evaluation combined with a comprehensive evaluation conducted ever three years. The basic evaluation process consists of a self-evaluation consisting of the vice president's completion of the district's Vice Presidential Self-Assessment Instrument, updating annual goals for the next year, and meeting with the president to review the self-assessment and the annual goals. The comprehensive evaluation consists of the steps in the basic evaluation process plus a peer review of the vice president ([Performance Evaluation for College Vice Presidents](#)). In addition to the vice presidents, staff members directly reporting to the president are evaluated annually utilizing procedures outlined in respective labor contracts pertaining to the specific position they occupy. In addition, the president holds the vice presidents accountable for the routine evaluation of employees within their divisions on a schedule and utilizing processes outlined in labor contracts.

Administrators are reviewed on an annual basis based upon the date of their assignment to the unit. As part of their 2005-2008 and modified in the 2008-2011 contract, the Teamsters (Deans, Associated Deans, and Assistance Deans) have negotiated an official evaluation process that is documented with a form ([Academic Administrators Evaluation Form, Teamsters](#)).

Since the midterm visit, the college has developed a comprehensive evaluation handbook for full-time tenured and probationary faculty. The handbook's purpose is to:

1. to assist faculty members to document effectively their teaching and efforts to improve it;
2. to aid tenure committees to evaluate effectively and efficiently a faculty member's teaching; and
3. to ensure that the process of evaluating teaching for tenure and promotion is conducted with the same degree of rigor, fairness and thoroughness throughout the college.

The handbook includes copies of the current contract's chapters on evaluations, the required forms to be turned in, a suggested timeline for the review process, and college-specific forms that assist with classroom/lab/clinical observations and syllabi review ([LATTC Faculty Evaluation Handbook](#)). The handbook will be updated with the publishing of the new AFT contract for 2008-2011.

The human resources division and Personnel Commission of the district office has created a comprehensive website that documents and lists the various evaluation tools and procedures to be used with classified, unclassified and unrepresented units of the campus ([Administrative Forms](#)). The district office continues to notify the college when specific classified staff evaluations are due.

Recommendation 7.2

The team recommends that the college follow the “Selection Procedures” for the appointments of “Consulting Instructors” and “Instructors Special Assignment (ISA).”

The district office has formalized the procedure for hiring Consulting Instructors and Instructors Special Assignment with the creation of HR Guide R-121 in June 2006 ([HR Guide R-121](#)). The college has followed these procedures with the hiring of two positions; Director of the Online Program and the Student Learning Outcomes Coordinator. Since the establishment of the HR Guide R-121, there has been no issues on the campus with ISAs or Consulting Instructors.

Recommendation 9.1

The team recommends that the college and district develop a strategic financial plan for responding to financial emergencies or unforeseen occurrences.

The LACCD maintains an annual contingency reserve of at least 5%. At the beginning of 2007, this amount totaled \$26.1 million. The college strives to maintain a reserve for financial emergencies of 1%. In March 2008, the contingency fund held \$831,066. In cases of major financial emergency exceeding the college's ability to meet, the college president can request the use of a portion of the district's contingency reserve.

Though the primary sources of college funding are general apportionment funds, the college has the ability, when

needed, to appropriate revenue from its self-generated funds (i.e. bookstore profits, parking revenues, cafeteria profits, etc.).

The district maintains sufficient insurance coverage for the college to cover workers' compensation and property, liability, and vehicle insurance. To comply with board policy, the district has a risk management department to ensure that it meets all legal requirements and provides protection and/or insurance against loss, damage, or disability in accordance with state education, government, and insurance codes. This includes loss and damage to property, workers' compensation, and liability of the district, the board, and employees.

Recommendation 10.1

The team recommends that the Board of Trustees ensure systematic development, implementation and revision of its policies and procedures.

The process for the adoption of board rules and the administrative regulations that support them are outlined in Chancellor's Directive Number 70, District-wide Internal Management Consultation Process ([Chancellor's Directive #70](#)). These rules and regulations established through the consultation process are subject to regular review and revision by district administrative staff to ensure that they remain appropriate and effective. Revisions are reviewed and considered for adoption at the board's regular semi-monthly meetings. The board relies on the chancellor and the college presidents to ensure that all rules and

regulations are implemented uniformly and effectively across the district. The district's legal counsel conducts regular reviews of all board rules and policies to ensure that they are relevant and up-to-date. When board rules or policies are considered to be in need of revision, they are directed to the appropriate constituencies for review. In February 2007, the board adopted Administrative Regulation C-12, which stipulates the process for the cyclical, automatic review of all policies and regulations ([Administrative Regulation C-12](#)).

Recommendation 10.2

The team recommends that the Board develop and publish in board policies and by-laws a process for orientation of new board members, a board code of ethics and processes for assessing its own performance.

In February 2007, the board adopted Board Rule 2105, a formal policy for the orientation of new board members (Board Rule 2105). The board has also developed procedures for the orientation of student trustees ([Student Trustee Orientation Procedures](#)). Both of these processes have been employed in the past year to orient new trustees.

The board adopted a Statement of Ethical Values and Code of Ethical Conduct, Board Rule 2300.10, in October 2005, which requires each member to adhere to values of honesty, integrity, reliability, and loyalty. With input from district legal counsel, in February 2007 it established procedures for sanctioning board members in case of ethics violations,

Board Rule 2300.11 ([Board Rules Chapter II, Article III](#)).

The board's formal policy on self-evaluation was adopted in 1995. For the following decade, the board used a self-evaluation checklist to evaluate its overall effectiveness. In June 2005, the board reviewed and amended its self-evaluation process, this time expanding it to include additional feedback on its performance from college presidents, district senior staff, and union and academic senate representatives, who regularly sit at the resource table during board meetings. Using this revised process, the board conducts annual self-evaluations, scoring its performance in 20 general areas and reporting on its self-assessment and the summarized evaluations of constituency representatives. The board's most recent self-evaluation ([Board Self Evaluation and comments](#)) was reviewed and discussed at a committee of the whole meeting on December 19, 2007.

In response to an ACCJC recommendation that the board memorialize the setting of board goals as part of its annual self-evaluation, the Board of Trustees adopted Board Rule 2301.10 in October 2007 ([Board Rule 2301.10](#)). At its January 30, 2008 meeting, the board established a new set of annual board goals ([Board Goals 2008](#)). By January 2009, the board will again assess its progress in accomplishing its goals as part of its self-evaluation process and will set new goals for the following year.

*Standard 1:***Institutional Mission and Effectiveness**

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

I.A. Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

The Los Angeles Community College Board of Trustees adopted the following college mission statement, consistent with the statement of purposes outlined in Title 5:

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

The college also has a vision statement:

Los Angeles Trade-Technical College will be a global leader known for effectively incorporating leading-edge theories, proven educational practices, hands-on experiences and technology into its career technical and professional programs. LATTC graduates will be in high demand. Many will become community and business leaders and innovators.

With a set of core values:

- Learning
- Excellence
- Respect
- Integrity
- Teamwork
- Decision-making

Since the Focused Midterm report, the college has undertaken a yearlong strategic planning process beginning in February 2007 with the selection of KH Consulting who facilitated the process. During the academic year 2007-08, numerous meetings and presentations have occurred with faculty, staff, administration and students to refine and define the college's mission and vision statements and core values. Out of these guiding statements and values, four strategic priorities were defined and action plans ([2008-2015 LATTC](#)

Strategic Plan). The strategic priorities are:

- Student Success
- Growth
- Community and Business Development
- Organizational Development

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

LATTC faculty and administrators ensure that the college's program offerings and services are consistent with the needs of our students. The mix of day and evening courses is largely determined by student demand (as reflected in course enrollment history). New programs are initially developed either as stand-alone classes to gauge student interest or are developed on the advice of industry advisory committees. The Academic Senate has developed a process for reviewing new programs to the campus. These programs are evaluated primarily on the basis of employment demand, alignment with receiving transfer institutions, college and student costs and overall program costs compared against FTES generated.

In Spring 2007, the college created the position of Student Learning Outcomes (SLO) Coordinator, which became effective in Summer 2008. This position has been working with faculty in creating SLOs at the course, program and college level as well as with Student

Service and Administrative Service units in creating measurable SLOs and Administrative Outcomes. SLO creation and assessment has been instituted on a web-based format to allow openness of the process, results and access.

Associated with SLOs have been the college's program review efforts. Program Review has been turned into an ongoing, web-based process that is integrated with SLOs. Academic areas have access to enrollment history, course and degree completion, demographics, success and retention by program and course level. For CTE programs, additional information about job markets, advisory committee recommendations, and cohort analyses are included to assist faculty in the evaluation and planning of their program's needs. Student and Administrative services are in the initial stages of creating data for use in their evaluations. Data that will be collected will be linked to goals and SLOs created.

The majority of LATTC's student population enters the college with below college-level abilities in reading, writing and computation. LATTC's feeder high schools rank amongst the lowest among all California high schools in terms of performance on standardized tests and graduation rates. Recognizing the needs of its student body, LATTC created a Basic Skills plan for the college in 2005. This effort was further enhanced by the Chancellor's Office/Academic Senate's emphasis upon this area with the Basic Skills Initiative. The college's current Basic Skill's Plan seeks to address the needs of the students' need by taking a holistic and college-wide multi-pronged

approach. The Basic Skills plan is also part of the college's strategic priority, Student Success.

In addressing the needs and preparation of future students, the College has engaged in multiple efforts with LAUSD and feeder middle and high schools. The 21st Century Program has been working with local middle schools in providing enrichment classes for students during their off-track time. The Bridges to College program works with local high schools in providing college prep courses and introductory courses in various CTE programs offered at the college. Both programs are working towards addressing the preparation of potential students in both transfer and CTE track programs.

Evaluation

The college has taken a very proactive approach to addressing the needs its current and potential student populations through its programs and services. For potential students the 21st Century and Bridges to College programs have led to measurable increases in student performance on standardized tests at their schools ([21st Century Program Overview](#), [21st Century Presentation](#), [ST&P³ Presentation](#)). Within the next year, the college will begin having the first cohorts of 21st Century participants begin matriculating into the college, giving the college more data on the success of this program. The Bridges program has created a highly successful CAHSEE preparatory program. Students that are completing and passing the CAHSEE are beginning to matriculate into the col-

lege's regular programs. Students participating in the Utilities and Construction Prep program are matriculating into certificate-level programs.

As part of the college's Basic Skills Plan, the college is addressing the needs of current and incoming students. Over the past year, the Student Success building has seen the movement of the Career and Student Employment Center, the Assessment Center, and the Open Computer Lab into the same building as the Writing Center, Tutoring, Learning Skills Center and ASO. The physical centralization of these services has resulted in a dramatic increase in the usage of these services.

The web-based SLO and Program Review process has created a more dynamic and thoughtful engagement of student success and program needs. By bringing both processes online, information is no longer static. Student enrollment and success information is updated on a daily basis. Faculty and staff are able to create plans on an immediate basis that can be fed immediately into the planning and budgeting process. As plans are completed, the results can be documented and viewed by course/function up to a college-wide level.

I.A.2 The mission statement is approved by the governing board and published.

Los Angeles Trade-Technical College's new mission statement was approved by the LACCD Board of Trustees on October 1, 2008. It is published in the college catalog, schedule of classes, and the Student Handbook, is posted in the President's Office, and is printed on College Council agendas. Our vision and mission statements, values and strategic priorities are posted on the college website.

I.A.3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

As per the action plan set forth in the Focused Midterm Report 2006, the College underwent a strategic planning process in 2007-08 in which the college's mission statement was revised and refocused. The new mission statement, along with the accompanying strategic plan was discussed within various College Council meetings and retreats, presented to the Academic Senate and the Educational Policies Committee of the Academic Senate, and discussed in teams that focused on the four strategic priorities.

The final version of the strategic plan, was presented to the whole campus in a Townhall on May 22, 2008 in conjunction with updates on the facilities' master plan and an update to the educational master plan. The Strategic Plan was also presented to the faculty at the 2008

Convocation on August 29, 2008 ([Fall 2008 Convocation Presentation](#)).

Evaluation

One of the benefits of the strategic plan has been the inclusion of strategic priorities that tie together the mission of the college with its educational, facilities', and technology master plans. The Planning and Budget committee of the College Council provides a formal forum in which the college's efforts at fulfilling its mission can be assessed and moved forward on a monthly basis with recommendations for action forwarded to the College Council. The program review process and SLOs are also linked to the college's strategic plan and mission statement. This allows decisions and plans created at a unit or discipline level to be linked with the overall mission and strategic plan.

I.A.4. The institution's mission is central to institutional planning and decision making.

Since 2002 the College's mission statement has been prominently displayed in all college publications, both print and online. Even though the mission statement had become a part of the college, it had not been formally integrated within an overall strategic plan and given measurable objectives that would allow the College to review its progress in fulfilling its mission.

Responding to the focused recommendation of 2003 the college hired a consulting firm, KH Consulting, which led the process for reviewing and revising the college's mission statement

and creating a set of strategic priorities ([Strategic Planning Process Timeline](#)). Beginning in February 2007, KH Consulting met with various constituents and focus groups on campus and with community and business leaders to determine initial views and opinions about the college. Using this information, KH Consulting created a SWOT analysis that was employed in a two-day retreat on campus to develop mission and vision statements, values and strategic priorities ([KH Consulting Strategic Planning Presentation](#), [Strategic Planning Participants](#)). The resulting draft statements begin to be disseminated within the campus and opened for comment and revision ([Results of Strategic Planning Retreat](#)). A survey was administered in December 2007 to get further input on issues raised during the development stage ([LATTC Accreditation Survey Results](#)).

As the mission statement became increasingly focused and refined, four strategic priorities were defined. Each strategic priority had an action team made up of faculty, staff and students that met to discuss and develop action plans associated with each of the four areas ([Strategic Priorities Workgroup Participants](#)). The areas with their associated action items include:

Student Success

- Provide a basic skills training program for students not prepared for college-level study or career technical education.
- 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 aptitude.

- Assist students in transition to job placement.

Growth

- Expand the LATTC Bridges to Success program.
- Identify and address opportunities to enhance, grow, or develop programs to meet future needs of the LATTC community.
- Expand and enhance distance education and off-hours course offerings and support.
- 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.

Community & Business Development

- LATTC Green initiative.
- Community Outreach/Satellite Programs.
- Business Outreach/Mobile Classroom Program.

Organizational Development

- 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 community.

- Simplify the internal operational policies so that all are straightforward and understandable, minimizing red tape while maintaining our legal and fiduciary responsibilities.
- Enhance the investment in the personal and professional development of faculty and staff.

Each of the items listed under the strategic priorities has an associated action plan and set of measurable objectives. Some items like the basic skills preparation have a larger and more detailed action plan while others are less broad and more focused like marketing.

The establishment of the Budget and Planning Committee, which brings together the former Institutional Effectiveness and Budget Committees, has the main responsibility of coordinating the college's strategic planning processes and budgetary activities. The Planning and Budget Committee creates an environment in which activities and their associated budgetary needs are required to be consistent with the college's mission and strategic plans.

Evaluation

According to the plans established in the Focused Midterm Report, the college is just over a year behind in its creation and implementation of a strategic plan. Despite the delay due to changes in college administration, the college has forged ahead with revising its mission

statement and creating a comprehensive strategic plan. During the past year, other related activities have occurred which have helped in the creation and implementation of the college's plans.

During the development of the strategic plan, College Council has looked at its own effectiveness in the planning and budgeting process and consolidated its committees to reflect the strategic priorities of the plan. The new committees include:

- Planning and Budgeting Committees
- Student Success Committee
- Marketing, Outreach, Recruitment, and Communication Committee
- Facilities and Work Environment Committee
- Technology

The online program review and SLO process has also been linked together with the strategic plan. Goals and plans created through this process are linked to the strategic priorities of the college.

Planning

- The college's strategic plan is brand new and faces the difficulty of seeing its implementation and review during its first year. The College must ensure its implementation on an annual basis and adjust as necessary.

I.B. Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

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

LATTC faculty, staff, students, and administration have been engaged in a wide array of activities and forums concerning issues of student success and learning and institutional needs. Since the last accreditation one of the major campus-wide forums of discussions about learning and student success dealt with the issue of basic skills. In Fall 2004, the Basic Skills Task Force created a plan to begin address the needs of LATTC's students ([Basic Skills Taskforce Report](#)). Based upon qualitative and quantitative research, the committee made formal recommendations to the Academic Senate, AFT, and College Council for implementation. Many of the

recommendations were put into practice, while others were subsumed within the ESL/Basic Skills Plan undertaken by the college under the auspices of the Basic Skills Initiative ([2008-09 ESL/Basic Skills Plan](#)). Having already approached the issue of basic skills previously, the new committee was able to create an action plan that learned from the mistakes and deficits of the original task force document and move forward with an improved set of action plans.

The advent of student learning outcomes (SLOs) as part of the current accreditation standards provided a great leverage for bringing discussions of student learning down to the course and unit level. Over the past year, departments and disciplines have had a number of meetings that have focused primarily on the creation and implementation of SLOs within their courses and programs. The sometimes, vigorous discussions have created opportunities for full- and part-time faculty to discuss the content of their courses, their expectations, obstacles that their students face in successfully completing the course and in many cases a thorough examination of their certificate and degree programs. Even before the college has entered into the analysis stage of their assessments, improvements to courses and programs are being initiated.

Program Review has also been an important mechanism for engaging the campus in an assessment of their activities and linking their plans and goals with the overall mission of the college. Since the last report, the college has embarked on a couple of program re-

view models that were found to be too tedious and burdensome for both the faculty, staff and the review committees to successfully complete and review. Departments and disciplines that had finished their program reviews under the older paper models found the upkeep of the information an upward battle and most reviews remained on a bookshelf unused. In 2008, the college began an online program review process that integrated always-current data with a living account of needs and goals. The SLO creation and assessment functionality was also integrated into the online process so faculty and staff could get a more holistic view of their planning needs and goals. The living program review site allows faculty to address needs and view progress on goals and SLOs wherever they have Internet access. The ability to look at other departments' goals, accomplishments, and SLOs has increased the transmittal of ideas and support amongst disciplines, departments and services ([Program Review and SLOs website](#)).

The Associated Student Organization (ASO) has become a very active vehicle on the campus for student interaction and growth. Since the last visit, the ASO location has moved from the basement of the K-building to the Student Success Building. The new location has areas for students to gather, interact and for the ASO officers to hold meetings and events in a much improved and open space. The hiring of a fulltime advisor to mentor the students has also improved the participation and quality of events sponsored by the ASO.

In Spring 2008, the college sponsored a Day of Dialogue (DoD) with the Empowerment Congress. Over 100 faculty, staff, administrators, students and community leaders participated in this daylong conference. The results of the DoD coalesced around six areas:

- Financial Aid & Textbook costs
- AB540
- Culture
- Technology
- Employment
- Communication

The results of this conference are being implemented in the program reviews of the areas that deal with the issues discussed ([Day of Dialogue Minutes](#)).

In conjunction with the strategic planning process begun in 2007, the College Council examined their committees and processes in a daylong retreat. The College Council determined that there were too many committees and that they needed to consolidate and focus these committees around the emerging ideas and themes from the strategic planning process ([College Council 2007 Retreat Notes](#)). From a set of ten standing committees, the College Council refocused their attention to four main areas and their respective committees:

- Planning and Budget
- Student Success
- Marketing, Outreach, Recruitment, and Communication

- Facilities and Work Environment
- Technology (reestablished November 2008)

Along with these committees, the College Council also created streamlined processes and forms for addressing issues brought before them and how actions would be accounted for once they left the committee ([Standing Committees of the College Council](#)).

Evaluation

The college's program review and SLO processes have had tremendous participation and activity. With departments and units having completed their initial rounds of goal and SLO creation and assessment, the college needs to ensure that this process continues every year in a systematic manner. Past false starts and lack of follow-through have plagued past endeavors and have some faculty and staff feeling apathetic towards the process.

Follow-through is a major weakness that the college needs to address. Some of the new committees established by the College Council took over a year to meet and begin working. Action items from committees need to have action or at least documentation why action wasn't taken.

Special attention needs to be paid to the numerous grants that the college has received over the past year for creating and enhancing educational programs and activities. Even though most grants have a period when they fund positions and activities, the college must make

active decisions whether to continue these position and activities and fund them through unrestricted funds or end them with the conclusion of the grant. Regardless of the outcome, the college must make active decisions rather than let momentum and capacities created by the grants fade away.

Planning

- Create a process where the college assesses the results of a grant and makes formal decisions regarding the institutionalization of the processes and positions of the grant.
- Analyze the success and cost effectiveness of the 21st Century and Bridges to College programs and look at implementation with unrestricted funding.
- Action-items are tracked and followed-through in a formal process.

I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Prior to the creation of the strategic plan and its accompanying strategic priorities and action items, the college's goals have been sporadic and disorganized.

This was acknowledged in past accreditation reports and one of the major endeavors and accomplishments of the college since then. With the establishment of the strategic priorities, the college now has a unified focus for the rest of the college to align their own departmental and unit goals. The alignment of the College Council's standing committees also gives a vehicle through which the goals can be funneled for college action.

The college is now entering its first year with a set of strategic goals and a set of committees aligned to manage their fulfillment. As part of the program review process, departments and units identify and align their goals with the college's overall goals. College SLOs also are aligned with the strategic priorities and mission of the college. As departments and units assess their SLOs, the college also will be able to measure how their effects roll up to the institutional level.

In regards to the strategic priority of Community and Business Development, the college has created a new division within the college that will be focused specifically on this area. The new VP of Workforce Development works specifically with developing new partnerships in the community that meet workforce and community needs. By committing resources to this priority the college will be better able to accomplish the follow-through and reporting necessary in this area.

Each of the major planning documents, educational, facilities, and technology, are four to five years old and are enter-

ing a reassessment stage. The online program review process will directly feed into updating these plans and keeping them current. As departments and units identify goals and needs in areas of facilities, technology and curriculum, these can be simultaneously reflected in the respective plans and be aligned with the overall college mission and strategic priorities.

For instance, cosmetology and culinary arts have reached a capacity level and are completely impacted in terms of facilities, fulltime staffing, and equipment. In relooking at the facilities master plan, both of these areas need adjustments in their space needs and the types of space that will need to be built out in order to meet the job markets 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. By integrating the program review process with the 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 be created.

Besides goals at a college level, the LACCD has taken a greater role in setting District-wide goals and having colleges set measurable targets ([LACCD Strategic Plan](#)). The Districts goals closely match LATTC's college-level goals and allow information to feed directly up. These goals include:

- Access – Expand educational opportunity and access

- Success – Enhance all measures of student success
- Excellence – Support student learning and educational excellence
- Accountability – create a District-wide culture of service and accountability
- Collaboration & Resources – Explore new resources and external partnerships

A self-inventory is completed and sent to the District office and BoT at the end of each academic year ([LATTC's Self-Inventory on LACCD's Strategic Plan, LACCD Strategic Plan Status](#)).

Besides requiring reporting of measurable objectives, the District Office in conjunction with the District Academic Senate have been establishing District-wide committees that help coordinate efforts and share resources amongst the nine colleges in fulfilling these objectives. These committees include:

- District Planning Committee
- Student Success Committee
- Workforce Development Leaders
- Professional Development
- SLO Coordinators
- Distance Education
- Technology
- District Research Committee

These committees have given colleges a forum to share ideas and best practices. They have also allowed the colleges to pool resources in meeting common goals and necessary activities ([LACCD Functional Map](#)).

Evaluation

The revision of the college's mission and the establishment of a strategic plan and priorities have given the college a framework to guide its activities at all levels. The online program review and SLO process allows departments and units to interact with current data and development goals that align with college-wide priorities. The web-based process also feeds and interacts with the planning documents of the college in a more efficient and current way than in the past. The college has developed a much needed planning and budgeting process that receives inputs from all levels and allows decisions to be made in a more structured and timely manner ([Budget Subcommittee Calendar, Planning Committee Calendar](#)).

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

The college uses program review, SLOs, strategic priorities and an ongoing budget and planning process fed by these areas for continuous planning and

evaluation. These regularly recurring methods of planning and assessment involve the entire college community, with the goal of integrating evaluation and resource allocation. Departments and programs set goals, assess goals, make changes, and then re-evaluate the goals through the web-based program review process.

By making all requests and goals flow through the web-based program review process, requests are immediately linked to specific goals and strategic priorities. If a faculty or staff member leaves or retires, a request to fill can be immediately created and placed within personnel goals. This allows the college to get an overall picture of personnel needs throughout the campus and by area. The Budget and Planning committee can view the requests and their associated performance in relation to student success, demand, efficiency, satisfaction and job market demand.

The Planning and Budget Committee (PBC) has a year-long, month-to-month schedule that aligns the college's budget and planning process with the development of the annual Operation Plan, the college's statement of how its resources will be allocated for the coming year in order to advance its goals, which is submitted to the district and the Board of Trustees for approval ([Planning Committee Calendar](#)). The process also aligns with the Academic Senate's hiring prioritization process. The PBC also has integrated an assessment and reporting of specially funded programs twice a year. This allows the PBC to ensure that the SFPs are meeting their goals, main-

taining their budgets, and as a program comes to its completion, allows the college to consider the institutionalization of the processes and positions development under the SFP.

Evaluation

The college has totally overhauled its program review and budget and planning processes in response to past experiences. The new processes more tightly integrate the two processes so that they inform each other and are connected to other college- and District-wide deadlines. The 2008-09 year will be focused on working out any kinks in the new processes and seeing that they are remedied in the following year.

The new program review and budget and planning processes require a constant awareness and documentation by department chairs and unit directors. As the campus becomes more accustomed to this process, the college will be better able to identify needs and address them in an efficient and timely manner. With the campus in a period of physical flux due to the construction, department chairs and unit directors need to be vigilant in their assessments and planning of their areas so that services do not falter or degrade in quality.

I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

LATTC provides many opportunities for faculty, staff, administrators and stu-

dents to participate in planning processes of the college. The College Council, the Planning and Budgeting Committee, Student Success Committee, Marketing, Outreach, Recruitment, and Communication Committee, Facilities and Work Environment Committee are all shared governance committees with representation from all constituent groups. The college has a strong commitment to open meetings wherein campus constituents and the public may attend and, usually, participate in all discussions.

Each of the major committee on campus, along with the AFT, AFT Classified Staff, and Academic Senate have created dynamic websites to allow for participation from the wider campus and to allow a more efficient dissemination of information. Each committee and group maintains a list of action items and policy actions that allows campus participants to give their input and feedback. Two of the LATTC's recommendations from past accreditation visits have been the need to increase communication and maintain shared governance decision-making. By ensuring the documentation of meeting minutes, the listing of action items on the college's website and their associated outcomes, and allowing for campus feedback and interaction, the college hopes to see concerns in these areas decrease and subside.

The web-based program review process also opens up avenues for faculty and staff to identify their needs at a course and function level. Faculty can identify technology, supplies, professional development, curriculum, and facilities needs at a course level. These requests

are automatically added the discipline's, department's, and college's goals. The same holds true for staff members in student and administrative services areas. As these goals are either fulfilled or denied, the results are also viewable by the campus community. The transparency and equality of the goal creation and fulfillment process through the web-based process gives faculty and staff a greater voice than they had in the past.

Evaluation

The college has overhauled its decision-making bodies and processes over the past year in response to self-evaluations and input from the campus community. Improved documentation and reporting of decisions will help communicate the work that committees have made (or not) over the coming years. The increased transparency also opens up improved areas of participation and feedback from constituent groups. The new processes of the College Council and its standing committees will allow for action items to be tracked and their results reported.

Planning

- All committees must maintain current reporting of their actions and minutes as well as document the results of any action items flowing from their meetings.

I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

LATTC documents and disseminates

assessment results on a regular basis. The Office of Research and Planning (ORP) plays an important role in gathering, analyzing and reporting information in a consistent and useable format. The web-based program review process includes daily updated information about student enrollments, including giving faculty access to students' previous enrollments, success, and performance on the assessment tests. Section level data is provided about success, retention, FTES, and FTEF. Degree and certificate programs include information about degrees/certificates, cohort analyses of student flow through their program and job market information. Surveys are administered at various levels and segments of the campus in order to facilitate qualitative analysis of performance. Information about LATTC's services area is used extensively in grant applications and in forming relationships with community and business organizations.

The ORP also provides statistical reports and analyses on specialized topics and scenarios as requested by the President, committees, and other offices. For example, one of the major research endeavors of the past year studied the cost of programs at LATTC and how the funding formulae used by the state and District were unbalanced towards CTE programs. Presentations prepared by the ORP were presented to the college, LACCD BoT, Chancellor, and District Budget Committee. Although there has been no specific action taken on this matter, all participants communicated an increased understanding of the problem

and has caught their attention for future studies.

Besides LATTC's ORP, the LACCD district's research office also provides information on a routine basis for all colleges. The District Research Office granted each campus access to the Economic Modeling Specialists website which provides research data on job markets, trends, environmental scan data, educational achievement and other demographic and industry data. This information has been used in program reviews, our new strategic educational plan and in grants. The district also sponsors biennial student surveys that are completed at each campus. This provides valuable input from the student about such areas as their satisfaction with the campus facilities and programs, perceived obstacles to meeting their goals, level of campus involvement, and their self-reported gains in skills and knowledge.

The college also relies on state-level offices, including the California Community College Chancellor's Office and the California Postsecondary Education Commission, to provide information about students' outcomes that reach beyond our institution. Data about student transfers to public colleges and universities in the state and each college's transfer rate, calculated according to a formula developed by the Chancellor's Office, are posted on the Chancellor's Web site as well as the research web site.

Evaluation

Through the program review website

faculty are able to see performance indicators for their students and their sections. This personalization of information has been very beneficial in assisting faculty to reflect upon their teaching and learning activities and providing discussion materials for SLO creation and assessment. The cohort analyses of programs have also given departments the ability to look for gaps and obstacles in their students' progress through their programs and to begin addressing them.

An example of this was the revelation that twenty to forty percent of students were finishing all of their certificate or degree requirements in the CTE programs, but weren't applying for their award. Working in conjunction with the admissions and records office and the ORP, the counseling department sent counselors to 4th semester courses to target students who hadn't yet filed for graduation, but should have. Although preliminary, it looks like the efforts resulted in an increase of 7-10% over the previous year. The college is looking at institutionalizing the practice of counselors actively visiting 3rd and 4th semester courses and assisting students with the completion of their graduation applications.

The Budget and Planning committee is also using budgetary, expenditure and enrollment data on a routine basis as means of managing the budget and planning for future needs. The budget office has created cost centers for every discipline and unit within the college, which will allow the committee to track expenditures on a unit level. This will allow the college to know how much programs

are spending on personnel, supplies, and equipment. Once the college has a year or two of data collected at this level, it will update its high-cost program presentation and look to address the funding disparities at the district and state levels.

Planning

- While enrollment data is widely available, department chairs and unit directors need to have training in Business Warehouse and SAP so that they can analyze and manage their budgets effectively.

I.B.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

The college's strategic plan was completed and approved in September 2008. The creation of the strategic plan provides a guiding vision for relooking at previously created planning documents including the educational, facilities, and technology master plans. The recent passage of Proposition J has given the college an additional \$350 million to complete the renovation of the campus ([Proposition J projects](#)). One of the major projects of to be funded under Proposition J is an updated facilities master plan. This is needed since the last plan was approved in 2002.

The educational master plan is in various stages of revision based upon input from program review, SLOs and the

college's strategic plan. The Strategic Educational Plan has been completed which documents potential new areas of exploration for the college and individual departments ([Strategic Educational Plan](#)). Based upon input from the program review process and the Strategic Educational Plan, the main educational plan will be updated in Spring 2008.

Evaluation

Institutional planning processes at LATTC are continually evolving through ongoing review and reorganization. The college fully embraces the notion of ongoing planning. This means that it is not always evident when planning stops and implementation begins. Because the college employs a collaborative approach to decision-making, sometimes the objective of reaching a clear and final decision on matters is lost. It has not always been clear which college entity is fully responsible for the integration of goals and planning. Theoretically, it is the College Council, which holds the key to improving the processes that link ongoing planning, budget, and evaluation.

The focus of the annual College Council retreat has varied over the years, depending on college needs. Recognizing that the specific role, responsibilities, and processes of the College Council needed to be more adequately delineated, a subcommittee has revised the shared governance document by clearly defining its structure and procedures, as well as those of its committees, using suggestions made at the August 2007 retreat. In order to ensure that the committees are linked so that goals,

SLOs, planning, and implementation are integrated, the council needs to regularly review its leadership role and take specific steps, if necessary, to amend its processes.

Planning

- Evaluate the effectiveness of the College Council and its committees to be sure they stay on course in following newly revised processes that link ongoing planning, budget, and evaluation.

I.B.7. The institution assesses its evaluation mechanics through systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

LATTC's program review process has gone through three different evolutions since the last accreditation visit. The first rendition of program review from 2003 was found to be too intensive and laborious which also disaffected many faculty that participated in this round of evaluations. One of the biggest complaints was the lack of follow-through on the extensive reports that were submitted. The college then made efforts to move the process online and contracted with a consultant to develop an online process. Unfortunately, the consulting firm ran into problems and was unable to provide the desired product in a timely manner. When the product was near to completion the review committee decided that the results were too similar to the paper version and didn't flow in a logical manner, nor did it effectively

incorporate SLOs into the process.

The current version of the program review process seeks to address the weaknesses of the previous renditions. The process is online allowing access to information from any Internet connected computer. Information has been tailored to the individual that is inputting and viewing information. The process itself creates goals and plans based upon how the individual answers the questions. Plans and goals created through the site are automatically categorized and updates and completions of plans can be documented and adjusted as necessary. As time progresses, additional functionality and information will be built into the system.

Evaluation

The new program review process is too new to be evaluated properly. The college's Planning and Budget committee will evaluate its effectiveness and offer suggestions at the completion of this year. Feedback from users is continuously used to improve the system. The District Planning Committee is looking at adapting LATTC's program review process for use across the District. This will bring additional resources and capabilities to the process.

Standard 2:

Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

II.A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

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

LATTC is an urban campus with 14,502 FTES (LACCD Office of Institutional Research.) The college offers 49 AA/

AS degrees and 53 Certificates. AA/AS degrees are divided among programs leading to possible transfer to a four-year college or institution and career/technical programs leading to possible employment. Certificate programs are almost exclusively in career/technical disciplines. LATTC offers credit classes in 90 disciplines; it also has a noncredit program offering courses in the following areas: health and safety, basic skills, citizenship and civics, consumer education, GED and CAHSEE preparation, and entry-level career/technical skills.

All degrees, courses, certificates and skills certificates undergo the same process to assure that they meet the mission of LATTC. First, discipline faculty consult with one another during the development process. Once the discipline has finalized their draft proposed course outline, certificate or degree application, the department chair signs off on the draft. The draft is then submitted to the LATTC Curriculum Committee for discussion and review. The Curriculum Committee at monthly meetings reviews and votes on requests for new and updated courses, certificates and degrees. The Committee considers some of the following when considering approval of instructional offerings:

1. Are the content and objectives of the proposal congruent with both the goals of the discipline and the institution?
2. Are the suggested methods of instruction pedagogically

sound for the proposal?

3. Does the campus have adequate resources (space, faculty, capital equipment, library resources, etc.) to offer the course or program?

Courses or programs that do not satisfactorily meet the standards of excellence set by the Curriculum Committee are returned to discipline faculty for review and revision with an invitation to resubmit at another curriculum meeting ([Curriculum Process](#), [Curriculum Forms](#)).

Courses that will be taught in a distance education (DE) follow a similar process with a few additions. Courses seeking DE approval must document how the student-instructor contact hours will be accounted for within the course. Courses must also demonstrate their ability to meet ADA compliance in regards to the materials used within the course. The Curriculum Committee approves the course itself, but not the instructors that are certified to teach the course. This is handled through the Distance and Distributed Learning (DDL) committee. Both the course and instructor approval processes were approved in September 2006 ([DE Course Approval](#), [Instructor Approval](#)).

LATTC ensures its programs are high quality and appropriate to an institution of higher education in several manners. First, the new commitment of both administration and faculty to ensure that course outlines are current. In the past, updating of course outlines was haphaz-

ard. Some faculty and disciplines effectively self-monitored to make sure that their course outlines were no older than five years. Other disciplines would seldom update course outlines. This has led to a loss of UC transfer articulation for some courses. Realizing that this was a problem, the Educational Policies Committee of the Academic Senate recommended the following policy to the Academic Senate in 2006. Following discussion, the Academic Senate adopted the following resolution:

Resolved: that the Academic Senate of LATTC strongly recommends that Course Outlines be updated every six years and forwarded to the Curriculum Committee for approval. Resolved: that courses not meeting this recommendation will be forwarded to the appropriate Vice-President for exclusion from the approved list of courses until such update is completed and approved by the Curriculum Committee of the Academic Senate.

Evaluation

The college ensures that all of its instructional programs meet the needs of students, fulfill its mission, and uphold its integrity. All sections of a specific course within a program follow the same course outline, regardless of the mode of delivery. Faculty and administrators review programs regularly to ensure their continued efficacy and relevance. The Curriculum Committee ensures that our degree and certificate programs maintain high standards through a continuing process of overseeing the validation, revision, and updating of

curriculum to ensure focused study and structure for successful outcomes for our students.

II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

In LATTC's service area population, most adults do not possess the equivalent of a high school education. 55.2% of the adult population does not have a high school diploma, GED, or equivalency; 20.2% have obtained only between

a 9th and 12th grade education; and 35% have less than a 9th grade education. LATTC's feeder high schools have some of the lowest standardized test results in the state and have some of the highest dropout rates. The low educational attainment and abilities of students and potential students play significant role in the college's educational planning.

Socio-economic indicators also point to obstacles in the path of students desiring to take advantage of educational opportunities at LATTC. Nearly one-third (32.4%) of the population lives at or below the Federal Poverty Level (FOPL, and over one-half (53.3%) of the population lives within 150% of the FPL. LATTC's residents are, on average, 15.9% and 21% more likely to live in poverty than the residents of the other



LACCD colleges and other colleges in Los Angeles County, respectively. These factors can be an obstacle to students wishing to enter educational programs that require substantial, initial investments in supplies, tools, and uniforms like culinary arts, cosmetology, auto, and construction.

LATTC faculty and academic administrators recognize that students come to the college for many reasons and with many levels of preparation. Many students are under-prepared for success in college programs when they first arrive at the college, and their lack of preparation has been widely discussed at the Academic Senate, within departments, and in committees such as Educational Policy, Basic Skills, Student Success, and Curriculum.

In keeping with California community college matriculation regulations, LATTC strongly recommends that all new students take both English and math assessment tests, which have been validated according to state requirements and are used to determine appropriate course placement levels for student success. The results are helpful to counselors in assisting students to develop their educational plans and to department chairs and academic deans in course planning for the semester. Students may appeal the results if they feel that they have not been placed correctly. Records of student assessment demonstrate that 98% of students place below college-level math, 76% are reading below a ninth grade level, and 68% are writing below a ninth grade level. Student basic skills achievement affects both transfer-

track and CTE programs ([LATTC Student Placements](#)).

Evaluation

LATTC recognizes that student preparation will not increase and improve without a concerted effort to improve the education of its service population in surrounding middle and high schools and community. These community intervention programs include:

- The Students for Higher Education (SFHE) Program, is a collaborative project between Los Angeles Trade-Technical College, Los Angeles County Probation, Los Angeles County of Education and Youth Opportunity Program is designed to move at-risk/disconnected, incarcerated youth into post-secondary educational/occupational opportunities to reduce recidivism rates through training, mentoring/case management, leadership development, work-study, supportive services, and intensive transition support. To date the program has served over 500 youth. Overall, 85.7% of participants upon release from Camp have either entered post secondary education or are employed. SFHE has demonstrated student success outcomes unprecedented with this type of at-risk, disconnected youth population ([SFHE Executive Summary](#)).

- The college developed the Construction Utility Prep Program and piloted this program in Spring 2008. The program targets unemployed, disconnected youth/adults and engages them in an intensive seven-week preparation program to enter these industry sectors. The pilot consisted of a cohort of 27 students. 93% of the students completed the program and 72% met improvement benchmarks on at least one of the assessment instruments used ([Construction Utility Prep Program Flyer](#)).
- The Bridges to Success Center (Bridges,) created in 2007-08, serves as a “one-stop” outreach/recruitment, information and support center for K12 concurrent enrollment, immigrants, CAHSEE, and other special populations who have either no experience with or unsuccessful experiences with accessing higher education. To date, Bridges has served over 3,500 individuals ([Bridges to Success website](#)).
- The Access to Careers and College Exploration for Student Success (ACCESS) Project is a collaborative project/partnership of Trade-Tech with Carver Middle School, Gompers Middle School, Foshay Learning Center, and Berendo Middle School. ACCESS is designed to provide 7th and 8th grade middle school students with career technical education pathways and programs through the development of courses and curriculum that exposes students to the fifteen (15) California industry sectors. This program targets two cohorts per school (approximately 65 students per school, per year) for a total of 500 students and engages them in career exploration and development activities at the college and in the workplace.
- LATTC, in partnership with 8 area high schools, the Los Angeles Community Development Department, and the Los Angeles Unified Schools Drop-out and Prevention Program, outreaches to high school seniors who did not pass the CAHSEE exam and enrolls them in basic skills math and English courses designed to assist them in passing the exam. Students are also enrolled in career-technical courses giving students an opportunity to apply these skills in a contextualized environment. In addition, students are provided with supportive services that enable them to bridge to college upon successful completion of the exam. Currently, over 300 students participate in the program annually.

These programs address the potential LATTC student population within the feeder schools and community by improving their basic skills prep, improving student persistence, and preparing students for entry into transfer-bound and CTE programs at LATTC.

The college is also addressing its current student population on multiple fronts. As part of the ESL/Basic Skills Plan, the college is re-examining its assessment tool, revising its basic skills curriculum in reading, writing and computation, and expanding the number, scope and accessibility of its academic services ([ESL/Basic Skills Plan](#)). The college is also in the beginning stages of piloting a First-year experience and CTE academies for entering students. These programs are focused on helping students identify their learning styles, preparing them for college-life, improving their basic skills, and giving them the confidence they need to succeed in their chosen programs of study.

II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Faculty at LATTC utilize a variety of instructional delivery techniques and modes of instruction. These include traditional instructor-led lectures and labs, hybrid courses combining in-class meetings with individualized web-based activities, totally online courses, collaborative learning groups, lab-based, computer aided instruction (CAI) and individualized instruction. To a large extent, the choice of instructional delivery methods is the purview of both the academic department and the individual faculty member; however, faculty are encouraged to incorporate technology into their classes. The college depends on the knowledge, experience, and creativity of its faculty to provide the most

stimulating learning environment possible for students, and it recognizes the validity of multiple delivery methods.

Evaluation

The institution of SLOs and the implementation of program review has stimulated discussions about the delivery and types of instruction used in various courses and departments. Instructors and department chairs have increased access to student success and retention data at the section and program level. The development of SLOs and their assessment has forced faculty to share strategies and assessments. Even without the assessments completed and analyzed, the dialogue that has and is occurring is benefitting programs.

The college has received a Title V grant for implementing technology in the classroom. This entails the creation of reusable learning objects, the implementation of an e-portfolio system, and the expansion of the college's course management system across all classes ([Title V Institutional Grant Summary](#)).

Planning

- Use the Title V grant to train faculty, create learning objects and expand the availability of instruction.

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

In Spring 2007, the college created the position of Student Learning Outcomes (SLO) Coordinator, which became effective in July 2007. This position has been working with faculty in creating SLOs at the course, program and college level as well as with Student Service and Administrative Service units in creating measurable SLOs and Administrative Unit Outcomes. SLO creation and assessment has been instituted on a web-based format to allow openness of the process, results and analysis.

Although the college had campus-wide workshops on SLOs and more focused small group workshops, the SLO creation process failed to catch-on initially. In most cases the audience was either too diverse in regards to subject area or the large numbers detracted from full participation of each faculty. Based upon feedback from peers around the state, the SLO Coordinator began holding meetings with departments and disciplines (depending upon the size of each) during the Fall and Spring semesters of 2007-2008. By combining SLOs with program review, faculty were able to see the full spectrum of their programs and how students (un)successfully navigated through the parts and whole of their programs.

The SLO process at LATTC follows the system established by the University of Massachusetts, Amherst. The [**Course-Based Review and Assessment**](#) and the [**Program-Based Review and Assessment**](#) manuals provide a framework for the SLO creation, assessment, and analysis process at LATTC. Each program and discipline began with a discussion about

their program in general terms using the [Student Learning Outcome Definition Worksheet](#). This helped faculty talk about their students and what they expected them to learn and experience as a result of the program. By beginning with the program level SLO, faculty had a framework through which to view their courses and how they contribute to the achievement of the overall program SLO.

With the establishment of a program-level SLO, faculty then moved into the review of their individual courses and the creation of their SLOs. By focusing the faculty on first reviewing their courses, SLOs were easier to create and formulate. Besides the overall course SLO, each SLO would also have three to four measurable objectives or benchmarks. These were created to help stimulate faculty thought about the assessment process. This also forced the usage of Bloom's Taxonomy for creating action-oriented, measurable objectives. With SLOs created and objectives defined, faculty then created an assignment and rubric for each course taught in the Fall semester.

With SLOs defined at all levels, the college can move into a cycle — Fall semester assessment, Spring semester analysis. Each Fall, faculty choose one objective that they will measure and create the linked assessment and rubric. The results of the assessment are aggregated across sections and then used by the faculty in the Spring to determine, based upon the rubric, where students are successful. Faculty then create action plans to address the measured weaknesses of their students. These

can cover all areas from curriculum, to student preparation, supplies, resources, enrollment levels, and so forth.

Evaluation

Despite the late start in the SLO process, the College has achieved tremendous success in the SLO creation process. All courses have one SLO created and three to four measurable objectives. Assessment of courses taught in the Fall is now underway. As courses are assessed and analyzed, the results will feed up to the program and college level. If necessary, faculty will create action plans in program review for addressing areas of concern identified in the analysis process ([Program Review & SLOs website](#)).

Planning

- Institutionalize the SLO cycle:
Fall assessment, Spring analysis.

II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

LATTC offers collegiate, developmental, pre-collegiate non-degree applicable, community education, short-term training, international students, and contract education programs in fulfillment of

the mission of a California Community Colleges. The college uses a variety of criteria to determine whether or not to offer these different programs, among which are the mission statement of the college, student need, employer and labor market demand, and the needs of specific communities of students served by these programs. All programs undergo program review, a process of program evaluation and planning. Courses in collegiate, pre-collegiate, developmental, and short-term credit-based training programs are approved through the curriculum and program review processes. Program review has been implemented broadly and serves as the first step in data-driven program assessment.

Collegiate programs and courses are developed and offered as part of the college's commitment to higher education. The college, in determining what programs it will provide, aligns its transfer offerings with the requirements of regional transfer institutions and its occupational programs with regional economic development needs.

Pre-collegiate and developmental course work, approved through the normal curriculum process, is offered in a variety of areas, most notably in Learning Skills, ESL, English, and mathematics to prepare students for success in credit courses. The college defines pre-collegiate course work as non-degree applicable courses. Developmental courses are those that carry credit but which generally are not transferable, including higher level ESL and lower level English and mathematics courses.

Ideally, student need drives the number of pre-collegiate and developmental course sections offered. The college's assessment instrument places students into particular English and mathematics courses. Reviewing the placement pattern enables the chairs and academic deans to plan future scheduling patterns.

Evaluation

The college has introduced two new CTE programs since the last accreditation visit, Process Technology and Administration of Justice. A number of skills certificate (under 18 units) programs were developed as well to offer entry into the job market. These are being reviewed due to the Chancellor's office revised regulation of under-18 unit certificates.

Other programs being currently explored include gaming technology and fields in the "green" sector. LATTC is on the forefront of the [Green College Initiative](#). Many existing programs are integrating green-related curriculum in their existing courses or are developing new courses ("[Green](#)" [courses, certificates and programs](#).) The Solar Design, Installation and Maintenance courses received approval from NABCEP (North American Board of Certified Energy Practitioners.) The diesel technology program has developed an Introduction to Alternative Fuels and Hybrid Technology Course that has received state-wide attention.

The college has developed an addendum to the educational master plan that identifies emerging job markets and profes-

sions. This is being used in program review and program viability to review trends in industry and labor market and guide programs in their development and revision. Additional partnerships and programs are being developed in K20 career and professional education pathways under the direction of the [Success in Technical & Professional Pathways Program](#) (ST&P³).

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

The Curriculum Committee has established procedures for designing and improving curriculum. Information is available to faculty on the committee's webpage and the faculty handbook under curriculum development. The processes for revising or creating new curricula involve faculty from the initiating step through the approval process.

Evaluation

The college follows clearly delineated, established procedures for creating, evaluating, and improving courses and programs, and faculty are involved at every stage of the process. They play a central role in maintaining standards in course content, pedagogy, and student outcomes and in ensuring quality and improving instruction. To initiate new curricula, a majority of faculty in that department must approve a new course

or program. Faculty play a primary role in evaluating courses and programs through program review. Faculty are responsible for updating course outlines, assessing all aspects of the department or program, and developing goals and needs ([Curriculum Process](#), [Curriculum Forms](#)).

II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Faculty develop course outlines that include specific course objectives deemed appropriate. These course objectives are what students are expected to learn as a result of completing a particular course. Grades in courses are assigned based on student achievement of the course objectives. Advisory committees and experts in the discipline provide industry expectations and needs that assist faculty to develop courses, certificates, and degree programs. They provide information on trends, texts, and required employment skills so we can adjust our programs to meet the needs of the workplace. All vocational education programs have advisory boards that meet at least once a year. Articulation with four-year universities provides a basis for guiding faculty in the development of new courses and changes in degree requirements to help students

transfer to four-year institutions ([LATTC Articulation Forms and Processes](#)).

Evaluation

Factors determining the design of degree and certificate programs include student demand or need, course objectives, University of California (UC) and California State University (CSU) requirements, advisory committee recommendations, as appropriate, and needs related to industry and business.

Students are evaluated individually on their attainment of objectives stated in the course outline of record. The introduction of SLOs has broadened the ability of faculty to assess student achievement on an aggregate basis. As the college moves through the SLO assessment and review process, courses and programs will be able to address factors impacting student success on a more detailed level.

In moving through the SLO creation and assessment stage, faculty have engaged in meaningful and rigorous dialogue about their courses, pedagogical approaches, and assessment techniques. This dialogue has already led to changes at the course and program level. The Auto Technology program has standardized its curriculum and is moving towards receiving NATEF certification for the program. Recognizing the low basic skills levels of our student body has focused faculty on looking at new ways of assessing and preparing students for entry into their programs. Many CTE programs are looking at establishing academies that will give students a one-

semester introduction and boost in skills necessary to successfully enter and complete a program of study.

II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

The breadth, depth, and rigor of our courses and programs are determined through our curriculum process. Dialogue about our instructional program takes place in committee and department meetings through the program review process, the primary means by which curriculum is updated for currency in the field. Faculty have the opportunity to discuss their courses to ensure these qualities are reflected in course outlines. Department chairs, in conjunction with their dean, ensure that scheduled course offerings enable students to transfer or complete certificate and degree programs in a timely manner.

High quality instruction and synthesis of learning depend to a great extent on the quality of our faculty. Evaluations are conducted on a regular basis, with the involvement of students, faculty peers, department chairs, and administrators. Evaluators assess faculty by recognizing outstanding performance, identifying weak performance and assisting faculty in improving, and documenting unsatisfactory performance. Assessments include how well the instructor provides constructive feedback to students, to what degree the instructor is knowledgeable about the subject matter, and

whether he/she provides a clearly outlined syllabus and grading policy.

Evaluation

We have taken steps to help students with appropriate class sequencing for transfer. Ongoing articulation with public and private universities assures transferability of lower division requirements. Through the Articulation Officer and the use of ASSIST, we are able to better communicate pertinent course information to the UC and CSU systems.

Faculty evaluation depends to a great extent on whether department chairs are diligent in conducting rigorous evaluations consistently. Our faculty evaluation process allows for faculty to continue to improve and grow in the profession. Students consistently give faculty high ratings on such criteria as being up-to-date in their fields, having fair grading practices, and using appropriate texts and reading materials.

II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of students.

Instructors utilize a variety of instructional methodologies: lecture, lab, activity, discussion, individual and group projects, in-class and research assignments, fieldwork, independent study, oral presentations, hands-on methodologies, team teaching, service learning, and online and hybrid classes.

Evaluation

The college responds to diverse needs of students for access to classes on and off campus in daytime, evening, and weekend time blocks. A variety of teaching methodologies appropriate to courses and disciplines also support the needs and learning styles of students.

II.A.2.e. The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

All courses and programs are evaluated through program review. Established in collaboration with the Academic Senate, this review cycle gives the college a means by which all academic departments and programs can be assessed. In addition to a thorough program description, the review includes an evaluation of history, philosophy, and mission; curriculum; progress in developing and assessing SLOs; faculty and staff; facilities, equipment, and technology; and on-campus and off-campus resources and partners. It utilizes a student data profile and student survey results, a needs analysis, recommendations, and timeline for action. The process involves department chairs, faculty, research and planning staff, administrators, and students.

Evaluation

The program review process, with its curriculum component, is our continu-

ous mechanism for self-study, with an emphasis on reaffirming or redirecting our programs. Departments and programs make improvements based on the findings of program review, such as deciding to hire new faculty or revise curriculum. Through program review and the program viability process, the college makes decisions regarding elimination of irrelevant or antiquated curriculum/programs and the establishment of new, viable courses/programs.

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

The program review process enables the college to assess the effectiveness of its degree and certificate programs in meeting their stated goals and SLOs. Information on student success, retention, program persistence, and awards are made publicly available. SLOs and their objectives are integrated into course syllabi and the results are accessible from the college website. Information garnered through the program review process is funneled into the educational, facilities, technology and strategic master plans of the college. The web-based program review process allows this process to be ongoing and current and representative of a dynamic college.

Evaluation

With the current program review and SLO processes, the college has entered a major stage of systematic evaluation and analysis. With new processes, the college needs to make sure that it follows through on action plans and documents progress on achieving goals. With the influx of grants and pilot programs, the college needs to evaluate each program for its effectiveness in meeting the strategic and program goals of the college. Some programs may need to be adjusted or discontinued following the review, but this should only occur because of review and not because of the termination of a contract or grant monies.

Planning

- Establish and execute an evaluation process for new programs and grants.

II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Currently, there are no departmental course examinations or program examinations that are standardized. However, in an attempt to assess student learning, the English department has established some assessment measures. The English department has been assessing student learning through the holistic scoring of English 64, 21, 28 and 101 exams. To minimize test biases, faculty are identified by code letter and students by code number.

Evaluation

While the English department does not have a true exit exam, the department has taken steps to determine measurements of student learning. Departmental essay scoring sessions have given faculty a useful vehicle for discussing the common criteria that characterize success in each level of English. Faculty have an opportunity to norm their grading with other department members. Pass/fail rates on these essays give the department an overview of one measure of its success in achieving student competency.

II.A.2.h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Credit for courses is based on the instructor's determination of student achievement of the course's stated learning objectives as stated in the course outline of record. Students receive credit once they have earned a passing grade (C or better, or credit) in the course. The college utilizes Carnegie units to determine hours and units of credit consistent with accepted norms in higher education.

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

Degrees and certificates are awarded when students complete a program of

required coursework. Degree and certificate programs are reviewed at the college, community college district, and state-wide community college system. Each course has specific learning objectives established as do the programs themselves. Student achievement of these learning objectives has been traditionally shown through grades and thus credit received for a particular course. The implementation of SLOs will allow for further investigation into students' comprehension and mastery of information and the development of the appropriate skills.

Evaluation

Certificate and degree programs are designed to ensure that students meet the learning objectives of these programs and the college's standards. The Curriculum Committee ensures that our programs maintain high standards. Program review allows us to assess how well each department is doing in attaining program goals.

II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

The college requires that all students in academic and vocational degree programs complete a general education

component. Relying on the expertise of faculty, the college determines the appropriateness of each course for inclusion in the general education areas based on the stated learning objectives for each course.

The purpose of general education courses is stated on page 5 of the General Catalog informing students that general education courses help them to develop the knowledge and skills necessary for enhancing the quality of life for them as individuals and for society at large. Depending on the type of degree or outcome a student is pursuing, general education requirements vary. For students pursuing the transfer-oriented Associate degree, students are required to take classes in six major areas: English communications (composition, critical thinking, and oral communication), math concepts and qualitative reasoning, arts and humanities, social and behavioral sciences, physical and biological sciences, and language other than English, thereby satisfying the Intersegmental General Education Transfer Curriculum (IGETC) requirements.

Students pursuing transfer specifically to a California State University are required to take courses in five major areas for CSU general education certification: communication in the English language and critical thinking (oral communication, written communication, critical thinking); physical universe and its life forms; arts, literature, philosophy, and foreign language; social, political, economic institutions and behavior, and historical background; and lifelong understanding and self development.

If a student is pursuing an Associate degree in one of the college's occupational/vocational areas, the student must take eighteen units of general education course work from five areas: natural science, social and behavioral science, humanities, language and rationality, and health and physical education activity. Students pursuing an Associate degree in General Studies are required to take thirty units of general education course-work from five areas: natural science, social and behavioral science, humanities, language and rationality, and health and physical education activity.

When developing or revising specific content for general education courses, faculty typically confer with colleagues in department meetings, ad hoc work groups, and the Curriculum Committee. LATTC faculty actively participate in curriculum discussions with counterparts from other community colleges, California State University, the University of California, and private colleges through professional organizations, articulation groups, and Intersegmental Major Preparation Articulated Curriculum (IMPAC) meetings. Courses are approved for placement within the general education areas through the curriculum process.

Evaluation

General education in courses and disciplines required for degree programs include an understanding of the basic content and methodology of the major areas of knowledge. Learning outcomes assessment for general education courses is currently being implemented.

II.A.3.a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

District board rules specify that general education is required for the Associate Degree and establishes the following areas: natural sciences, social and behavioral sciences, humanities, and language and rationality. Under Graduation Plan A, students are required to complete three units of natural sciences, nine units of social and behavioral sciences, and three units of humanities. Under Graduation Plan B, students are required to complete three units of natural sciences, three units of social and behavioral sciences, and three units of humanities.

Evaluation

LATTC offers an array of courses for students in each of these GE areas.

II.A.3.b. A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

District board rules require that students meet a general education requirement by taking courses in language and rationality, English composition and communication, and analytic thinking. Both graduation plans require units in language and rationality and all degree students are required to satisfy a read-

ing and writing competency requirement.

Under Graduation Plan A, students are required to complete 12 units of language and rationality. This includes three units in written communication, three units of oral communication, and three units of analytical thinking. Under Graduation Plan B, students are required to complete six units of language and rationality. This includes three units in written communication and three units of oral communication and analytical thinking. In addition to these GE requirements, all degree candidates are required to satisfy a reading and writing competency requirement (completion of one of the following courses with a grade of "C" or better: English 28, 31, 101, 103 or Journalism 101).

Information competency, computer competency, and critical thinking are issues that are considered for every applicable course and are part of the standard course outlines. Vocational courses are required to also identify which SCANS (Secretary's Commission on Necessary Skills) competencies students will develop in a course. This is recommended but not required for non-vocational courses.

Evaluation

The college offers an array of courses for students in each of these GE areas.

II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural

diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

The college offers a wide variety of courses that cover topics in ethics, interpersonal skills, cultural diversity, historical and aesthetic sensitivity, and assuming civic, political, and social responsibility. In many cases, these topics are interwoven into the content of courses by faculty. Specific courses in Anthropology, Art, English, Geography, History, Political Science, Psychology, and Sociology are designed to address the diversity of cultures and aesthetics that abound in our world.

Faculty are concerned about providing an environment in which students learn to act ethically. A major topic of discussion among faculty is plagiarism. Concern over this topic is reflected in course syllabi, the majority of which address plagiarism. Individual faculty members discuss this topic in class to educate students to their responsibilities as citizens in a wider society.

Evaluation

The college has made it a priority to address these issues by incorporating them into our college-wide SLOs. We expect students to attain knowledge about diverse cultural groups, have the ability to think critically about the contributions and challenges of those groups, and assess and appreciate the effects of these groups' histories and cultural practices on society. We expect them to develop aesthetic responsiveness, ap-

preciate and evaluate the arts, discuss their impact and role, and acquire tools of creative expression. We expect our students to develop civic responsibility, identify issues that require social responsiveness, evaluate the complexity of social justice issues, judge differing points of view on social responsibility, understand the rights and responsibilities of citizenship, and demonstrate the beginnings of a commitment to active citizenship.

II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

All Associate Degree programs listed in the college catalog are configured in one of two formats referred to as Plan A or Plan B. Plan A consists of at least 18 units of required course work in the major and completion of 30 units of general education. Plan B consists of at least 36 units of required course work in the major and completion of 18 units of general education. An Associate Degree is awarded upon successful completion of 60 units, which includes all major requirements, general education, competency requirements, and electives, if needed. The Curriculum Committee ensures that all degree programs follow the requirements of Plan A or B.

II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

The college approves vocational and occupational majors and certificates based on input from advisory committees and labor market research. The Los Angeles/Orange County Workforce Development Leaders ([LOWDL](#)) reviews the programs and gives their approval to the Chancellor's office. In conjunction with program review, these processes contribute to the standards demanded by employers and external licensing agencies.

Several programs at the college are subject to review and licensure by external agencies such as Nursing by the BRN and NLN, CNC/Machine Ship by NIMS and MSSC, Child Development by DECTC, Culinary Arts by the American Culinary Federation Educational Institute (ACFEI) and Cosmetology by the State Board of Barbering and Cosmetology. Students in these programs are prepared to pass the licensing exams conducted by these agencies.

The following programs provide preparation for California licensures, permits, or certifications:

- Nursing provides NCLEX exam preparation for the RN licensure.
- LVN program prepares students for LVN licensure.
- CNA program prepares students for CNA licensure.
- Child Development offers four certificates, all meeting the State Department of Social Services requirements for child care center associate teacher, child care center director, child care center

school age program teacher/aide, and infant care teacher in private, for-profit, and non-profit centers as defined in Title 22. The program prepares students to apply for the child development permits issued by the state.

- The Electrical Construction program prepares students for [California Electrician Certification](#).
- The [Pre-Electrical Craft Helper course](#) prepares students to take the Electrical Craft Helper Examination given by DWP.
- The Solar Installer course prepares students to take the National American Board of Certified Energy Practitioners ([NABCEP](#)) Solar PC Installer Certification exam.
- Real Estate courses prepare students to acquire California salesperson and brokers' licensures.
- Cosmetology courses prepare students to take the Cosmetologist and Esthetician exams.
- Electronics offers a [five-course package](#) to prepare the students to take the national A+ certification.
- Electronics 161 prepares students to take the FCC Radio Operation License.
- Microcomputer Technician courses prepare students to take the Cisco Certified Network Associate (CCNA) Test.

- Physical Education offers a course on CPR and first aid. Upon successful completion of the course, students are awarded the Red Cross certificate in first aid and CPR.

Evaluation

Advisory committees meet with department faculty to discuss the programs and review curriculum. Curriculum is developed to reflect industry standards and when necessary is modified to keep pace with the changing needs of the industry. This provides some assurance that technical and professional competencies are achieved.

If available, exam results for students in programs that lead to licensure is recorded in the program review process. Programs that have an average pass rate below 75% must create a plan of action to bring their scores up. The RN program has had pass rates following below the 75% range. They are currently transitioning to a new, approved curriculum that will be standard across the district.

Programs that must apply for accreditation, like the RN and Culinary Arts programs, integrate the recommendations from their accreditation reports in their program review. This links both college and industry goals and recommendation in one unified area.

II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in

terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

Information about educational programs offered at the college is widely offered in a number of different publications: in both the print and web-based versions of the college catalog, in department-prepared brochures and program planning sheets, and on the college Web site under the Admissions and Records link from the Student page. The college reviews the information in the catalog annually by the department chairs, the Academic Senate, various committees, and academic administrators to ensure that the listings of educational programs in the catalog are current and correct and that each educational program lists its title, if it is a certificate or a degree, and the constituent course work it requires including credit hours.

LACCD Board Rule 6705.20 states that "during the first week of classes, the faculty member teaching classes shall distribute a statement describing the student work product which will be the basis for determining each student's grade in the class." The Academic Affairs website has a sample syllabus and comprehensive [course syllabus course checklist](#) to assist instructors in developing their syllabi. When instructors are evaluated, the evaluator(s) uses a similar [checklist](#) in evaluating syllabi. This helps promote consistency and quality of the syllabus.

Evaluation

The College Catalog, Schedule of Classes, student orientation, financial aid, articulation, and a broad array of services are available via the college's Web site ([Course Schedules and Catalogue](#)). Faculty provide their department chairs and the Academic Affairs office with copies of their syllabi for informational purposes. Faculty are also encouraged to post their syllabi online for student access. The college is in the process of providing all courses with a web-site within the Moodle course system ([LATTC Moodle website](#)). This allows instructors to post their syllabi, SLOs, rubrics, resource information and student grades. This is being rolled out through staff development during the 2008-09 academic year.

II.A.6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Articulation agreements between LATTC and public and private colleges and universities are developed by the college's articulation officer, a member of the California Intersegmental Articulation Council (CIAC), which holds regional and

statewide meetings and also operates an active listserv. The articulation officer works closely with faculty, department chairs, academic administrators, and is a member of the college's Curriculum Committee. Transfer-of-credit policies are clearly described in detail in the college catalog and schedule. Students may view the official articulation for California's colleges and universities through the link on our college website to ASSIST (Articulation System Stimulating Intersegmental Student Transfer.)

In accepting transfer credits from other institutions, either the counselor accepts the course, using information from ASSIST and articulation agreements, or the student may file a petition to have the credits accepted. The articulation officer oversees the process and ensures that the learning objectives for the courses to be accepted for transfer are consistent with LATTC course objectives and transfer guidelines.

Evaluation

LATTC has long standing articulation agreements with a large number of major institutions both within and outside the Los Angeles area and maintains excellent relationships with them. For the UCs and CSUs this information is kept in ASSIST. For USC, articulation agreements are kept within an online system similar to ASSIST. Independent colleges and universities with established General Education-Breadth articulation agreements are made available to students in the form of handouts. In addition, many local independent colleges and universities will accept the Intersegmental

General Education Transfer Curriculum (IGETC) as an alternative to their own general education requirements.

II.A.6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

When programs change, current students are allowed to use credits they have already earned under the old program requirements. These students are further counseled by department chairs and counselors about which new courses to take to substitute for courses that were part of their original educational plan but may no longer be offered under the new guidelines. When programs are eliminated, the institution makes an effort to contact and accommodate current students through program change or transfer.

In regards to the program discontinuance and viability process, the Academic Senate and college administration agreed to a process whereby programs could be reviewed. The [Program Viability Process](#) allows for four possible outcomes.

1. The institution or adoption of new program(s) / discipline(s) / department(s)
2. A plan of action to enhance the performance of existing program(s) / discipline(s)/department (s)

3. The restructuring of existing program(s) / discipline(s) / department(s)
4. The discontinuance ***process*** of existing program(s) / discipline(s) / department(s) (in accordance with Board Rule Article VIII, 6803.10 and Title V Regulations).

Evaluation

Currently, the viability process has been initiated for twelve disciplines that will take place over the next four semesters according to the following schedule.

Discipline	Semester for Review
Electronics Visual Communications Computer Information Systems	Fall 2008
Machine Shop Mortgage Finance Chemical Technology	Spring 2009
Community Planning CAOT LVN	Fall 2009
ESL Business Architecture	Spring 2010

This will be the first time that the viability process has been used by the campus. It will also be a good opportunity for the college to demonstrate the ability to work together on tough issues and create plans for revitalizing and restructuring programs. It is vital that this process work efficiently and smoothly so that both faculty and students view program viability as a beneficial process, instead of just the closure of a program.

Planning

- The college ensures that the Program Viability process be followed as agreed upon and that

the process itself be reviewed at the midpoint in the above schedule.

II.A.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

The Office of Academic Affairs oversees

the publishing of the college catalog and schedule of classes. The catalog is revised and updated every year. Department chairs are responsible for submitting any changes in program requirements or descriptions of classes. Admissions and Records, counseling, student services, and other areas on campus review their respective portions of the catalog. The schedule of classes is prepared every term through a similar process. If there are errors in the printed version or as changes are made to the schedule, updates are emailed to all users at the college and posted on the website and in the Admissions Office.

Evaluation

Of students surveyed, 86% said they felt that college publications clearly and adequately reflect the college's practices.

The college is currently overhauling its entire website and placing its information within a content-management system. During the transition the college's web master retired and updates were postponed until a new web master was hired. Information is currently being updated and transferred into the new system.

Planning

- The college needs to establish a review cycle for its website, similar to the review of the schedule and catalogue, that ensures that information is up-to-date and accurate.

II.A.7. In order to assure the academic

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

II.A.7.a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

The college follows numerous guidelines on academic freedom and ethics. LACCD board rules affirm that academic freedom is essential to excellence in education and spell out the district policy on faculty ethics and academic freedom. Article 4 of the LACCD/LA College Faculty Guild agreement has a statement on academic freedom. Our Academic Senate has adopted the AAUP statement on faculty ethics, Academic Rights and Responsibilities.

Evaluation

In response to a question on the 2007 Student Survey, "Instructors encourage me to explore different viewpoints," over eighty-five percent of the respondents agreed with the statement ([Spring 2007 Student Survey](#)).

II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.

College policies on academic honesty

are communicated to students through two primary means: the college catalog and faculty who both announce and present them through course syllabi. The DDL committee also has a specific plagiarism policy that is embedded into all online courses.

Evaluation

In the 2007 survey, 77% of the students agreed that the policies and penalties for cheating are provided and are followed. Faculty are encouraged to include an academic honesty statement on their syllabi and to review it with their students during their first meeting. Students that are found cheating on an assessment or plagiarizing information in an assignment may be given no credit for the assessment or assignment. Students that repeatedly cheat or plagiarize may be referred to the Vice President of Student Services office for further action.

II.A.7.c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

The district has adopted standards of conduct for its students. Standards of conduct for our students are readily accessible in the college catalog, schedule of classes, and student handbook. Employee standards of performance are accessible through employee union contracts and district personnel guides. The district's Personnel Commission

also has a policy governing derogatory communications, which outlines policies and procedures for dealing with unsolicited written communications accusing district employees of inadequate or improper performance of duties, an unlawful act, or an act of moral turpitude. Specific information regarding faculty conduct is contained in the faculty handbook.

As one of the district's nine campuses and funded as a public educational institution, LATTC is prohibited by law from instilling specific beliefs or worldviews upon its faculty, staff, and students.

Evaluation

Standards of conduct are clearly stated and accessible.

II.A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

This does not apply to LATTC.

II.B. Student Support Services

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

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

Los Angeles Trade-Technical College offers a wide variety of services designed to meet the needs of its student body. These services include:

- Admissions and Records
- Assessment/Matriculation
- Associated Student Organization
- CalWORKS/GAIN
- Career Center
- Child Development Center
- Cooperative Agencies Resources

for Education (CARE)

- Counseling
- Disabled Student Services (DSPS)
- Extended Opportunity Programs and Services (EOPS)
- Financial Aid & Scholarships
- High School Relations
- International Students Program
- Puente Program
- Student Employment Center
- Student Health Center
- Transfer Center
- Veterans Program
- Wellness Center

Admissions and Records

The Office of Admissions & Records assists current and prospective students with various college admission and enrollment policies and procedures, including the college application process (in-person or online), adding/dropping classes, transcript and verification of enrollment requests, Veterans' Services, student information changes, petitions, General Education Certification (CSU/IGETC), and graduation.

Students can apply for admissions, submit enrollment related paperwork and register for classes in-person at the

Admissions & Records office in Building R, Room 102. The Office of Admissions and Records shares Building R with the college's Information Center. The Information Center assists students with filling out paperwork for their admissions related needs.

Students can also apply for admission to the College, without coming to campus, by completing a web-based admissions application through LAcolleges.net (<http://www.lacolleges.net/>) where they will be connected with the college's online application at the California Community Colleges Online Application Center site (http://www.cccapply.org/applications/CCCApply/apply/Los_Angeles_Trade-Technical_College.html). Students may also apply for admission and register for classes online by clicking the "Apply Online" or the "Register for Classes" links on the College's homepage (www.lattc.edu). Students may

register for classes over the phone using the Student Telephone Enrollment Program STEP (STEP) system. In addition, if students have any questions regarding Admissions and Records only, they may contact Trade-Tech staff using the Live Chat Assistance link on the College's Admissions and Records' website. Live Chat is available Monday through Thursday 9 am to 4 pm, and Friday 9am to 1pm. Step-by-step instructions for admissions, registration, college orientation and getting started in online courses is available on the [Online Program website](#). Also available on the Online Program website are tutorials for Moodle, the College's course management system for distance education. The College's General Catalog, class schedules, and course descriptions are available on the College's website.



Assessment/Matriculation

The Matriculation process is a comprehensive and integrated set of services designed to enhance student retention and persistence, and there contribute to the educational opportunities of all students. Matriculation provides and coordinates fundamental student services, including admissions and orientation assistance, general assessment, counseling/advisement, and follow-up assistance to all non-exempt, students in both credit and noncredit Matriculation programs.

Orientation: The online and CD Rom orientations conduct a quiz at the end to check students' knowledge of the presented materials.

Assessment: The students pass the required prerequisites and continue on to graduation.

Counseling: Transcripts are evaluated on a walk-in basis. For transcripts that need further researching, we try to evaluate them within two business days. More students are enrolling in courses with appropriate prerequisites completed. We are having less administrative exclusion. Students who have completed the challenge process are recorded in a database as well as in the Student Information System.

Associated Student Organization (ASO)

ASO programs are supported by a \$7.00 membership fee, available at the Business Office, for day and evening students. These fees are necessary to utilize A.S.O. services. Any student,

upon enrolling, is eligible to become a paid member of the Associated Student Organization. Associated Student Organization members are entitled to all rights and privileges, including accident insurance, loan application, dances, athletic contests, and all activities of the Associated Students. governing body of the Associated Students, the Student Council, parliamentarian, historian, 13 commissioners and one student elected from each department. At Los Angeles Trade-Technical College, student government strives to reach all students and attempts to meet the many diverse needs represented in our student body. At the beginning of each semester, each class elects a class representative. The class reps along with the department chairman elect two council representatives, one to act as an alternate. The council reps along with the six executive council officers (President, Vice-President, Secretary, Treasurer, Parliamentarian, and Historian) and 13 commissioners constitute the student governing body.

The purpose of student government is best expressed in the preamble to the constitution: "We the students of Los Angeles Trade-Technical College, in order to guide and encourage cultural, social, athletic, and scholastic activities, to promote the welfare of the students, and to provide a representative student government, do hereby establish this constitution, and assume the powers of self-government delegated to us by the President of the College.

CalWORKs/Gain

The California Work Opportunities and Responsibilities to Kids (CalWORKs) program at LATTC offers welfare-to-work services to Temporary Assistance to Needy Families (TANF) student recipients. The program provides an education, training, employment skills and work experience opportunities in order to become successfully employed. Training includes non-traditional scheduling of modularized courses, coordinated with assessment, academic and vocational education, short-term training, basic skills remediation, GED preparation, English as a Second Language (ESL) and Vocational ESL (VESL), Personal Development classes, including orientation to college, interpersonal relationships, career planning/job preparation and life skills. Support services include academic, career and personal counseling, case management, job development/placement, work study, work experience, community service and post employment training services. Child care is provided in collaboration with the campus Child Development Center. Active collaborative partners include: LATTC campus student services and academic/vocational departments, Los Angeles County Department of Public Social Services (DPSS)/GAIN, Employment Development Division (EDD), South Bay Work Force Investment Board (WIB), Work Source Centers and One-Stops, Resource and Referral Agencies, Housing Authority, University of Southern California (USC), legal agencies and other community based organizations such as CD TECH, the newly formed Regional Economic Development Institute (REDI) Center and Community

Development Institute and local industry. We have an active CalWORKs Advisory Board consisting on/off campus partners.

The ultimate goal of CalWORKs at LATTC is to provide quality supportive services within the 60-month lifetime and meet work participation requirements for all eligible students as they transition from welfare to long-term self-sufficiency.

CalWORKs serves the largest population of recipients in the LACCD. Although the State MIS data reported that CalWORKs enrolled 1,188 students during the academic year 2007-2008, the CalWORKs office database tracking system at LATTC shows that we actually served and provided direct support services to over 2,500 students annually. These additional students beyond the State MIS data report constitute students who were oriented by CalWORKs but did not enroll, students who were enrolled but dropped out before the census and finally students who were provided walk-in service at the counter such as answering questions, providing forms or giving referrals. These students created the additional volume of students served in the CalWORKs office.

Career Center

The LATTC Career Center, sponsored by CalWORKs, provides students with career education, resources, and services equipping them to move forward with confidence, skills, and strategies to identify and achieve their career goals.

Comprehensive career assessments, interpretation, and advisement are avail-

able to all LATTC students. The following career assessment tests are administered to measure students' interests, values, abilities, and personality type along with intake forms to provide basic information about students:

- Myers Briggs Type Indicator (MBTI) Personality Preference
- Career Occupational Preference System (COPS)
- Career Orientation Placement & Evaluation Survey (COPES)
- Career Ability Placement Survey (CAPS)
- Career Center Intake Form
- Career Counseling Checklist

An interpretation of the assessments scores and what they indicate about students' interests, values, abilities, and personality as they relate to career choice is provided on a group basis.

Students receive materials providing details about their MBTI type, a copy of the COPS/COPES/CAPS test booklet, and direction on follow-up assignments, i.e., working with Eureka to gather more information about their career choice and details regarding specific jobs. Students are encouraged to come back for follow-up.

Career Preparation & Life Skills Workshops

Workshops, facilitated by the Career

Advisor/Resource Specialist, are provided on an ongoing basis to all LATTC students. Topics include:

- Values, self-beliefs, decision-making, goal-setting, ethics, time management, and study skills
- Resumes, cover letters, interviews, Human Resources Dept.
- Communication, interpersonal relationships, diversity, anger/stress
- Money management and budgeting
- Customer Service
- Consumer Awareness

Career Center Orientations & Student Evaluations

Career Center staff provides orientations to various groups, i.e., personal development and other classes, Work Study participants, etc., to introduce them to the center and explain all the services and resources it provides. These sessions are convened either in the center or in classrooms, as requested by faculty/staff.

Career Center staff asks students to complete an evaluation form after receiving an interpretation of their assessment scores and advisement. This formative evaluation provides an ongoing means of measuring the center's effectiveness, and provides information to staff on ways to improve and enhance its operation.

Career Center Referral System

The Career Center provides referral forms to the Counseling Dept., EOP&S, DSPS, Transfer Center, Puente Program, and GAIN, and requests that students be referred to the Career Center for assistance.

Career Center Staffing

The center is staffed by a Career Advisor/Resource Specialist (part-time), and a Career Technician (part-time) who are supported by student workers, some who are bi-lingual and can provide information in Spanish as well as English. The CalWORKs Director supervises the center.

CARE

The CARE (Cooperative Agencies Resources for Education) Program at Los Angeles Trade Technical College serves over 200 students each semester. As a sub-program under EOPS, it provides service over and above those that EOPS students receive. All CARE students are EOPS Students as well. They must qualify for EOPS and be currently enrolled in EOPS but in addition they must be single-head of house with a child under fourteen years of age and be cash aid recipients of TANF.

CARE students are provided orientations each semester to ensure that they understand how to access CARE support services, understand the participation requirements for CARE as well as the purpose behind the requirements for CARE. A student who meets the CARE eligibility requirements and attends a

CARE Orientation should be able to access and benefit from the additional support services that are offered in the CARE program to assist in their retention, persistence and success in college. CARE Support services include a CARE Counselor/Coordinator and student staff who are there to provide additional counseling, guidance and resource referrals.

The CARE Program has developed positive and mutually beneficial working relationships with campus partners, such as CalWORKS, Financial Aid, the Campus Cafeteria, Bookstore and Business Office. These partnerships aid CARE in providing quality services to students. Services designed to provide financial assistance are meal tickets, for use in the campus cafeteria, transportation assistance through the form of bus passes/tokens, school supplies and cash grants to assist students with child care during study hours. Community partners are also fostered through our CARE Advisory Board, as well as agencies that volunteer information and time for CARE students. A number of community agencies have provided informational workshops throughout the year as well as ongoing resources and aids.

Other supportive services are educationally based workshops that focus on our population-specific needs. CARE Workshops range in topics from Health/Nutrition, Self/Esteem and Relationships, Parenting, Family Legal Advice, Financial Planning, Cal Works and Life/Career Planning. Students are required to participate in a CARE activity each semester. CARE Students as well our

campus and community partners are also provided EOPS/CARE updates and other empowering information such as nutrition and parenting tips through the EOPS/CARE Newsletter which is circulated to over 3,000 students, faculty, staff, administration and Region 7 EOPS Programs. At the end of the school year, CARE academic achievers are honored at our annual EOPS/CARE Awards Luncheon where they are awarded with a special cash grant and a certificate of achievement.

Child Development Center

The Child Development Center provides exemplary child care services for 85 children ages 2 -12 years old. Our extensive hours, 6:30 a.m. to 9:00 p.m. Monday through Thursday, closing at

4:00 p.m. on Fridays, allow students the option to attend day and evening classes. Our goal is to create a model Child Development Center that serves children, parents, and staff with a professional and quality program. We have three purposes:

- provide for the care and education of young children while their parents attend college.
- serve as an observation site for child development and other related courses.
- provide a model child care center for other community child care facilities to use as a resource.



The State Department of Education, Child Development Division subsidizes full day, half day, and General Child Care for income eligible parents. With the rising student fees, this contract has provided both quality and affordability in a campus care setting. Another contract with the State Department of Education offers a Child Care Food Service Program. Through the food program, the center has a partnership with instructional services. The Culinary Arts Department is the vendor and integrates school food service in their curricula. The children receive a free breakfast, lunch, snack, and dinner. In addition, the Child Development Center receives CalWORKs funds to subsidize services for children ages 2 – 12 years in our toddler, preschool and school age care programs.

Faculty of the Child Development Center is highly trained in infant, preschool and school age development. All faculty received specialized training from the Program for Infant Toddler Care and as well as participate in the Child Development Training Consortium Mentor Teacher Program. The Director is a Professional Growth Advisor for the State Child Development Permit Program.

The Child Development Center believes the best way to serve children and families are to care for children with respect. We believe the development of the child is enhanced in a partnership with the home, school, and community. Part of our curriculum emphasizes giving back to others. Two of our successful projects help promote the message. In 2007 our children wrote letters to wounded

soldiers who serve our country in the current war. The activity is known as Project ACT (A Caring Thought). Our children use this literacy activity to promote reading, enhance writing, exercise listening, and support communicating with others in a meaningful way. The children were introduced to new words and concepts about people and events they encounter or experience in the world. Helping our Neighbors involved our campus by collecting toiletry and canned food items for our community homeless shelter.

The Child Development Center collaborates with other departments on campus. In addition to our daily contact with the Culinary Arts Department, the Child Development students participate in daily observations and practicum students are assigned each semester. Physical Education instructs a course designed for lifeguards to introduce water safety to young children. Nutrition for a Healthy California presents nutrition workshops for children, parents, and staff. Our children are models for the Fashion Department's Gold Thimble.

Fundraising is a key element to our program success. Our Parent Club is active on the campus promoting book fairs, bake sales and other activities to raise funds for educational field trips and supplies. Our annual trike-a-thon is an event, which brings the college and community together. Children and adults ride trikes to raise funds for student scholarships. We offer two unique scholarships in our program. Our Bob Maxie CDC Parent Scholarship is offered to full time and part time student/

parents each semester. The Miyoko Eshita Memorial Scholarship is awarded to alumni children who return as college students at LATTC.

In the spring of 2009, the Child Development Center will open a new facility serving twice our current capacity. An infant classroom will add to our services. We continue to contribute to the student services needs of our college.

Counseling

The Counseling Department provides quality services to assist students in successfully completing course work leading toward their educational goal. Counselors help students make informed decisions in selecting a career in a vocational, academic, or transfer program. Students can consult with a counselor to discuss any of the following:

- Academic/Vocational Planning & Advisement – Students are assisted in assessing, planning and implementing his or her immediate and long-range academic goals. Counseling in Spanish is available upon request.
- Student Educational Plan
- Graduation Requirements
- General Education Certification (UC/CSU)
- Transfer Requirements to Four-Year Colleges and Universities (see “Transfer Center” for more information)
- Interpreting Assessment Results

- Personal Concerns
- Substance Abuse Counseling Referrals

DSP&S

Disabled Student Services & Programs (DSP&S) at Los Angeles Trade-Technical College is currently serving more than 1000 students annually. The population includes Deaf/Hard of Hearing, Visually Impaired, Psychological Disabilities, Learning Disabled, Mobility Impaired, Developmentally Delayed Learners, as well as health related issues such as Epilepsy, Kidney disorder, and Cardiac conditions.

To be eligible for instruction, support services and/or accommodations from DSP&S, a student with a physical, learning, medical, and/or psychological disability, otherwise eligible for entrance into the college, must first provide verification of disability from an appropriate licensed professional and/or physician. The educational limitations of the student that necessitate specific services, special instructional programs, and/or academic accommodations must be directly related to the disabling condition. DSP&S professional staff work closely with each student to verify the disability and identify his/her educational limitations.

LATTC Disabled Student Services provides the following services:

- Counseling & Advisement
- Priority Registration
- Interpreters (for the Deaf) avail-

able upon request

- Tutors
- Testing Accommodation
- Parking (with medical verification)
- High Tech Computer Lab
- Special accommodations for note-takers and readers available upon request.

DSP&S provides priority registration to ensure that the student's schedule is adjusted to accommodate his/her physical and educational limitations, and to allow time to make accommodation arrangements, i.e. for a sign language interpreter, Department of Vocational rehabilitation notification or other special service. DSP&S provides test proctoring for students with Learning Disabilities and other disabilities that require special testing accommodations such as extended time, and/or a distraction free environment. Students who need additional assistance may take the college Accuplacer test in the DSP&S Hi-Tech computer lab, or use the adapted computer equipment and programs to complete class assignments. DSP&S students also receive additional tutoring in English & math, as these areas may be difficult for students with disabilities. Learning Skills 40 is the class for students who need to be assessed for a Learning Disability.

The Disability Specialist evaluates the student's educational limitations as they relate to student's disability, and then

determines what accommodations are needed. The instructor, department chair, or plant facilities are then contacted to make arrangements for the accommodation. Students wishing test proctoring must sign a contract, and then have their instructor sign the proctoring form. Sign language interpreter requests are referred to the Senior Sign Language Interpreter Specialist. Alternate media needs are referred to the Instructional Assistant Assistive Technology person. The Disability Specialist determines if a student needs to be tested for a Learning Disability and refers the student to the Learning Disability Specialist, who then begins the Assessment process.

LACCD Administrative Regulation E-100 requires compliance with federal and state accessibility laws (ADA, Section 504 of the Rehabilitation Act, & Title 5) and provides standardized district procedures for determining eligibility, for responding to student requests for disability-related accommodations, for providing accommodations, and for resolving disputes and/or complaints regarding accommodations. LATTC DSP&S follows these guidelines, and is actively involved in requesting and providing accommodations.

DSP&S continually updates student information.. DSPS requests regular progress reports from students and frequently contacts instructors by email. DSPS specialists may also request a meeting with students and their instructors. Transcripts are reviewed regularly when student meets with the Disability Specialist.

As the Winter 2007 session started, DSP&S initiated a pilot project to track the majors and classes students were enrolled in. This has proven to be an easier and more successful way to follow up with instructors throughout the entire session or semester. DSP&S will also track students enrolled for the Winter 2009 session and Spring 2009 semester.

EOPS

Extended Opportunities Programs and Services (EOPS) at LATTC is the third largest program in the state of California serving just over 3,000 students presently. Our goal is to identify and recruit EOPS eligible students and offer them services “above and beyond” the regular college services in order to assist in their retention and academic success.

Recruitment is an important component of our program. EOPS actively recruits on campus and in the community of low income, culturally diverse and academically challenged students in order to offer these students the opportunity to receive services that will help them to be successful in achieving their goals.

EOPS counselors provide counseling, guidance and support. EOPS students meet with their counselor for their Student Educational Plan and subsequent updates every semester. They are offered information and resources on career choices, employment opportunities and effective career planning. They are required to have three contacts with the EOPS office every semester so that

they can be carefully monitored.

EOPS is well integrated with other student support services on campus. We collaborate with the Student Health Center to promote health awareness to all students through our “Health Film Series” covering such topics as stress reduction, nutrition and exercise. We offer an “International Film Series” to promote awareness and respect for other cultures. The EOPS program works cooperatively with the Career Center to provide effective career planning for students exploring their interests, abilities, values and personality styles. The director of the Employment Center conducts workshops each semester on resume writing and interviewing techniques. The Transfer Center assists with providing information about, deadlines for and scholarship opportunities for many universities. EOPS offers field trips for exploration to several neighboring college campuses so that students have a hands-on opportunity to view the campus, ask questions and get a sense of what it would be like to attend. University personnel and the EOPS counselors arrange for an effective and worthwhile field trip experience.

The EOPS Newsletter is published in Fall and Spring and contains program news, deadlines, updates, highlights outstanding achievement, offers interesting information and motivational pieces. The Newsletter is disseminated to students, faculty, administrators and Region 7 EOPS Programs. The SARS CALL system is used regularly to also advise students of deadlines and to keep

them informed and reminded of various EOPS activities.

The EOPS Club is a part of the Associated Students Organization (ASO). Our EOPS club leaders recruit students and participate in fund raising activities. The club offers an excellent leadership opportunity for students and another way to become integrated in campus activities. The funds raised by the club are used to create an emergency fund to assist EOPS students in financial crises.

Our EOPS Advisory Committee meets annually on campus and is comprised of representatives from area feeder high schools and universities, churches, local businesses and community centers. Several contacts from our Volunteer Program sites are represented on our committee. These meetings offer a forum for animated, productive discussions about working together to serve our community and students better.

Our excellent tutors offer our students support and remediation with academic subjects in which they are experiencing challenges. Our "Student Success Program" offers additional support and contact for students who are at risk for academic probation or have an overall grade point average below 2.0. In addition, EOPS conducts workshops to offer assistance with topics such as study skills, note taking, time management and coping with test anxiety to name a few.

Our exemplary Volunteer Program continues to thrive and expand. Several new community partners continue to be added to our long list of volunteer sites

making a total of fifty-five business, industry, hospitals, schools and cultural/recreational centers. Students are able to experience the workplace often volunteering in environments that relate to their long-term career goals. Personal Development classes are taught by the EOPS counselors covering topics such as career planning, college success and interpersonal skills. Students will be encouraged to create their own E-Portfolios this year. We are very excited about this project.

EOPS offers book grant assistance and is assisted by the College Bookstore in the disbursement of these funds and textbook purchases. Cash grants for academic achievement are earned and awarded at our annual culmination Awards Banquet.

EOPS takes pride in the growth and maturation that we have the privilege of witnessing as we nurture and support our students from college entry to culmination.

Financial Aid

Financial Aid is made available by the Federal and State governments and private sources in the form of grants, scholarships, employment, and loans. This assistance makes it possible for students to continue their education beyond high school, even if they and/or their families cannot meet the full cost of education at the college they choose to attend. The basis for such assistance is the belief that students and their families have the primary responsibility to meet educational costs. Financial aid

is meant to supplement existing income and should not be depended upon as a sole means of income to support other non-educational expenses.

The Financial Aid Programs available at Los Angeles Trade-Tech College fall into four categories: Federal programs:

- Pell Grant
- Academic Competitiveness Grant (ACG)
- Supplemental Opportunity Grant (FSEOG)
- Federal Work Study (FWS)
- Perkins Loan

State Program:

- California State Grants (Cal Grants.)
- Board Of Governors Fee Waiver

Local program:

- LATTC Scholarships
- LATTC Loans

Private scholarships are available on the internet.

- Fastweb.com
- Collegeboard.com
- Wirescholar.com

Student qualification for one or more of

these programs is determined by completing the Free Application for Federal Student Aid (FAFSA).

The Federal Work Study Program (FWS) enables students to earn a portion of their financial aid award through part-time employment either on campus or off-campus. To be eligible, a student must meet the eligibility requirements for federal financial aid and must maintain good academic standing while employed under this program. Students must be enrolled in a minimum of six (6) units at the home campus to be considered for this program; units from other campuses cannot be combined.

The Financial Aid Office at Los Angeles Trade-Tech College provides an innovative Computer Lab for Financial Aid services. This is in compliance with federal regulations to support paperless FAFSA transactions. The Computer Lab consists of 20 computers and two printers. The financial aid technician and a student worker are available to support students that require assistance in applying for their Personal Identification Number (PIN) or the FAFSA Application. The Computer Lab accommodates both day and evening students.

For the past two years, the Financial Aid Office has engaged in a recruitment effort to highlight feeder high schools. Transportation and lunches were provided for thirteen feeder high schools whose seniors were interested in attending Los Angeles Trade-Tech College. The high school seniors would spend a full day touring our campus, taking the Assessment test, listening to presenta-

tions, and having lunch in the Associated Student Organization (ASO) lounge. The high school counselors and teachers are provided with brochures and handouts regarding the programs that are available at Trade-Tech. EOP Counselors and General Counselors, as well as the Dean of Student Services, EOP Director, Financial Aid Manager, and the Public Relations Officer, have been available to address any concerns the high school counselors, and teachers might have.

Financial Aid sponsors the Financial Aid and Scholarship Information Guide, the Student Guide to Campus Scholarships & Loans and the Student Handbook and Planner; as part of outreach recruitment effort to students to improve their scholarship opportunities.

The Financial Aid and Scholarship Information Guide is available for all students attending Los Angeles Trade-Tech College. This guide highlights the following important areas:

- Contact and timetable for which applications are due
- Explains what financial aid is
- Identifies the types of financial aid that is available at Los Angeles Trade-Tech College
- Provides a step by step process of financial aid
- Defines and explains Satisfactory Academic Progress Standards
- List of financial aid programs offered at Trade-Tech

- Other internet financial resources.

The Student Guide to Campus Scholarships & Loans is a description of the financial resources that are available at Los Angeles Trade-Tech College. The student guide provides the qualification and application deadlines for each campus scholarship. Los Angeles Trade-Tech College provides scholarships in the following disciplines:

- General Scholarships
- Foundation Scholarships
- Athletic Department Scholarships
- Business Administration Scholarships
- Child Development Center Scholarships
- Construction, Design & Manufacturing Department (CDM) Scholarships
- Culinary Arts Department Scholarships
- Disabled Student Program & Services (DSPS) Scholarship
- Electronic Scholarships
- Fashion Center Scholarships
- Manufacturing Department Scholarship
- Mel Brown Scholarship fund
- Nursing Department Scholarship

Los Angeles Trade-Tech College provides loans in the following disciplines:

- Associated Student Organization (ASO) Loan
- Automotive Technology Department Loan
- Construction, Design & Manufacturing Department (CDM) Loan

The Student Handbook Planner is available to all students at Los Angeles Trade-Tech College. The planner provides:

- Academic calendar
- A calendar which helps organizes students' schedules, class project due dates, application deadlines, and personal appointments.
- Student Services Department
- The "Standards Code of Conduct" for students to adhere to,
- Campus directory,
- A description of the campus programs and student services that is available on campus, as well as emergency procedures for students to use on campus.
- Glossary
- Campus map

The planner serves as an excellent orientation tool for students.

High School Relations

High school students receive advisement and counseling via the Steps Ahead Program for high school students, which includes the Middle College program, Saturday Academy, Saturday Learning Center and Afternoon College. As secondary school budget cuts and overcrowded classrooms drive more students to seek a secondary education at the community college level, Middle College and similar programs have become more popular.

International Students

Los Angeles Trade-Technical College (LATTC) welcomes applications from international students. We also accept transfer applications for F-1 Visa students currently studying in the U.S. as well as Change of Status applications for visitors who currently have other visas. Applications may be obtained by contacting the office or on-line. See catalog and visit www.lattc.edu

Puente Program

The PUENTE Program focuses on the improvement of student's writing skills. The emphasis is on minority authors (both Latino and Afro- American.) The project involves joint collaboration between the LATTC English Department and the University of California. The purpose of the program is to increase the number of students who transfer to the University of California system.

Student Employment Center

In keeping with the mission and goals

of the college, the Student Employment Center endeavors to provide support services that will contribute to the effectiveness and success of the students by providing ongoing, comprehensive assistance to all students and graduates in obtaining employment. The Center is also committed to providing community services to employers looking for employees by referring qualified students and graduates to interview for their jobs.

The Student Employment Center assists graduates and students returning to school to upgrade their skills in obtaining employment in the occupations for which they have been trained; refer students to part-time, full-time or temporary jobs that matches their knowledge, skills, abilities and interest. The Center also provides individual vocational counseling and assistance with resumes, cover letters, interview techniques, on line job searches, identifying marketable job skills and applying for jobs on line.

Students may obtain information on Internships, working abroad and summer employment. The Center maintains job bulletins from: City, State, County, the federal government, School Districts, and private industry. Students may also obtain labor market information such as future employment projections, wages and entrance requirements and training for employment.

The center sets up on-campus interview appointments for students with recruiters from various industries. The center also acts as liaison between employers and vocational departments by arranging for employers to meet with instructors

and visit classrooms.

Staff from the center provides classroom workshops on developing resumes, cover letters and interview techniques.

The Student Employment Center host an annual job fair, which is cosponsored by on-campus Student Services departments and off-campus industry. On campus departments include: the Associated Student Body Organization (ASO), GAIN/CalWORKS, and EOP&S. Industry cosponsors include: Employment Development Department (EDD), County of Los Angeles GROW and GAIN departments, Los Angeles County Office of Education, Los Angeles World Airports, Downtown Work Source Center, Job Link Classifieds, Jobing.com and councilwoman Jan Perry's office.

Student Health Center

The Student Health Center provides a number of services for students and is open Monday through Friday.

Free Services

- Over the Counter pain relievers/ First Aid
- Condoms
- Pregnancy Test
- Gonorrhea and Chlamydia Screening
- TB Skin Test for Tuberculosis Screening
- Consultation with Nurse Practitioner
- Personal Physical Examination
- Preventive Health Care
- Personal Counseling

- Tetanus Vaccine

Additional Services for Low Cost

- College Health Screen
- Hepatitis B Vaccine
- MMR Vaccine
- HIV Screening
- Employment/School Physical Examination
- Physical Examination for Nursing Program
- Pap Smear
- Urinalysis
- All Blood Draws and Lab Works (prices vary)

The Student Health Center also provides mental and substance abuse counseling.

Transfer Center

The Transfer Center serves as a valuable resource for students who have questions regarding course preparation, admission requirements, college and university searches, articulation agreements, financial aid, housing and other transfer issues. The Transfer Center is prominently located within the cafeteria and since its relocation has seen an increase in student usage and actual transfer.

Veterans' Affairs Program

The Veterans' Affairs Program offers assistance with admissions, registration, financial aid, and counseling for students that qualify under any of the Federal or State Assistance Programs.

Wellness Center

Under the direction of a licensed physician, the College operates a Student Health Center/ Wellness Center offering emergency assistance, preventative health care education, bilingual health presentations, health and wellness counseling, selective health screening and several other services. The Wellness Center also provides short-term psychological services by licensed professionals, referrals, and mental health related workshops.

Evaluation

II.B.2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

a. General Information

- Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution
- Educational Mission
- Course, Program, and Degree Offerings
- Academic Calendar and Program Length
- Academic Freedom Statement
- Available Student Financial Aid
- Available Learning Resources
- Names and Degrees of Administrators and Faculty
- Names of Governing Board Members

b. Requirements

- Admissions
- Student Fees and Other Financial Obligations
- Degree, Certificates, Graduation and Transfer

c. Major Policies Affecting Students

- **Academic Regulations, including Academic Honesty**
- **Nondiscrimination**
- **Acceptance of Transfer Credits**
- **Grievance and Complaint Procedures**
- **Sexual Harassment**
- **Refund of Fees**

d. Locations or publications where other policies may be found

The college catalog is published at the beginning of each academic year and may be purchased in the bookstore for \$2.50 or downloaded from the college's website for free. The catalog contains the college's name, address, telephone number, web site address, street map, and phone directory; the mission and vision statements; course, program, and degree offerings; student financial aid and learning resources; names and degrees of administrators and full-time faculty; and names of the Board of Trustees. It has a table of contents, index, and glossary of terms. Admission requirements and registration procedures are clearly delineated, as are student fees and other financial obligations and requirements for degrees, certificates, graduation, and transfer ([LATTC College Catalogue](#)).

The catalog clearly states district and college policies, including those concerning academic honesty, nondiscrimination, and acceptance of transfer credits, grievance and complaint procedures, sexual harassment, and the refund of

fees. Sections cover student services, academic services, student activities, and academic policies. For further information about policy and procedures for resolving complaints regarding sexual harassment, students are referred to the campus compliance office and two district offices.

The schedule of classes is published each semester and is available in the bookstore and Admissions Office for free or may be downloaded free from our website ([Student Class Schedules](#)). It has the college's name, address, telephone number, directory of useful numbers, web site address, street map, bus and Metro train maps, and a campus map. In addition to classes and prerequisites, the schedule gives important dates, the mission and vision statements, information on the ASO, information on applying and enrolling, how to read the schedule, and abbreviations used. It has a table of contents, an index, and a department and program directory. Student services, such as financial aid, the health center, and DSPS, are listed with hours, locations, and phone numbers.

Over 20 pages of ads point students to a variety of student support services, such as the Transfer Center, tutoring, and psychological services. The schedule lists non-traditional and online programs, instructional support and tutoring services, and the locations of computer labs. Included are a statement on academic freedom; policies on non-discrimination, sexual harassment, student conduct, and discipline; academic standards and grading; gradua-

tion, degree, and transfer requirements; counseling; and fees. A pull-out section has an application for admission and information about financial aid programs.

Evaluation

The catalog and schedule of classes give students a wealth of information to help them make informed decisions about their education needs and goals. The college catalogue has recently been revised and expanded to give students additional information about possible career options in each discipline and degree program. For courses that are added after the publication of the schedule, the college has a policy that documents the circumstances in which a course can be added, how it will be added and how it will be publicized. ([LATTC Course Added After Schedule Policy](#)).

LACCD has also created a great resource for new and current students at lacolleges.net. This website allows students to find the college that offers the courses and degree and certificate programs in their desired field of study. Students are also able to apply for admission, register for classes, and apply for financial aid through the site.

To address the growing online student population, the college also offers a variety of services online. The Admissions Office offers an online chat where students can ask questions pertaining to their application, registration, and general college information.

II.B.3. The institution researches and identifies the learning support needs of its student population and provides

appropriate services and programs to address those needs.

LATTC has an extremely diverse population, both because of the service area population and the types of programs that are offered at the college. Student needs are identified through program review, college-wide surveys, institutional data from the student information system, and by collaborations with outside agencies and studies.

During Spring 2008, the college took part in the state pilot program for creating a Basic Skills Plan ([2008-2009 LATTC Basic Skills Plan](#)). As part of the plan, the college took an extensive look at the current state of our student body and their needs in regards to Basic Skills. Based upon this data and input from the campus community, the college developed a plan that takes a fundamental and college-wide approach to addressing the diverse needs of the student body. Some of the fundamental action items include:

- A revision of curriculum in math, reading and writing will reduce duplication among disciplines and simplify the pathway for students.
- Implementation of a reading prerequisite for courses.
- Address basic skills needs of CTE students.
- Creation of Math Lab and Reading Center.
- Implementation of a First-Year College Experience.

Student success is first of the college's

four strategic priorities in the strategic plan. The major initiatives of the plan include:

- Provide a basic skills training program for students not prepared for college-level study or career technical education.
- 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 aptitude.
- Assist students in transition to job placement.

Additional initiatives on the horizon include:

- Utilizing the student learning outcomes (SLOs) that have been defined and disseminated for all LATTC courses and programs, assess and use the results to support the review and improvement of programs and services (Program Review) on a routine basis.
- Explore and implement cutting-edge technology into the curriculum, to assure that LATTC students are trained with the most recent technological advancements in all disciplines and are known for being well prepared for the latest job requirements.

Another method of identifying student support needs is Early Alert. During the sixth week of every semester, faculty are asked to identify those students in

need of additional support services to pass their classes. Our District Office of Information Technology then inputs this data into the Student Information System, compiles a report for the college, and sends students letters referring them to appropriate services. The services also contact students who have been referred by the Matriculation Office. Four other programs – CalWORKS/GAIN, Athletics, EOPS, and Financial Aid – collect information from instructors on students' progress, refer students to services, and call them in for counseling.

Based upon information about our student population and an appraisal of current services, the College adjusts the methods and kinds of services that are offered to assist students with their educational goals and success at the college.

Evaluation

With 90% of the students entering the college with reading, math, and writing skills two to three levels below college-level, the college has embarked on a comprehensive and aggressive plan to address student basic skills ([LATTC Student Placements](#)). This has involved an analysis of courses offered in Learning Skills, Math, and English as well as CTE programs that have specialized courses in these areas. One of the biggest changes will be the implementation of a reading program that is linked to assessment and courses as prerequisites or advisories.

The assessment of CTE students has dramatically decreased over the past three years. CTE students were able to by-pass the assessment test as long as they were not going to take an English or math class. While this has enabled students to flow directly into their CTE program, their reading and computational skills are often below the levels that the need to enable their success in their program. The college's basic skills plan seeks to address the need for assessment and preparation of CTE students, while still enabling them to efficiently enter into their chosen programs.

Since the last evaluation the college has improved and increased the academic support services available to students. The new Open Access computer lab has provided students with a much-needed area to complete their work. The movement of the ASO, Career Center and Student Employment Center to the Student Success building has consolidated student and academic support services into one area. The college also plans on creating a Math Tutoring Lab and a Reading lab within the same building over the next year. This configuration and geographical consolidation of services will be moved into the LRC once it is remodeled.

Planning

- Ensure the fulfillment of the college's Basic Skills plan and adjust it as necessary. (See the Basic Skills plan for a detailed listing of goals and timelines.)

- Address the assessment of CTE students
- Creation of Math Lab and Reading Center within the Student Success Building.

II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

The college has refocused its efforts on coordinating, promoting and offering services and activities to evening and weekend students. Beginning in July 2008, a new associate dean position was created to direct the activities since the position was eliminated five years earlier due to budget constraints and priorities ([Reorganizational Philosophies & Assumptions](#)). The associate dean will work on coordinating activities with the ASO and ensuring that student services like Financial Aid, Counseling, Admissions & Records, the Business Office, Bookstore, Library and Open Computer lab are available for evening and weekend students.

The college has a growing online student population and has prepared a Substantive Change Report to get approval for offering degree and certificate programs online ([Substantive Change Proposal for Distance Education](#)). As part of the proposal, the college has outlined how it is meeting the needs of its online students in the following areas:

Office of Admissions and Records

The Office of Admissions & Records assists current and prospective students with various college admission and enrollment policies and procedures, including the college application process (in-person or online), adding/dropping classes, transcript and verification of enrollment requests, Veterans' Services, student information changes, petitions, General Education Certification (CSU/IGETC), and graduation.

Students can apply for admission to the College, without coming to campus, by completing a web-based admissions application through LAcollleges.net. Students may also apply for admission and register online by clicking the [Apply Online](#) or the [Register for Classes](#) links on the College's [Admissions and Records webpage](#).

Students may also register over the phone using the STEP system. (STEP = Student Telephone Enrollment Program). In addition, if students have any questions regarding Admissions and Records only, they may contact Trade-Tech staff using the [Live Chat Assistance link](#) on the College's Admissions and Records' website. Live Chat is available Monday through Thursday 9 am to 4 pm, and Friday 9am to 1pm.

Step-by-step instructions for admissions, registration, college orientation and getting started in online courses is available on the [Online Program website](#). Similar instructions are available in the ***Guide for Online Students***. Also available on the Online Program website are tutorials for Moodle, the College's

course management system for distance education.

The College's General Catalog, class schedules, and course descriptions are available on the College's website. In addition, degrees and certificates offered by the College are available through the LAcollleges.net website which also includes links to the College's on-campus and online course schedules.

Business Office

Trade-Tech's Business Office is responsible for the collection of student tuition and fees. Students who are registering for distance education courses may pay for tuition and related fees by credit card or check. At the conclusion of registering online or by phone students are given an option to pay by credit card using that specific delivery mode. Students registering online have the option to print out and fax a payment form with credit card information or by attaching a check and mailing it to the Business Office. Confirmation/receipt of payment is provided to students by an email sent from Business Office staff.

The ***Guide for Online Students*** provides information about procedures for payments.

Financial Aid Office

The goal of Trade-Tech's Financial Aid Program is to provide access to various types of post-secondary education for those who otherwise would be unable to start or continue their schooling and/or training.

Financial aid criteria and qualifications are the same for students in distance education as they are for on-campus or traditional courses. In order to qualify for financial aid, students should be enrolled at Trade-Tech in a degree-seeking program and earning credit towards the degree. Students who are taking non-credit courses and students who are not in a degree program are not eligible for financial aid. The Financial Aid Office's web page (<http://www.lattc.edu/lattc/financialaid/home.htm>) contains general information on financial aid that students can easily access. Students needing additional information can contact the Financial Aid Office by phone.

Financial Aid information and resources is provided in the College's [General Catalogue](#) online and through [LAcotleges.net](#) online.

Division of Student Affairs

The Division of Student Affairs offers a range of services that contribute to the support and enhancement of student life and success. This includes making certain that policies regarding students are inclusive of the distance education environment.

All students at Trade-Tech, including distance education students, are subject to the general rules of student conduct adopted by the College (e.g., academic honesty) and promulgated in the College's [General Catalog](#). Questions about such policies and their implications for distance education may be directed to the Division of Student Affairs and/or the Vice-President of Student Affairs.

Bookstore

The Bookstore is responsible for coordinating the ordering and sale of all commercial materials needed for distance instruction, including textbooks, supplementary books, study guides, course-related supplies, and course-related software. Instructors communicate their needs to the Bookstore in the same manner as for a traditional course. Students may fax their textbook orders or contact the Bookstore and order needed books and materials. Currently the Bookstore is implementing an online ordering system which is anticipated to be available to students fall semester, 2008. The costs can be charged to a credit card, and a nominal shipping fee will be included.

In addition, a textbook order form is available in the ***Online Student Guide*** each semester/term which provides students with instructions for faxing textbook orders.

A bookstore staff member, Janet Sanchez, has been identified as the Single Point of Contact to assist distance education students. Her contact information is provided on the [Online Program Contacts webpage](#).

General Counseling

General counseling information is available on the [Counseling department website](#). A counselor, Maurice Burnett, has been identified as the Single Point of Contact to assist distance education students. His contact information is provided on the [Online Program Contacts webpage](#). And students may contact

general counselors by telephone during office hours by phone.

Starting fall 2008, counselors will be provide [Trade-Tech Academic Advising Live!](#) available during the following hours:

- Monday and Wednesday from 10 am to 4 pm
- Tuesday and Thursday from 2 pm to 6 pm

And graduation Plans for A, B, UC and CSU will be made available as Excel files which students can download, complete, upload to their student portal Google Apps and then request [Academic Advising](#) either synchronous or asynchronous.

The Writing Center

The Writing Center provides assistance to all students, including distance education students, interested in improving their writing skills. In the form of one-on-one peer tutoring, students receive guidance in all stages of the writing process from topic selection to final proofreading and editing. Distance education students may schedule one-on-one sessions and use an electronic “drop box” for collaborating with Writing Center tutors utilizing the collaborative work features in MyLATTC Portal.

Transfer Center

The Transfer Center’s primary purpose is to assist students interested in transferring to a four-year college or university. The Center serves as a valuable resource to students who have questions

regarding course preparation, admission requirements, college and university searches, articulation agreements, financial aid, housing, and other transfer issues. Representatives from the University of California, the California State University, as well as private institutions such as USC, visit the Center to provide up-to-date information to students via workshops or individual appointments. Catalogs, brochures and applications are available for the UC, CSU, and private institutions, including a wealth of online resources.

A counselor, David Esparza, has been identified as the Single Point of Contact to assist distance education students. His contact information is provided on the [Online Program Contacts webpage](#). The Transfer Center also has chat room (via Meebo) with distance education students. And students may contact Transfer Center staff by telephone during office hours.

Evaluation

The college is in the midst of a major physical restructuring of its campus and student services will be affected most dramatically. One of the major points of the facilities master plan was to bring all of the main student services into one structure. This will occur with the completion and occupation of the new Student Services building in January 2010. The BUG for the new building has been meeting to ensure that the students will be able to flow from service to service without major obstacles.

The college is addressing the needs of its evening, weekend and online students by expanding the number of services and hours available to these populations. These will be reviewed as part of the regular program review process and identified needs/changes will be made through the decision-making process.

II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Los Angeles Trade-Technical College directly encourages personal and civic responsibility through the Associated Students Organization (ASO.)

The governing body of the Associated Students, the Student Council, is composed of the president, vice-president, secretary, treasurer, parliamentarian, historian, 13 commissioners and one student elected from each department. At Los Angeles Trade-Technical College, student government strives to reach all students and attempts to meet the many diverse needs represented in our student body. At the beginning of each semester, each class elects a class representative. The class reps along with the department chairman elect two council representatives, one to act as an alternate. The council reps along with the six executive council officers (President, Vice-President, Secretary, Treasurer, Parliamentarian, and Historian) and 13 commissioners constitute the student governing body.

All students are encouraged to become involved in the governance of their affairs by becoming class and/or council reps and in running for an elected office. Governance flow is from individual student to class representative to council representative to student council or in reverse. Elections are held every spring for the general campus election. Officers are elected for a one year-term.

The Counseling Department provides quality services to assist students in successfully completing course work leading toward their educational goal. Counselors help students make informed decisions in selecting a career in a vocational, academic, or transfer program. Students can consult with a counselor to discuss any of the following:

- Student Educational Plan
- Graduation Requirements
- General Education Certification (UC/CSU)
- Transfer Requirements to Four-Year Colleges and Universities
- Interpreting Assessment Results
- Personal Concerns
- Substance Abuse Counseling Referrals

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

The Counseling Department Provides through academic, career, and personal counseling sessions contributing to a positive, rewarding, and successful educational experience. In addition to are main counseling there are other supportive counseling programs

The services provided by the Disabled Students Program Services program

are designed to minimize the effect a disability may have on a student's academic, social and cultural performance while attending Los Angeles Trade Technical



College. A primary goal of the statewide Disabled Students' Program and Services is to assure an equal educational opportunity for students with disabilities. DSP&S is an integral part of the college and provides the following support services to students with long-term and short-term disabilities:

Extended Opportunity Program and Services (EOPS) is designed to supplement existing college programs and to provide assistance to aid financially and educationally disadvantaged full-time students. The EOPS program is man-

aged and operated by professional staff with specialized skills in counseling and instruction. EOPS provides excellent training and placement opportunities for students through their Volunteer Program. In addition, EOPS provides personal development, cultural and health awareness activities.

II.B.3.d. The institution designs, main-

tains, and evaluates appropriate programs, practices and services that support and enhance student understanding and appreciation of diversity.

The purpose of student government is best expressed in the preamble to the constitution: "We the students of Los Angeles Trade-Technical College, in order to guide and encourage cultural, social, athletic, and scholastic activities, to promote the welfare of the students, and to provide a representative student government, do hereby establish this constitution, and assume the powers of self-government delegated to us by the President of the College."

The Associated Student Organization

(ASO) is committed to highlighting the diversity of Los Angeles Trade-Technical College. This is accomplished in a variety of ways, first beginning with the board. The ASO board consists of diverse individuals with various backgrounds and experiences. Secondly, students are encouraged to start and become active participants in a variety of clubs. Currently, we have 15 chartered clubs that represent the students' diverse interests, cultures, ethnicity and religion. Each year, these change depending upon the composition of the student body.

Thirdly, over the past two years the ASO has expanded the amount of cultural events that it sponsors. Examples of these are Black History Month, Cinco de Mayo and Latin Heritage Months. In conjunction with the English department, the ASO sponsors an international film festival during the Spring semester. These activities of the ASO have had a tremendous impact in not only increasing awareness and appreciation of our community's diversity, it has also created a greater sense of campus community and identification.

ASO's events and schedule are printed in the monthly ASO newsletter that is distributed to the college.

While our campus community is proud of its various social and cultural interactions, it has been brought to our attention that our International Students are often overlooked and feel disconnected. In order to begin addressing these students' feeling of neglect, we had an international day event, Day of Unity.

During the Day of Unity, the international students displayed posters about their cultures, made presentations and even had cultural food for the campus community. Due to the favorable responses of both the international students and the general campus community, we are planning to institute this day as a part of our yearly program.

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

Matriculation is a process that brings Trade-Technical College and students (who enroll in credit courses) into an agreement to assist students in attaining their educational goal through the college's programs, policies and requirements. It involves a partnership between the student and the college that begins when students apply for admission and ends after completing your studies. LATTC offers a self-paced computerized assessment placement test. LATTC also offers a timed paper and pencil assessment placement test (Companion). Students receive an assessment summary that may be used to select their courses and to plan their educational career goals.

Pre-requisite enforcement is another matriculation service that ensures that students have the best possible chance for success in class. The Assessment Office manages the enforcement of all of the seventy-eight pre-requisites for courses. There are electronic blocks for courses requiring pre-requisites. The Assessment Office is responsible for en-

sureing that students clearly understand what pre-requisites are, how to find them in the schedule and catalog, the process of over-riding a pre-requisite through transcript evaluation, and the process for challenging the prerequisite. In cases where students are somehow able to register for a course without meeting a pre-requisite, a batch review is run on students who do not meet the pre-requisite and they are automatically dropped from the course prior to its first meeting and notified of the reason.

Evaluation

The college participates in the State Chancellor's Office process for evaluating placement instruments and practices to validate effectiveness and minimize bias. The Dean of Research and Planning and the Associate Dean of Matriculation assure that these requirements are met. Documentation is housed in the Research Office.

II.B.3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

The Office of Admissions and Records maintains all student records both permanent and optional records ensuring their security and confidentiality. Records prior to 1974 up to 1986 were transferred to microfiche. Admissions Office still maintains the hard copies of the students records prior to 1986.

Applications from 2000 were scanned through the Viatron imaging system. For additional security, the vendor, Viatron Systems, keeps a copy of the records on the document imaging system. It is the intention of Admissions Office to have all the applications and permanent records be scanned through the imaging system.

Confidentiality of students records became a concern in the past few years because of the national increase in identify theft. Up until July 21, 2006, student's Social Security numbers were used as identifiers in college records. To comply with legislation, the district began replacing student's social security numbers with ID numbers.

The college follows the national FERPA standards on confidentiality and release of student records. Written authorization from the student is required for release including release of records to parents. The college also requires proof of identification if students pick up the transcript or verifications. The Admissions office maintains a record-book of student signature when picking up transcripts or verifications. Admissions Office also maintains a record book of student releases and agent-sign ins for transcript released to federal or state agents. Directory information release is explained in the Schedule of classes. Unofficial copies are available to students online requiring their password and pin numbers.

Los Angeles Trade Tech has entered into a contract with CSULA through the advisement of the LACCD Chancellor

to use EDI as a way of submitting transcript. Written request from the student is still required.

The LACCD has entered into a contract through the state chancellors office to use the web application through CCC apply. The information sent through the CCC apply system is encrypted to avoid possibility of theft. The system meets the new state guidelines for electronic signature so that students are no longer required to mail in a signature page.

Evaluation

Security of the important papers like blank transcript papers has become a greater concern because of the increase in forgeries. Admissions office needs space where they can secure transcript papers, and diploma papers

II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvements.

Beginning in Fall 2008, Student Service areas have been completing their program reviews and creating their SLOs. Like the program review and SLO process for academic departments, Student Service units complete the process online ([Program Review & SLOs web-site](#)). The provision of an online process creates a living and dynamic process that can address changing needs in a more current manner.

Program review has been adjusted so that student service units define the functions that they perform. All resulting evaluations and goals are based upon these defined functions. Student service areas approach SLOs as both Student Learning Outcomes and as Service Level Outcomes depending upon the defined functions. Assessments of the SLOs will occur in Spring 2009 with a review and analysis of the results during the latter portion of the semester.

Evaluation

Student services are now entering into the program review and SLO creation stage. As results are garnered through the process, they will be integrated into the budget and planning process of the college. Information is currently being used to address issues resulting from construction movements and in the programming and reevaluation of the facilities master plan.

As a result of the program review process, all counselors will be receiving training in the SARS counseling system. This will help the counselors to transition from a paper-based student education plan (SEP) system to a computerized system. This will ensure that regardless of the counselor that a student sees, he/she will always have access to their SEP.

The Student Services Division ensures that all student services programs conduct program review and incorporate SLOs. It recognizes that evaluation is a continuous process.

II.C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

Los Angeles Trade-Technical College has continued to expand and diversify its learning support services for students. Resources include the Library, Learning Skills Center, Writing Center, Instructional Resource Library, Math Lab, Open Computer Lab and departmental labs. The Learning Skills Center has expanded computer lab access and a variety of software applications and research tools to enhance student learning on and off

campus. The Library offers Internet and library research databases, but does not offer software applications. The Library has added remote access to a wide range of online journal and research databases that allows students to access the collection from on and off campus. However, the need exists for a full time computer assistant in the Library to support wireless Internet services. As a result of the original Basic Skills Initiative (2005) and subsequent recommendations from our last ACCJC visit, the college has created an Open-Access computer lab, which is free of charge for all registered students. This has enabled other labs such as the computer lab in C-102 to be used for instructional and tutorial purposes only.

The first stage of the Library renovation, funded by Prop A/AA and state-funded construction projects, is the renovation of our Learning Resource Center (which houses the Library) or LRC into a state-of-the-art center which will house both the Library as well as the Learning Skills Center and tutorial labs. This will bring all of the learning support services under one roof and provide enhanced services and collaboration. The second floor of the building will contain the Library, while the first floor will house General and EOPS tutoring, the Reading Lab, the Writing Center, and the Math Lab. The Library will also have dedicated space to hold research classes and workshops.

This represents a loss of space for the Library. The renovation project is now funded only by Proposition A/AA mon-

ies. While the online databases and computer workstations have expanded, the print book and periodical collection is still inadequate. Funding has remained flat, which is exacerbated by rising text costs and general inflation. The collection is updated on a continuous basis with current materials that have been identified by faculty from the various departments.

II.C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Library

Currently, the Library occupies the first, and most of the second floor, of the Learning Resources Center (LRC). Library facilities include a reference collection, Honors Library collection, reserve and periodicals areas, general book stacks, a microforms room, circulation and audio visual materials, twelve group study rooms, and seating for 352 students. The Library serves all students and programs by providing information resources in many formats. As part of the campus' wireless expansion plans, the LRC is the first location to have this service installed.

The Library has 24 workstations for Internet research and three work stations dedicated to LATTC catalog and

research data bases. Wireless availability has been a much-requested service for the LRC and campus. Wireless Internet service is now provided; however, a full-time computer assistant is needed to support the service. The collection includes over 84,000 books and 239 periodical subscriptions, plus database materials in electronic accessible format. Borrowers can request book loans from any of the other district's college libraries through an inter-library loan service. In addition to the regular collection, the Library has special collections of 2,200 culinary arts materials in the Blanche Gottlieb Culinary Arts Collection and approximately 100 Honors materials.

Honors Project

The Honors Project maintains a special section in the LRC and is accessible to all students. To date, all of the books within the Honors Project have been donated by faculty and friends of the College; however, again, as part of many transfer programs, the College must also show support by funding the upkeep and quality of the contents of the collection. Whilst the Office of the President has yet to pledge monetary support for the Honors Library, other departments, including Language Arts/Humanities have already agreed to provide limited funds to build the collection. Materials are selected by Honors instructors and are processed by faculty and staff in the LRC.

New acquisitions are listed on the Library's website. The campus Library uses technology to expand the availabil-

ity of resources to students and faculty. Twenty-seven desktops and one print station are available for student research and use. Three black and white copiers and one color copier are also provided for student use.

Besides the online magazine and journal database, the library also has an online collection of 2,614 electronic books that can be accessed on campus and remotely. The installation of EasyProxy in the summer of 2007 has provided seamless, remote access for students and faculty to the online resources of the library.

Learning Skills

The Learning Skills Center includes the Learning Skills Computer Lab and Tutoring Center (Blue Room) in C- 102 and the Instructional Resources Lab located in C106. The Learning Skills Computer Lab was developed in the fall of 1998 with the merger of the Basic Skills classes, Developmental Communications classes, and the instructional components of the GAIN program instructional components. The Learning Skills Center is a college-wide service that offers courses and support services, which promote student development in basic skills for entry into college-level courses. Instruction occurs in the 120-station Learning Skills Computer Lab and in traditional, stand-alone environments, such as Developmental Communications held in the LRC.

Most courses are three-unit lab courses that have been divided into one-unit

module courses to accommodate student-learning needs. Subjects include reading, spelling, vocabulary, English grammar, mathematics, and vocationally focused math, reading, and writing. Learning skills also offers General Education Development (GED) preparation. Courses have been reviewed and adapted from a purely, computer-assisted delivery model to a hybrid approach. Students meet with an instructor during scheduled class hours while also completing self-paced CAI lessons. This gives students increased structure and assists instructors in tracking their progress. Since these changes occurred in 2005, student success in courses has grown from twenty and thirty percent to sixty and seventy percent.

Tutoring

Tutoring is available to any student enrolled at LATTC, and the college offers small group and individualized tutoring with peer tutors and tutoring professionals. Subjects covered include all courses and programs on campus. EOPS also offers tutoring through the EOPS & General Tutoring Center. Students that are part of the EOPS program are guaranteed one-on-one tutoring and frequent sessions if needed. DSPS also offers tutoring services through their program. Supplemental Instruction is offered to Chemistry, Microbiology and Accounting students. This program will be enhanced and expanded over and expanded over the next couple of semesters.

The Writing Center

The Writing Center, located in C-100 (adjacent to the Learning Skills Center), offers workshops in writing as well as tutoring to any student needing assistance in the fundamentals of grammar and essay writing. The lab has fifteen computers and one printer with seating for twenty-five individuals. In addition, it shares a flexible conference area with the Learning Skills Center. Faculty are encouraged to submit their assignments to the Writing Center, so the mentors are able to better assist students.

Other Labs

As part of the college's current basic skills plan, the Math lab will be relocated to the C-building and staffed by a full-time, Instructional Aide. This will allow all math tutoring that currently occurs in the General/EOPS tutoring area to

relocate to its own space. The Math lab will share its space with the Reading lab. The Reading lab will be created once the reading curriculum has been institutionalized within the Assessment and Matriculation Process. All lab/tutoring areas will relocate to the renovated Library once it is completed.

One of the newest computer labs on campus is the Open Access computer lab in C-109. Before the opening of the lab in Fall 2007, students used the limited computers in the library and the Learning Skills Lab. To use the computers in the Learning Skills Lab students had to pay a small fee. The Open Access lab is available to all registered students free of charge. This has freed up the Learning Skills Lab for students taking Learning Skills courses and the Library has been able to designate the



computers there for research purposes only. The Open Access lab also has a bank of computers that are reserved for adjunct faculty use. This has been especially useful for adjunct faculty coming in to teach late afternoon and evening courses.

In addition to the Open Access Lab and those aforementioned, various CTE disciplines have satellite labs across campus. These include, but are not limited to, five labs operated by and for Fashion majors, three labs operated by and for Automotive, four labs for CIS, and four labs for Architect. DSPS currently has only one lab available. (For additional labs, see Appendix.) Lab L265 is available for faculty and staff only, which allows both adjunct and full-time faculty access.

Media Services/Smart Classrooms

With the increased use of computer, internet and multimedia resources in all areas of the campus, the Media Services department has become very important in maintaining the flow of equipment, access, and services to faculty and staff. Media Services coordinates the use of multimedia carts, records lectures and events, and provides training and assistance in the use of smart classrooms and equipment. Currently, one classroom in the K-bldg (K222) is "smart". The F-building has been upgraded to include internet access in all rooms, with some rooms equipped with DVD/VCR audio/visual projection systems, and instructor computer terminals with

internet access. As of Spring 2007, two smart classrooms have been raided and robbed. The increase in smart classrooms and carts has increased the workload of Media Services.

The campus purchased a video server to deliver content: across the campus, to students enrolled in online courses, and to supplement in-person courses. Currently, the video collections of departments are being converted to digital format to increase access to these resources. A number of faculty also create podcasts of their lectures and provide them online for student access. The addition of the video server and the conversion of existing materials, while helpful, is time-consuming.

Evaluation

The recent survey of faculty, staff and students had very different opinions about the library. Only 59% of the faculty felt that the library had resources that were useful, while 80% of the students who responded to the survey felt this way. Only 38% of the faculty believed the library's collection of books and materials were up-to-date and useful, while 66% of the students believed so. Clearly the library's collection is underutilized because of the limited funding for resources. Construction and renovation projects on campus impact the amount of available space to provide services to students.

The movement of the Math Lab and creation of the Reading lab are hindered

by space limitations. Funding through state Basic Skills monies will enable the college to transform the room (C-108) into a suitable lab area. Funding through the Basic Skills monies will also provide supervision of this area. The plans for the new library aim at creating a larger and better-organized space for student learning services. The modernization of the library will increase the ability of students to use their laptops on the premises. All tutoring labs will be centrally located within the building. The renovation will require a thorough evaluation of the Library's collection. Professional librarian staff will be required to properly evaluate and update the Library's collection.

Although the library does offer a guide to services and schedules tours and workshops for students, there needs to be more collaboration between librarians and classroom faculty, both full-time and adjunct, on how to integrate the on-line databases and other resources into their course activities. The library also needs to hold more frequent workshops on research and database use for students and faculty. An information competency librarian is needed to coordinate and implement this.

Planning

- Increase the Media Services staff to match the number of services being offered to the college. Ensure that the staff hired has the qualifications to ensure the most efficient and proper delivery of

services.

- As the LRC undergoes renovation, the college uses the opportunity to thoroughly review and deselect materials as well as identify replacement materials for when the library reopens.
- Ensure that the provision of learning support services continues unbroken during renovations and relocations.

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

Information competency is a valued outcome for students and is one of the college-wide, institutional student learning outcomes. The college offers on-going instruction to help students develop information competency:

Library

The library has offered Library Science 101 (Library Research Methods) and Library Science 102 (Internet Research Methods), transferable courses in information competency. These classes are not presently offered (fall 2008). However, LS101 (a 1-unit transfer course) is currently being developed as an online class. Students also receive training in information competency through workshops offered by the library on topics such as research strategies, the online library catalog, using journals and news-

papers, using the Internet and evaluating websites. Subject guides have also been developed which provide concise and directed research directions for each subject. Faculty and departments request orientations for their classes.

Although the Library does offer a guide to services and schedules tours and workshops for students, there needs to be more collaboration between librarians and classroom faculty, both full time and adjunct to integrate online databases and other resources into the course activities. Librarian faculty also need to hold more frequent workshops on research and database use for classroom faculty and students. A full time librarian assigned as the information competency librarian is needed to coordinate and implement this.

Writing Center

Workshops and handouts are provided in the Writing Center to assist students with their research needs.

CTE

All programs have some form of information competency built into their SLOs and coursework. Students are taught appropriate sources of information for their industries as well as how to use the information to perform their work. Some programs like the Culinary Arts program have created physical collections within the library as well as creating online collections for their students to access.

Evaluation

Information competency is just now being evaluated at the college, program and course level. The college is looking at integrating research skills into its Freshman Experience and CTE academies so that students enter their college experience with a foundation of information competency.

Planning Agenda

- Integrate information competency within the curriculum offered in the Freshmen Experience and CTE academies.

II.C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

The library has two FTE librarians staff the library, with two librarian positions unfilled, and three library technicians with one library technician unfilled and one library assistant position unfilled. Hourly librarians are used to ensure that the reference desk is staffed at all times. Students have access to its online databases, the public access catalogue, links to useful Internet sites and research guides. The library collection supports both transfer-oriented classes as well as CTE programs.

Learning Skills

Since the last accreditation visit, the Learning Skills faculty has expanded from one to three permanent faculty positions. The Learning Skills Center and tutorial labs report to the Associate Dean of Academic and Student Support Services (Organization Chart.) There are three instructional assistants and one administrative analyst that provide direction and supervision to the tutors and student workers in the labs. One additional instructional assistant in math will be hired with the relocation of the Math Lab. A Writing Center coordinator also staffs the Center for 12 hours per week. Under Title

V, two instructors were sent to complete out-of-state training for Supplemental Instruction (SI). The SI program, however, was short-lived for various reasons. It is currently inoperative and defunct.

The Writing Center

Plans are in place for the Writing Center to provide services to students online. Students will be able to set up times to meet with a tutor online using Google Docs, Google Talk, and Elluminate. However, this requires dedicated staff, training, and additional space to support this service. Therefore, scheduling will be very limited.

Hours and Days of Operation

Area	Fall & Spring	Winter & Summer
Library	Mon – Thurs: 8:00 am – 6:50 pm Fri: 8:00 am – 1:00 pm Weekends: Closed	Mon – Thurs: 8:00 am – 6:50 pm Fri: 8:00 am – 1:00 pm Weekends: Closed
Learning Skills Lab (C-102)	Mon-Thurs: 8:00 am – 6:00 pm Friday: 8:00 am – 2:00 pm Saturday: 9:00 am - 1:00 pm Sundays: Closed	M-Th 8:00 am – 4:00 pm Fri 8:00 am – 2:00 p.m. Saturdays & Sundays: Closed
Open Lab (C-109)	Mon-Thurs: 8:00 am – 6:00 pm Friday: 8:00 am – 2:00 pm Saturday: 9:00 am - 1:00 pm Sundays: Closed	M-Th 8:00 am – 4:00 pm Fri 8:00 am – 2:00 p.m. Saturdays & Sundays: Closed

Area	Fall & Spring	Winter & Summer
Writing Center (C-100)	Mon-Thurs: 8:00 am – 6:00 pm Friday: 8:00 am – 2:00 pm Saturday: 9:00 am - 1:00 pm Sundays: Closed	M-Th 8:00 am – 4:00 pm Fri 8:00 am – 2:00 p.m. Saturdays & Sundays: Closed
EOPS & General Tutoring Center (C-106)	Mon-Thurs: 8:00 am – 6:00 pm Friday: 8:00 am – 2:00 pm Saturday: 9:00 am - 1:00 pm Sundays: Closed	M-Th 8:00 am – 4:00 pm Fri 8:00 am – 2:00 p.m. Saturdays & Sundays: Closed
DSPS	Mon, Tues., Thurs.: 9am - 4:15pm Wed.: 9am - 3:00pm Fri.: 9am - 1:30pm	Mon, Tues., Thurs.: 9am - 4:15pm Wed.: 9am - 3:00pm Fri.: 9am - 1:30pm
L-265 (Faculty and Staff only)	Mon - Thurs: 8:00 am - 6:50 pm Fri : 8:00 am - 1:00 pm Closed weekends	Mon - Thurs: 8:00 am - 6:50 pm Fri : 8:00 am - 1:00 pm Closed weekends

Evaluation

LATTC librarians make every effort to meet the needs of all students equally. Remote access is available for all students, faculty, and staff members. The library website is regularly evaluated for accessibility. Library hours are adjusted if student demand exists. Extended hours are held during exams week to provide access to students.

The Learning Skills Center

The Center (in C-102) provides services Monday-Thursday from 8:00 am to 8:00 pm, and Friday and Saturday from 9:00 am to 2:00 pm. Extended hours are provided during final exams. Winter and summer hours are negotiated, depending upon the demand.

The Reading Lab

The Lab is located in C-106 for individualized and group tutoring. Contextual-

ized reading materials located in the Lab provide academic support to all CTE and academic disciplines. The Reading Lab is available to students Monday-Thursday 8a.m. to 8p.m., Friday 8a.m. to 2p.m., and Saturday 9a.m. to 1p.m.

LS, Math, and English Partnership

Math 101 and English 64 have added Learning Skills lab classes as co-requisites, which will be launched Spring 2009: LS 10A (math) and LS 2C (writing). This collaboration will reinforce the discipline offerings and it is anticipated that it will improve retention and persistence. This is the first step in integrating LS offerings with disciplines across the curriculum. The plan is to create a “one stop” service area. The first step will see the consolidation of student services and academic services into one facility—the C building. Step two will be to relocate of all these services to the newly refurbished LRC in the near future.

Associated Student Organization

ASO is in C-101, which physically puts the student organization in the hub of student learning. The purpose is to create and promote collaboration. The ASO is available to students from Monday-Friday 8a.m. to 4:30p.m.

Assessment Center

The services of the Assessment Center (C-107) provide Accu-placer, ACT, ATB and departmental challenge exams. The testing is for students who elect to be

tested. The Center is open from 8:00 am to 6:00 pm Monday through Thursday, and Friday 8:00 am to 1:00 pm.

Open Access Computer Lab

This lab is open to all LATTC students. Over 100 computers are available free of charge and printing services for minimal cost (10 cents/pg). Hours of operation mirror Learning Skills Lab hours: Fall 2008: 8:00 am to 8:00 pm Monday through Thursday, Fridays 8:00 am to 2:00 pm, and Saturdays 9:00 am to 2:00 pm.

EOPS Tutoring

The physical consolidation of EOPS and general tutoring has increased usage of both services. EOPS and Learning Skills staff have established policies and procedures that coordinate the tutoring of both student populations as well as mandating online tutor training for all tutors, who will receive certification. The availability of tutoring is Monday-Thursday 8a.m. to 6p.m. and Friday 8 a.m. to 2 p.m.

Planning

- While most of the learning support services close at 8:00 pm Monday through Thursday, the college should monitor evening student needs closely. The Center (Writing Center and Learning Services) needs night and evening supervision and tutors. That person will help build and

support the evening/weekend programs. The recent creation of the Associate Dean of Evening and Weekend position will monitor this need and adjust service hours as necessary.

II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.

The Library uses the Check Point Security system to monitor its holdings. All books are tagged with security strips and a detection gate is in place at the main public entrance/exit entrance of the LRC. Staff at the Circulation Desk monitor this system. If the alarm sounds in the absence of staff there is no means to respond. Additionally, the library has emergency exits at the both the east and west sides of the LRC. Neither exits have detection systems. Access to the basement level of the library is also open due to the location of the computer lab (L-004) and the Prop A/AA project manager's offices. This access point is also not monitored.

These areas are covered by a video surveillance system, but it was compromised Spring 2008 with the theft of 20 computers in the Assessment Center. The Open Access lab can only offer security surveillance at its exit, but not inside the lab itself. The system was recently compromised when laptops were stolen from the Assessment Center. The Learning Skills staff and the MIS staff provide maintenance of the labs in the

Learning Skills areas jointly. With the growing number of labs on campus and the constant use of the labs, the ability to maintain the labs is strained. Labs located in departments are in various states of disrepair. The exception is the Fashion/Visual Communications labs that are maintained through an outside contract.

Planning Agenda

- The renovated LRC will need to have an integrated security and surveillance system.
- Increase the number of MIS staff to service and maintain the learning labs.

II.C.1.e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

The Library is a party in a district-wide contract that provides an online library system incorporating the online catalog, circulation and cataloging. Any issues regarding these services are discussed

and resolved at meetings of the district-wide Library Automation Committee, the membership of which consists of one to two librarians from each of the nine colleges. In addition, certain key librarians serve as liaisons with the automation library vendor.

The Learning Skills Lab has a yearly service contract with Plato Learning Systems, its primary courseware delivery system, which allows for upgrades, technical support and training.

Evaluation

Collaboration with other libraries in the Los Angeles Community College District is working well.

II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

The library evaluates itself in terms of student, staff, and faculty satisfaction. Databases, the book collection, and research tools are purchased to support the curriculum, and the collection is upgraded yearly. The librarians send out invitations to faculty each semester asking them to suggest books and periodical purchases that meet the needs of their students. The librarians also make note of materials that are not used

or that are requested by students. The librarians use this information in their purchasing decisions. In addition, the librarians work directly with students when they are working on assignments tied into student learning outcomes. This direct relationship provides the opportunity for librarians to keep their hands on the pulse of students' needs. The library participates in the program review process.

The Learning Skills area and services also participate in the program review process and SLO creation, assessment and review process. The Learning Skills area has also been part of the Basic Skills Plan creation and implementation. The movement of the Math lab and the creation of the Reading lab are a result of this plan. Curriculum is also being reviewed in reading, writing and math between all subject areas. The newly reworked curriculum will create a single pathway for students from the point of entry to the accomplishment of their educational goal.

Evaluation

The library relies on funding from the State Instructional Equipment and Library Materials Fund (otherwise known as the Block Grant) to purchase materials to purchase materials. While this has provided a means for the library to maintain the current collection and provide an extensive database, it has not allowed for an upgrade or expansion of the book and periodicals collection.

Standard 3: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

III.A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

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

III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and

accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarship, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Description

The Compliance Officer and the college Personnel Department support departments throughout the hiring processes. The Compliance Officer assures that federal, state, district, and college policies and procedures are followed during the hiring processes; interfaces with others regarding preparation of recruitment materials, employment application processing, selection, and interview practices; and, attends interviews to assure compliance with all applicable laws and regulations ([LACCD Recruitment and Selection Guidelines](#).)

Faculty

Hiring criteria for certificated staff are determined by state and local policies. LATTC uses the state minimum quali-

fications ([Minimum qualifications for Faculty and Administrators](#)), which are subject to faculty review and modification on an ongoing basis by the District Academic Senate. Following district procedures, the college's Academic Senate, in consultation with the administration, has developed a hiring policy for full-time tenure track faculty as well as temporary full-time and part-time adjunct faculty ([Faculty Hiring Process](#)). The college president and the Academic Senate are responsible for ensuring that these procedures are followed.

The hiring committee is comprised of at least four members, with at least one faculty from the discipline being hired for, a tenured representative appointed by the Academic Senate, the department chair (if tenured), an administrator (the area dean) and a non-voting affirmative action representative. Criteria are typically based on needs identified in program review and aligned with the college's mission and goals. Additional qualifications may be added to the state minimums. Candidates must hold degrees from appropriately accredited institutions. A candidate holding a degree from a non-U.S. institution must pay for a state-approved evaluation service to verify it. If a candidate does not meet minimum qualifications, district procedures are followed for establishing equivalence ([Equivalency Procedures](#).)

The hiring committee considers resumes/CVs and selects candidates to be interviewed. Candidates may be asked to present a lesson to demonstrate teaching methods. After the committee ranks

them, the top choices have a second interview with the college president (or his/her designee) and a designee from the hiring committee. Final approval rests with the college president.

This process may be followed to hire temporary adjunct faculty, although a more flexible, shorter process may be used, especially when classes are added close to the beginning of the semester. In those cases, the department chair acts as the hiring committee. Even in this truncated version of hiring, the district must verify minimum qualifications. Since that process can be lengthy, the college's academic senate president can review the applicant's transcripts and documents and approve the minimum qualifications for a maximum of one semester.

Classified Staff

Applicants for classified positions must have the proper education necessary before taking civil service exams and must follow requirements listed in the Personnel Guides. The district verifies their qualifications before their names are submitted to the college. Supervisors apply their desirable characteristics in interview questions to screen for the best fit. For selection of classified staff, the LACCD Personnel Commission Guides are followed ([Classified Hiring Reference Checklist](#).) Announcements for classified positions are posted in various common areas on campus, advertised on the district website and through other contacts made by the

Personnel Commission, and via regular emails to all college users ([Employment at the LACCD](#).) The College has also developed a series of flowcharts to facilitate the recruitment, selection and hiring process of classified staff ([Classified Hiring Process \(Permanent\) Flowchart](#), [Classified Hiring Process \(SFP Full-time\)](#), [Classified Hiring Process \(Sub & Relief or Provisional\)](#).)

Certificated Administrators

For certificated administrative positions, the college proposes specific hiring criteria. The minimum educational requirement is a master's degree, and most certificated administrative positions require teaching and/or administrative experience. The district develops and maintains class specifications, and the Board of Trustees determines the duties to be performed and prerequisite education and experience ([Teamsters' Contract](#).) Hiring committees for administrator positions are broad-based and inclusive, and these committees determine final candidates whose names are submitted to the President for interview and selection.

Instructor, Special Assignment (ISA) and Consulting Instructors

Since the last accreditation, the district office has formalized the procedure for hiring Consulting Instructors and Instructors Special Assignment with the creation of HR Guide R-121 in June 2006 ([HR Guide R-121](#)). The college has followed these procedures with the hiring

of two positions; Director of the Online Program and the Student Learning Outcomes Coordinator. Since the establishment of the HR Guide R-121, there has been no issues on the campus with ISAs or Consulting Instructors.

Evaluation

The Academic Senate's Faculty Hiring Priority Committee meets once a year. Disciplines are able to apply for expansion and replacement positions through this process. After reviewing the applications, the committee establishes a hiring priority list ([Faculty Hiring Priority List April 2007](#).) This is to be used by the President in opening up new positions within the faculty ranks.

In the Fall 2007 Faculty and Staff survey, only 63% of the respondents felt that "the College adheres to written policies that ensure fairness in all employment procedures." In order to address this, the college has created a number of simplified flowcharts and procedures documenting the hiring process. With these processes created, the college needs to demonstrate how they are integrated into the overall hiring process for the college.

Planning

- The College needs to formally create and integrate a process for replacing unfilled positions due to retirement or termination of service and for expansion positions in all areas of the college:

administration, classified and faculty.

III.A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Description

Bargaining agreements and personnel rules delineate procedures for the evaluation of all personnel and include consistent procedures for follow up if evaluations are unsatisfactory and the right to review and to challenge evaluations through grievance procedures.

Certificated

Faculty evaluations, described in the LACCD/LA College Faculty Guild agreement ([Los Angeles College Faculty Guild Local 1521](#)), are based primarily on the philosophy of peer review. In a basic evaluation, the department chair, vice chair, or designee review performance. In a comprehensive evaluation, a committee comprised of the appropriate dean and faculty peers, including the department chair, review the faculty

member. An academic senate representative is included for evaluations of all probationary faculty. Classroom visits, conferences with the faculty member, and student evaluations may be used.

Probationary faculty are formally evaluated their first, second and forth year, or until tenure is granted or the employee is not retained. Instructors are evaluated on effective teaching that meets the needs of the college and performance at a level that warrants the granting of tenure ([Article 42](#)). Faculty positions do not have job descriptions in the traditional sense; however, several sections of the bargaining agreement establish responsibilities, such as participation in professional development activities ([Article 10](#)), workload and related duties, such as maintaining accurate records and holding office hours ([Article 13](#)), service on college committees ([Article 32](#)), and participation in the college's Student Learning Outcome (SLO) review and assessment process ([LACCD Faculty Evaluation Taskforce 2006](#).) Academic deans report on the results of evaluations to the VP of Academic Affairs for all probationary positions. A less than satisfactory report triggers an administrative response.

Tenured instructors are evaluated every three years, alternating between a basic and a comprehensive evaluation. Adjunct faculty are evaluated with a basic evaluation before the end of their second semester and at least once every six semesters after that.

Classified Staff

Basic procedures for evaluation and follow-up for all categories of classified personnel are described in Personnel Commission regulation ([Personnel Commission Laws and Rules](#)) and district/union collective bargaining agreements ([Union Contracts](#).) All classified employees are required to have at least one performance review each year conducted by their supervisors, using a standard evaluation form ([Classified Employee Handbook](#)). New employees and those who have been recently promoted also receive evaluations during their probationary period. Additional reviews may be done at any time at their supervisor's discretion.

Administrators

Administrators are reviewed on an annual basis based upon the date of their assignment to the unit. As part of their 2005-2008 and modified in the 2008-2011 contract, the Teamsters (Deans, Associated Deans, and Assistance Deans) have negotiated an official evaluation process that is documented with a form ([Academic Administrators Evaluation Form, Teamsters](#)).

Vice Presidents

Each year the vice presidents engage in a basic evaluation combined with a comprehensive evaluation conducted ever three years. The basic evaluation process consists of a self-evaluation consisting of the vice president's com-

pletion of the district's Vice Presidential Self-Assessment Instrument, updating annual goals for the next year, and meeting with the president to review the self-assessment and the annual goals. The comprehensive evaluation consists of the steps in the basic evaluation process plus a peer review of the vice president ([Performance Evaluation for College Vice Presidents](#)). In addition to the vice presidents, staff members directly reporting to the president are evaluated annually utilizing procedures outlined in respective labor contracts pertaining to the specific position they occupy. In addition, the president holds the vice presidents accountable for the routine evaluation of employees within their divisions on a schedule and utilizing processes outlined in labor contracts.

Evaluation

The evaluation process is as effective as the evaluators who conduct it are diligent and fair. While the faculty contract clearly describes the process for the evaluation, the evaluation committee decides the content. As a result, faculty may be evaluated differently within a department as well as from one evaluation to the next. However, in a review to grant tenure to a probationary faculty member, the evaluation committee remains the same for the duration of the probationary period. Each evaluation is a comparison to the previous year's, focusing on improvements or deficiencies. The process can be a positive one, enhancing faculty performance through reinforcement and recommendations for

improvement. In the Fall 2007 Faculty and Staff survey, 83% of the respondents agreed that “My evaluations follow the procedures and guidelines set forth by the district contract.”

In ensuring the evaluation of both full-time tenured and probationary faculty, the Academic Affairs office in conjunction with the AFT Chapter Chair, have created a list which specifies by year, the evaluation that each faculty will undergo. This list is current through 2008 ([Faculty Evaluation Schedules](#).)

Since the midterm visit, the college has developed a comprehensive evaluation handbook for full-time tenured and probationary faculty. The handbook’s purpose is to:

1. to assist faculty members to document effectively their teaching and efforts to improve it;
2. to aid tenure committees to evaluate effectively and efficiently a faculty member’s teaching; and
3. to ensure that the process of evaluating teaching for tenure and promotion is conducted with the same degree of rigor, fairness and thoroughness throughout the college.

The handbook includes copies of the current contract’s chapters on evaluations, the required forms to be turned in, a suggested timeline for the review process, and college-specific forms that assist with classroom/lab/clinical observations and syllabi review ([LATTC Fac-](#)

[ulty Evaluation Handbook](#)). The handbook will be updated with the publishing of the new AFT contract for 2008-2011.

The human resources division and Personnel Commission of the district office has created a comprehensive website that documents and lists the various evaluation tools and procedures to be used with classified, unclassified and unrepresented units of the campus ([Administrative Forms](#)). The district office continues to notify the college when specific classified staff evaluations are due.

Planning

- Offer annual training for supervisors, department chairs, and evaluation committees on the evaluation process [appropriate collective bargaining agents, college and district administration]

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

Description

In spring 2006, the district established a [Faculty Evaluation Taskforce](#) to bring together members of the District Academic Senate (DAS) and the AFT College Faculty Guild to provide the colleges with guidance in fulfilling this standard. The task force was comprised of the DAS president, two college sen-

ate presidents and two senate members, three Guild chapter presidents and its executive secretary, and the Chancellor's Liaison (currently the Vice Chancellor for Institutional Effectiveness). After reviewing the collective bargaining agreement and determining that its provisions did not preclude consideration of student learning outcomes in the evaluation process, the Taskforce issued a report with several recommendations.

The recommendations involve a model for incorporating student learning outcomes in faculty evaluations by linking them to the long-term professional development goals of individual faculty. This approach "closes the loop" of institutional improvement by connecting faculty development activities to college-wide efforts to improve student learning. In the proposed model, the comprehensive faculty evaluation process would include a self-assessment of the faculty member's professional development activities, an assessment of contributions to campus-wide and departmental SLO assessment and improvement, and a clear statement of future goals and action plans. These personal goals would support or link to overarching college goals and objectives.

As faculty members set professional development goals, they would link these plans for self-improvement to areas identified as needing improvement in relation to SLOs. So, for example, in response to an identified college-wide, departmental, or discipline-specific need to focus more attention to developing

critical thinking competencies, a faculty member might elect to research critical thinking pedagogies in his or her academic field, attend a conference on critical thinking and individual learning styles, develop a new critical thinking module for courses in his/her discipline, or design and conduct a workshop for professional development credit on the topic. Linking professional development goals to assessed institution-wide and departmental student learning outcome needs would ensure that individual faculty members make a positive contribution to the ongoing improvement of student learning.

The model requires that each faculty member submit a Professional Activity and Growth Report to the peer evaluation committee. This report could provide an overview of the faculty member's professional development activities and service to the department and college community since the last comprehensive evaluation. It would also include new professional development goals and action plans that reflect assessed needs relative to campus wide and departmental student learning outcomes.

Evaluation

The current AFT contract, passed in Fall 2008, includes SLO listings on syllabi under the Professional Duties section of the Summary Evaluation Form ([AFT Contract 2008-2011](#)). As part of the Faculty Course Syllabus Evaluation Checklist, SLOs are an item on the checklist ([LATTC Faculty Evaluation](#)

[Handbook](#)).

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

Description

LATTC has a written code of professional ethics for its faculty as passed by the Academic Senate and included in the [Faculty Handbook](#).

All personnel are covered by Board Rule 1204, "Code of Ethics" ([Article II - Board Rules](#).)

Evaluation

Both of these written ethics codes cover all personnel at LATTC.

III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

LATTC is exceptionally proud of the quality of our faculty, staff, and administrators. Hiring and evaluation policies and procedures are clearly defined and followed. As of November 2007, LATTC has 19 administrators, 185 full-time faculty, 327 adjunct faculty, 178 classified staff and 80 unclassified staff (November 2007 Salary Distribution Detail).

Evaluation

All senior administrative positions are currently filled permanently with no acting or interim assignments. This was accomplished in 2006 with the hiring of a permanent president, Chip Chapdelaine. Under the current organizational configuration, there are currently five unfilled management positions, two deans of academic affairs, the Dean of Research and Planning, an associate dean of academic affairs and an associate dean in student services.

Since the last accreditation, a number of faculty have retired or have left the college. Currently there are fourteen unfilled faculty fulltime faculty positions ([Vacancies by discipline](#)).

Overall the college's fulltime to part-time ratio is at 66.3% in Fall 2007 ([Full-time Faculty Ratios](#).) Even at a department level, there are few disciplines that meet the 75/25 ratio. To ensure a strong full-time faculty course, the college should follow the recommendation in Article 33 of the AFT Faculty Contract, which suggests replacing a permanently vacated fulltime faculty position with a new tenure track candidate within one year. The college should also follow the recommendation in Article 13 to review staffing levels in the library and counseling departments periodically to determine progress towards meeting the staffing mandates of Title V.

The college is in the midst of a major building initiative. In the next three to

five years, two new five-story buildings will be completed. This will add an additional 160,000 ft² of administrative and instructional workspace will be added to the campus. The physical plant staffing to handle the maintenance of these new buildings will need to be expanded. Current staffing levels are inadequate to handle the increased physical space.

Planning

- The college needs to establish a hiring plan for classified staff for the new buildings and grounds.
- Use program review process to determine staffing needs and implement them in a timely manner.

III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

The district and the Personnel Commission have established human resources policies and procedures, available on the district web site, in compliance with state and federal laws ([LACCD Human Resource Guides](#).) In order to facilitate new employees' integration into the district, a webpage with resources for all personnel has been created. The site includes all required forms and gives a timeline of policies and their associated forms that the new employee should be familiar with ([New Employee Resources \(LACCD\)](#)).

The District Human Resources Council includes representatives from the colleges' Academic Affairs, Student Services and Administrative Services divisions. The Council reviews proposals and changes to the district's employment and human resources policies and practice and reviews proposals to create new positions or modify existing positions. It works with the district's human resources staff and the Personnel Commission to ensure that the District Office and each of the colleges are provided ample opportunities to discuss and approve important human resources issues and actions prior to implementation.

The college's Personnel, Payroll, Administrative Services, and Academic Affairs departments assist and train college personnel in implementing human resources procedures. Collective bargaining unit representatives are available at the college to assist their members in understanding agreements and grievance procedures.

Evaluation

The district, the Personnel Commission, and the collective bargaining agreements provide comprehensive personnel policies and procedures that are readily available on the district Web site. The college provides input through the District Human Resources Council and other district-wide organizations.

The college establishes local procedures, guidelines, and documents in

order to implement district-wide policies and procedures effectively. The Academic Affairs website has pages for chairs ([LATTC Chair Resources](#)) and for faculty ([LATTC Faculty Resources](#)) which describe policies, procedures and the appropriate forms that faculty and chairs should be familiar with. The district has also prepared a handbook for all classified employees that provides a wealth of information for the completion of their duties and responsibilities ([Classified Employee Handbook](#).)

III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

The district, the Personnel Commission, and the collective bargaining agreements provide comprehensive personnel policies and procedures, which are readily available on the district Web site. The district provides training sessions available to all supervisors, managers, department chairs, administrators, and other leaders regarding fairness in employment and related matters.

The College Compliance Officer monitors and is involved in all hiring practices. The Officer or designee is present on hiring committees and is available to all employees for consultation regarding matters of fairness in employment.

Evaluation

The district provides comprehensive policies, procedures, and training to assure that its employment practices fully

comply with federal, state, district, and local policies. The College Compliance Officer is active in all selection processes and is available to all employees regarding fair employment matters.

III.A.3.b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Description

The District Office of Human Resources maintains and protects all personnel records and provides employee access to personnel records. LACCD HR Guides P-101 and P-102 identify the type of information held and details about its release ([HR - Guides](#)). Collective bargaining agreements delineate the types of files and rights of employees to view the contents. Provisions for the privacy and confidentiality, security, accuracy, and permanence of personnel files specifically addressed in union contracts override any similar provisions contained in the Personnel Guides.

Evaluation

There are no indications that the privacy or rights of LATTC employees have been violated.

III.A.4. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

III.A.4.a. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Los Angeles Trade-Technical College embraces equity and diversity and actively seeks ways to meet the needs of our faculty and staff. We foster understanding of equity and diversity through the college's staff development programs, departments, Academic Senate, Academic Council, College Council, and Senior Staff.

Evaluation

LATTC has completed its Student Equity Plan, which sets goals, objectives and priorities for the delivery of education, training and personal development opportunities to all LATTC students without regard to race/ethnicity, gender or disability (LATTC Student Equity Plan). The plan includes research on student progress, including data on student transfers, persistence, grades and other variables that are connected to student achievement.

III.A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

When hiring activity occurs, the college compliance officer assists with outreach recruitment activities and hiring committees. The compliance officer provides hiring data to the district office, which in turn analyzes the data to insure that the pattern of hiring is in accord with state and federal laws and does not indicate any adverse impact against any

racial or gender group.

LATTC participates in an annual EEO Community College Job Fair in order to publicize the college's EEO policies and attract a diverse job applicant pool when positions are available at the college. Equal Employment Opportunity funds are used in support of Project MATCH and the annual EEO Community College Job Fair.

Evaluation

LATTC embraces equity, diversity, and fairness in all of its employment practices. The college and the district gather and maintain relevant data.

III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administrators, faculty, staff, and students.

The district, Personnel Commission and the unions provide personnel policies, procedures or agreements that guarantee employee rights, good working conditions, and conformity with laws and district regulations. Impartiality and veracity are encouraged in all employee relations and aspects of the work environment. The district provides rules and regulations. In addition the district provides rules and regulations pertaining to the college's students. Student services concentrates on the fair and equitable treatment of students and the implementations of the district regulations. A 2007 survey of employees on perceptions of the college and how it adheres to written policies that ensure fairness in all employment procedures indicated that 63.46% agree with this statement.

The college frequently communicates to all its employees on matters of non-discrimination and equal employment opportunity to ensure that established policies of fairness are respected and followed. Also the district policies forbidding sexual harassment and other forms of discrimination, formal and informal procedures are in place for students, staff, faculty and administrators to convey concerns about fair and honest treatment. These forms of communication include procedures for handling complaints against instructors and workplace disputes are investigated by the compliance officer.

Evaluation

The district, Personnel Commission, and bargaining agreements provide extensive guidelines and requirements in support of employee rights and fair treatment. Grievance officers and procedures are readily available to all represented employees.

Knowledge about discrimination, including sexual harassment, has increased on the campus with workshops and “awareness” days being offered. In some cases, complaints have spurred the college to respond by providing more widespread education and opportunities to come together and discuss the various issues.

Numerous campus publications provide information on affirmative action, non-discrimination policy, sexual assault, complaint procedures, standards of student conduct and students right to know. Also the college posts flyer about workshops on the above topics and the Associated Students Organization (ASO) has written materials for the students to

view.

III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.

There are several faculty and staff professional development mechanisms at Los Angeles Trade-Technical College as follows: Mandatory Flexible Calendar Program, Professional Development Compensatory Time and Conference and Tuition Reimbursement, College-wide Staff Development Activities, and the Los Angeles Community College District Success.Net. The table below summarizes, generally, these professional development mechanisms; the responsible party(s) for planning, evaluating, and administering the activities; how the activities are funded; and applicable Education Code (Title 5), state, District, and/or College policies and procedures. A brief overview of each mechanism follows.

LATTC Professional Development Mechanisms Matrix

Types of Professional Development Activities	Who Plans Professional Development Activities	Who Administers Program	Who Evaluates Effectiveness of Professional Development Activities	Funding for Activities Provided By	Applicable Ed Code, State/ District/ College Policies & Procedures
Mandatory Flexible Calendar Program					
Workshops, seminars, meetings, etc.	Flexible Calendar Committee	Academic Senate in Consultation with President; Flex Coordinator (reports to Academic Senate)	Flexible Calendar Committee	Annual Staff Development Funds Allocated to College	1) Guidelines for the Implementation of the Flexible Calendar Program. The Faculty Development Committee of the Academic Senate for California Community Colleges in cooperation with the Chancellor's Office Program Staff. Originally Adopted April 3, 1993; Revised April 2007. 2) Title 5, section 55730(e). 3) AFT Agreement Article 10.D.3. 4) Title 5, section 55724 (a)(5)
Professional Development Compensatory Time and Conference and Tuition Reimbursement					
Professional Conference and Tuition Reimbursement - Faculty	Individual Faculty Member	Professional Growth Committee	Individual Faculty Member	Professional Conference and Tuition Reimbursement Fund	1) AFT Agreement Article 23. 2) Title 5, section 55726(a). 3) Title 5, section 55724 (a) (4) (A through G). 4)

Types of Professional Development Activities	Who Plans Professional Development Activities	Who Administers Program	Who Evaluates Effectiveness of Professional Development Activities	Funding for Activities Provided By	Applicable Ed Code, State/ District/ College Policies & Procedures
Tuition/ Conference Reimbursement and Compensatory Time - Clerical/ Technical Staff	Individual Staff Member	Staff Guild's Committee on Tuition Reimbursement	Individual Staff Member	LACCD/ Staff Guild Professional Development Fund	1) Staff Guild Agreement Article 17
Tuition Reimbursement and Compensatory Time - Operations Staff	Individual Staff Member	LACCD	Individual Staff Member	LACCD Division of Human Resources	1) Operations Agreement Article 16
Tuition Reimbursement - Crafts Staff	Individual Staff Member	LACCD	Individual Staff Member	Committee on Tuition Reimbursement (district-wide)	1) Building and Construction Trades Council Agreement Article 20
Compensatory Time and Tuition Reimbursement - Classified Supervisors	Individual Staff Member	LACCD	Individual Staff Member	LACCD Division of Human Resources	1) Supervisory Employees' Union SEUI Local 347 Agreement Article 15
Professional Development and Tuition Reimbursement - Administrators	Individual Administrator	LACCD	Individual Administrator*	Tuition Reimbursement - Associate Vice Chancellor for Human Resources	1) Teamsters Agreement Article 14

Types of Professional Development Activities	Who Plans Professional Development Activities	Who Administers Program	Who Evaluates Effectiveness of Professional Development Activities	Funding for Activities Provided By
College-wide Staff Development Activities				
Staff Development Program - workshops, seminars, meetings, conferences	Staff Development Committee	VP Administrative Services	Staff Development Committee	Annual Staff Development Funds Allocated to College
Title V - technology training for faculty and staff	Title V Grant Steering Committees	VP Academic Affairs	Title V Grant Steering Committees	Title V Cooperative and Institutional Grants
Online Professional Development Resources - portals for information and resources	Division of Academic Affairs, Director of the Technology-Mediated Teaching and Learning Department	VP Academic Affairs	Division of Academic Affairs, Director of the Technology-Mediated Teaching and Learning Department	College Operational Funding
LACCD Success.Net				
Hands-on workshops and online commons	LACCD Staff Development Coordinators Committee	LACCD Vice Chancellor for Institutional Effectiveness	LACCD Staff Development Coordinators Committee	Title V Cooperative Grant and District Funding

Mandatory Flexible Calendar Program

Los Angeles Trade-Technical College conducts a flexible calendar program in accordance with the state Academic Senate and California Community Colleges Chancellor's Office "***Guidelines for the Implementation of the Flexible Calendar Program***" (IIIA.X. GUIDELINES). In particular, these guidelines indicate "***The purpose of the flexible calendar program is to provide time for faculty to participate in development activities that are related to "staff, student, and instructional improvement" (title 5, section 55720). The flexible calendar program is a com-***

ponent of the staff development program and the major vehicle for faculty participation in development activities."

The College has an advisory committee for the flexible calendar program, composed primarily of faculty and administrators in accordance with Title 5, section 55730(e). Membership is broadly based and representative of the College (IIIA.X. 2008-09 Flexible Calendar Committee). The advisory committee is responsible for making recommendations for flexible calendar activities (Title 5, section 55730(e)) based upon a planning process that includes needs assess-

ment and evaluation such as examining: results from past flex calendar activities, findings from faculty/staff surveys, achievement of goals and objectives of the flexible calendar program; identified instructional needs (both teaching and learning needs); and professional development activities necessary to enable the college to meet its mission, goals, and objectives. The final determination of the flexible calendar activities are made by the College Academic Senate in consultation with the college president in accordance with Article 10.D.3 of the AFT Agreement.

Also in accordance with the “**Guidelines for the Implementation of the Flexible Calendar Program**” (III.A.X. GUIDELINES), the College has a Flex Coordinator who reports directly to the academic senate and is responsible for the overall planning and implementation of the flex calendar/activities, record keeping of faculty flex obligations, convening the flex calendar advisory committee, and facilitating the flex calendar advisory committee’s comprehensive planning activities described above.

Although the flexible calendar program is primarily intended to facilitate faculty improvement of the instructional program, any institutionally planned activity is also made available to other college personnel in accordance with Title 5, section 55724 (a)(5).

Professional Development Compensatory Time and Conference and Tuition Reimbursement

Faculty, staff (clerical/technical, crafts, operations, and classified managers), and deans also have provisions in each of their respective employment agreements that specify policies and procedures for compensatory time and conference and tuition reimbursement for professional development activities. The policies and procedures are different for each and are outlined in the table above and described below.

Faculty. In accordance with Article 23 of the AFT Agreement, the College has established a Professional Conference and Tuition Reimbursement Fund which is administered under procedures adopted by a Professional Growth Committee composed of one academic administrator selected by the President, at least one regular faculty member selected by the AFT and two regular faculty members selected by the Academic Senate. The Professional Growth Committee selects a faculty member as chair, prescribes the chair’s duties and authority, determines its own procedures, and takes all other actions by majority vote. Also in accordance with the AFT Agreement, the Professional Growth Committee is a standing committee of the College and therefore, the committee’s recommendations for disbursing Professional Conference and Tuition Reimbursement Funds are forwarded to the college president (III.A.X – Article 23). Professional Development procedures and forms are available on the College’s [Staff Development website](#).

Clerical/Technical Staff. Article 17 of the Staff Guild Agreement provides for tuition reimbursement for courses, workshops, institutes and expense reimbursement for conference attendance. In addition, the clerical/technical staff may participate in the Career Development Program as provided for in the District's Diversity Program which allows employees who attend classes outside their regular work schedule to request vacation hours, other available leave time, or temporary minor adjustments in their regular work schedule for purposes associated with their professional development activities. Requests for reimbursement for professional growth is submitted to the Committee on Tuition Reimbursement—the committee is composed of three (3) AFT Staff Guild Unit members designated by the AFT Staff Guild and two (2) management employees designated by the District's Senior Associate Vice Chancellor.

Operations Staff. Article 16 of the Local 99 SEIU Agreement provides for tuition reimbursement for courses of study at approved academic institutions, seminars and training institutes conducted by recognized professional associations, conferences, meetings and such other training programs designed to upgrade the classified service or encourage retraining of employees who may otherwise be subject to layoff as a result of technological change or budget cuts. In addition, operations staff may participate in the Career Development Program as provided for in the District's Diversity Program which allows employ-

ees who attend classes outside their regular work schedule to request vacation hours, other available leave time, or temporary minor adjustments in their regular work schedule for purposes associated with their professional development activities.

Crafts Staff. Article 20 of the Los Angeles/Orange County Building and Construction Trades Council provides for tuition reimbursement for courses, workshops, institute or other organized activities related to the staff members' classification or related class. Tuition reimbursement is submitted to a district-wide Committee on Tuition Reimbursement.

Classified Managers. Article 15 of the Supervisory Employee's Union SEIU Local 347 Agreement provides for reimbursement for courses, workshops, institutes, or other organized activities taken at an accredited institution, as long as they relate to the unit member's classification or a related class. In addition, classified managers may be given release time for the purpose of career development. If release time is provided, the employee will be required to work makeup time at the rate of one (1) hour of makeup time for each two (2) hours of released time.

Administrators. Article 14 of the California Teamsters Public, Professional & Medical Employees Union Local 911 (for deans) provides for tuition reimbursement for attendance in courses, workshops, or other organized activities in education, management, supervision and administration, or any other course

of study directly related to the unit member's assignment, or conference attendance approved by management requested by the employee and approved by the college president. In addition, the District provides in-service and other forms of training, as necessary, for this unit's members in areas including, but not limited to, relevant law, rules, policies and procedures.

College-wide Staff Development Activities

In addition to the flexible calendar program activities described previously, the College also provides opportunities for college personnel to participate in workshops, seminars, and meetings through its Staff Development Program. The Staff Development Program is administered by the Vice President for Administrative Services. In addition, The College has an advisory committee for the Staff Development program with membership that is broadly based and representative of the College including faculty, staff, students, and administrators. The advisory committee is responsible for making recommendations for Staff Development Program activities based upon a planning process that includes needs assessment and evaluation such as examining: results from past staff development activities, findings from faculty/staff surveys, and professional development activities necessary to enable the College to meet its mission, goals, and objectives. Examples of professional development activities that have recently been provided include workshops entitled "Retention and Stu-

dent Success"; "Classroom Assessment Techniques"; "Dealing with Agitated Students"; "Copyright, Fair Use, and Intellectual Property"; and "Creating Grade Books in Excel" to name a few.

Staff Development activities and professional development resources for faculty and staff are made readily available on the [Staff Development website](#). Materials and podcasts of selected staff development workshops are also available on the website.

In addition, each year the Staff Development program negotiates a college-wide registration fee for attendance at the Tech Ed Conference. As a result, registration is free to all college personnel and students.

Title V Technology-Related Professional Development. The College has recently been awarded both a Department of Education, Title V cooperative and Title V institutional grant. The cooperative grant totals over \$2.5 million--\$713,000 per year for five years commencing October 1, 1007¹. The institutional grant totals more than \$2.8 million--\$574,976 per year for five years commencing October 1, 2008.

The overall purpose of the cooperative grant to increase engagement in technology to improve learning outcomes for students. The grant project will enable the development pedagogical knowledge

¹ The funding, resources, and activities of the Title V Cooperative grant are collaboratively distributed between Los Angeles Trade-Technical College, East Los Angeles College, West Los Angeles College, and the Los Angeles Community College District.

of college information technology staff and increase technological competence of teaching and administrative staff. Title V funding will help the college create continuous faculty study groups to review classroom strategies and teaching/learning practices to enhance student success. Faculty training will adapt e-Portfolio assessment strategies to pre-existing Learning Communities. And the College's faculty, through training, will be poised to adapt "next generation" tools (e.g. portable devices, serious games, collaborative research, podcasting, social networks and global communication) to educational purposes.

The overall purpose of the institutional Title V grant is to increase the technological infrastructure and capabilities of the College, faculty, students, and staff. Most notably the grant will fund the implementation of a faculty professional development technology initiative.

The coordination of technology-related training for both Title V grants is provided by the Technology-Mediated Teaching and Learning department and includes a robust schedule of workshops and seminars each month. For example for the month of November, 2008 several workshops are provided including: "Google Sites", "Google Spreadsheets", "Google Presentations", "Teaching with Moodle", and Learning to Use Moodle for SLO Assessment" to name a few.

Online Professional Development Resources.

To further enhance faculty technology capabilities, the [LATTC Faculty Technology Corner](#) was developed. The Faculty Technology Corner is a "one stop" online information and support center that includes self-help videos and tutorials, instructional media resources, reusable learning objects, online course content, and web 2.0 tools and resources. The Corner is assessable on the faculty page of the [Academic Affairs website](#). Also available on the faculty page of the Academic Affairs website is the [A to Z Guide to Online Resources and Tools for Faculty](#) which is an exhaustive list of links to resources most helpful to community college faculty; policies, procedures, and instructional resources for faculty including information on what faculty can do to improve student success, classroom and enrollment management resources; and college and district policies most applicable to faculty and instruction.

In addition, to support department chair professional development, a department chair page is available on the Academic Affairs website. The webpage provides valuable information, tips, tools, and resources for department chairs at the College including course management tools and policies, a faculty evaluation handbook, faculty assignment resources, most commonly used forms, and progressive discipline information and materials to name a few.

LACCD Success.Net

Beginning January, 2008, the District launched Success.Net a joint effort of the District administration and the

District Academic Senate to offer intense, hands-on workshop experiences and online resources designed to facilitate innovative classroom approaches that support student engagement, self-reflection, and academic success. The College is able to send a team, of on average 10 to 15 faculty, staff, and administrators, to in-person Success.Net events. This past spring LACCD Success.Net provided two workshops entitled "The Tipping Point for Essential Skills Students: "Taking Students from Where They Are to Where They Want to Be" and "Teaching and Learning Innovations That Work".

LACCD Success.Net also provides an online commons in which faculty, staff, and students of the District come together to share and discuss best practices that: 1. Broaden Student Access while facilitating Student Retention, 2. Increase Student Participation in the Classroom, 3. Create a Framework for High Academic Achievement and Success, and 4. Promote the Mastery and the Practice of Effective Learning Strategies. LACCD Success.Net workshop materials are also available in the online commons (LACCD Success.net website).

Faculty Professional Development Plans

Lastly, it is important to note that each faculty member is responsible for developing his/her individual plan for professional and/or personal growth for the purpose of instructional improvement (Title 5, section 55726(a)). This individual plan may encompass any combination of individually designed activities, institutionally planned workshops,

conferences, and/or academic courses. These activities must also be appropriate within the regulations that govern the flexible calendar program described above (Title 5, section 55724 (a) (4) (A through G)). Staff members are also responsible for developing individual plans for professional and/or personal growth. In addition, supervisors may require staff members to engage in professional development activities that are conducive to successful completion of their assigned duties.

Evaluation

While there are several professional development mechanisms available to faculty, staff and administrators, college personnel sometimes are not aware of such mechanisms. College committees and other responsible parties for professional development activities should provide more ample notification and communication of the resources and opportunities available.

Previously both the Staff Development Program and Flexible Calendar Program were combined and planned and administered by a Staff Development Coordinator under the auspices of the Division of Academic Affairs. In a recent reorganization of the administrative structure of the College the two programs were separated. The Staff Development Program is now under the auspices of the Vice President of Administration and the Flexible Calendar Program is under the auspices of the Academic Senate. These changes were made in an effort to, in the case of the Flexible Calendar Program be more closely aligned

with provisions in the *Guidelines for the Implementation of the Flexible Calendar Program* and Title 5 education code as outlined previously; and in the case of the Staff Development Program to allow for more broad-based participation in the planning, implementation, and evaluation of professional development activities by all college constituent groups. The College will need to evaluate the effectiveness of this new organizational structure for professional development at the conclusion of the 2008-09 academic year and make any necessary adjustments as a result.

III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development

programs and uses the results of these evaluations as the basis for improvement.

Description

According to the *Guidelines for the Implementation of the Flexible Calendar Program* “a comprehensive evaluation of flexible calendar program activities should occur (title 5, section 55730(d)) on a consistent basis as determined through shared governance mechanisms. A comprehensive evaluation process incorporates four different levels, ranging from basic to advanced. The following chart lists the four levels, type of evaluation, and a description of each level.”

Type	Description
Reaction	Determines what participants think about the program or activity.
Achievement	Measures participants' achievement. Determines whether facts, skills or knowledge were attained.
Behavior	Determines if participants have modified their on-the-job behavior and are using the information obtained through the program or activities.
Impact	Measures whether training has had a positive impact on the organization including student outcomes, improved morale, etc.

In addition, the table presented at the beginning of Standard III.A.5.a. specifies responsible party(s) for evaluating each professional development mechanism that is provided by the College or by the District. Responsible party(s)

for evaluating professional development activities employ a myriad of methods but mostly rely on surveys of faculty and staff which assess participant, self-reported reactions, achievement, and behavioral outcomes (see table above

for descriptions) at the conclusion of professional development activities (e.g., post-assessment). Moreover, the results from such evaluations are used to determine changes/additions for future professional development activities such as repeating effective activities; adjusting the scope or content of workshops; and offering more activities based on staff and faculty suggestions.

With the implementation of the recently acquired Title V grants, the College will be implementing evaluation methods that more directly measure the impact of the Title V-specific professional development activities on student and faculty outcomes.

Evaluation

While the College regularly employs methods for evaluating the impact of professional development activities on faculty and staff reactions, achievement, and behaviors, the College has not systematically evaluated the impact of such activities on student and/or organizational outcomes. The College should require: (1) all professional development activities have articulated learning, behavioral, student, and/or organizational outcomes, (2) the specified responsible party(s) for evaluating professional development activities to assess the achievement of articulated outcomes, and (3) the specified responsible party(s) for planning professional development activities to use the results of such assessments for planning of future professional development activities. It is further recommended that an annual report of these assessment results and

recommendations be made available to all campus constituents.

III.A.6. Human resource planning is integrated with institutional planning.

Human resource needs are determined through program review. Based on program review and department needs, department chairs bring requests for new probationary faculty hires to the Faculty Hiring Prioritization Committee (FHPC), a subcommittee of the Academic Senate, which prioritizes them by department and sends its recommendations to the college president, who makes the final decision. To facilitate hiring for the next academic year, the FHPC meets in November to formulate recommendations. Full-time to part-time ratios in departments are used as one of the criteria for determining prioritization for hiring. The Planning & Budget Committee (PBC) recommends how many faculty positions should be funded based upon budgetary and FTES data, and how the recommended positions fulfill the college's mission. New instructor special assignment (ISA) positions are also funneled through the PBC who then forwards their recommendations to the College Council and then to the president.

Because of the upcoming physical expansion of the campus, the growth and shrinkage of departments, and the increase in student population, the PBC evaluates the current and future staffing needs of the campus. Its purpose is to establish short-term and long-range staffing plans for classified and administrative staff. To achieve this, the committee has created an organizational staff-

ing plan showing numbers of positions needed and numbers of positions actually filled. Input from all departments and units through program review assist the PBC in human resource planning by determining the needs of individual departments and programs. This input provides guidelines for the committee in their recommendations and decisions. The PBC monitors the requests to fill new positions and replace vacancies on a monthly basis as requests are entered into the program review site.

Evaluation

Staffing needs are considered as part of the program review process, which is an effective way of identifying department and program needs. Staffing decisions, however, rely heavily on financial realities. Past hiring freezes have put strains on certain areas of the campus and the upcoming physical expansion of the campus will only exacerbate these weaknesses. Up until this past year, hiring in all areas was determined on an ad hoc basis and outside of a structured plan. The current program review site has been used to collect staffing information and the PBC has requested staffing plans from units on campus that employ significant numbers of classified and unclassified employees (Physical Plant, Admissions & Records, Learning Skills Center, Business Office, Bookstore, Library, and Information Technology.)

The main obstacle in human resource planning is the difficulty of predicting

future enrollment patterns and budgets. In order to achieve the college's mission and program goals, long-term staffing plans must be realistic. The PBC needs to be proactive in monitoring staffing patterns in all areas and ensuring that the college has sufficient staffing to fulfill its mission.

III.B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

Los Angeles Trade-Technical college is located on approximately 23 acres in downtown Los Angeles within the southeast quadrant of the intersection of the Harbor Freeway (110) and the Santa Monica Freeway (10) primarily within a site bounded by Washington Boulevard and 23rd Street on the north and south respectively, and Flower Street and Grand Avenue on the west and east. The campus can be characterized as intensely urban in character and located in what is quickly becoming a vital, active part of the downtown area.

In 2002, a facilities master plan was created to help guide the college through its initial 5-year plan based upon funding from Proposition A, a total of \$138,000,000. Under the plan, 160,000 ft² of administrative and instructional workspace will be added through new construction and the renovation of existing buildings. A 30-year plan was also created that provided for a radical reconfiguration of the campus with the addition of approximately ten new buildings, with the rebuilding of the western edge of the campus and the expansion of the eastern portion of the campus, south of the Child Development Center ([Facilities Master Plan](#)).

In 2003, due to increased construction costs another bond measure was passed which gave the college an additional \$89,600,000 raising the total funding to \$227,600,000. Projects that will be funded under the A/AA measure include ([Updated Bond Facilities Construction Status](#)):

- Olive Street Parking (completed)
- F-ramp (completed)
- HVAC upgrades in D, B, F and K (completed)
- Student Services and Technology Buildings (in-progress)

Even with the addition of AA funds, the campus and district is finding itself short monies to complete the 5-year plans. Projects that be funded through Proposition J ([Proposition J Projects](#)) include:

- Culinary Arts building renovation (H-building)
- Fashion & Fine Arts Center modernization (D-building)
- Science Center renovation/modernization (K-building)
- Learning Resource Center (L-building)
- Grand Theater modernization
- Athletic field
- Land acquisition (100,000 ft²)

Six years later, the only new, open and in-use facility is the Olive Street parking

garage that added 800 parking spaces to the campus. The only other new structure that is nearing occupancy is the Child Development Center. Construction has begun on the two 65,000 ft² buildings on the south campus ([Contract Media Release](#)), the east wing of the A-building is currently under renovation, and the F-ramp has been relocated to Flower Street. Land acquisition difficulties and increased construction costs have delayed and forced modifications of the facilities plan.

III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Since the last report, the college has embarked upon a major project of planning, building, and upgrading its facilities, thanks to a large infusion of funds from local and state bond measures as well as state funding. The completion of the new Student Services and Technology buildings will completely change the campus. Students services will be regrouped within a modern facility and provide a one-stop center for application, registration, and enrollment in the college. The college has also received additional state funds to supplement A/AA funds in the renovation of the LRC and A-building.

In the original facilities master plan, many HVAC upgrades and classroom renovations were slated for the end of the cycle. Through the input of the Work Environment Committee (WEC) these projects were reprioritized and upgrades and implementations of HVAC have occurred in most buildings. Classroom upgrades for the B and D buildings have also been reprioritized and the upgrades completed.

Evaluation

Due to increased costs in construction and changing enrollment patterns, the college has had to relook at the original facilities master plan and make adjustments and reprogramming ([Construction Monthly Updates website](#)). Culinary Arts and cosmetology are two programs that have outgrown their current space and need additional space immediately to meet demand. Both programs have spatial requirements that include custom fixtures, plumbing and equipment. Other programs will be going through the program viability process and may need to have their spatial requirements adjusted based upon the committees' recommendations.

The college will be adding 160,000 ft² of new administrative and instructional space as well as approximately 3 acres of additional grounds to the campus. The college currently does not have maintenance and operations staffing plans for these new facilities and grounds. This is one of the most glaring deficits in the planning stages of the facilities master plan. The recent budget constraints and hiring freeze have

also left the maintenance and operations areas understaffed.

In the Spring 2008 accreditation survey, 57% of the faculty and staff and 53% of the students felt that the “Restrooms are clean and stocked.” Only 51% of the faculty and staff felt that the “heating and air conditioning works effectively in my office/classroom /shop/lab,” while 59% of the students agreed with the statement. 57% of the faculty and staff felt that the “college invests sufficient resources in the physical plant to ensure a clean, safe and well-maintained environment” ([2007 Accreditation Survey Results](#)). All three statements are related, since a short-staffed maintenance and operations staff can affect the physical upkeep of the campus. Improvements and renovations in HVAC will hopefully positively affect the question regarding the climate of classrooms and offices.

Planning

- Renovate and improve the conditions and cleanliness of restrooms and outdoor eating areas around campus.

III.B.1.b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Federal, state, and local agencies have specific safety standards that LATTC must abide by, which include mandated air quality levels in the buildings, in-

spection of safety vessels, operation and inspection of automatic devices, and storage of hazardous material. The facilities safety standards by California Occupational Safety and Health Act (Cal OSHA) regulate machinery and workplace conditions. Building fire sprinklers and fire alarms are designed to meet National Fire Protection Association recommendations and Uniform Building Code standards. State agencies regulate lighting, fire escape procedures, exit doors, and fire extinguisher inspection. Federally mandated regulations through the Americans with Disabilities Act (ADA) are applied to LATTC facilities ([LATTC Draft ADA Self Evaluation](#)). In addition, the Los Angeles Community College District (LACCD) Risk Management Office develops districtwide safety standards and procedures.

The Los Angeles Community College District has a contract with the Los Angeles County Sheriff’s Department for its campuses. A staff of 17 provides service to Los Angeles Trade-Technical College students, faculty, and staff 24 hours a day, seven days a week, including two full-time Sheriff Deputies who work at the main campus, seven cadets who patrol the main campus, and eight security officers who work on the main campus and at off-campus locations.

As part of the A/AA projects, the campus installed a new emergency phone and video surveillance system in Fall 2008. The “blue phones” are located strategically across the campus and in the parking areas to provide students, faculty and staff with quick means of contact with the Sheriff’s office. The

video surveillance system allows the Sheriff's office to remotely monitor areas of the campus. Besides allowing for better coverage of the campus, the video surveillance system should help cut down on theft.

Evaluation

78% of the faculty and staff indicated that they believe their "work area is safe," while only 63% felt that the outdoor lighting was sufficient to promote a safe campus. 69% of the students felt the outdoor lighting was sufficient. The Olive Street parking structure has better lighting than previous parking areas on campus, which should improve this opinion. The recent installation of emergency phones and the video surveillance system should improve perceptions of safety on campus as well ([Accreditation 2007 Survey](#)).

The college has created and updated safety and prevention plans in efforts to enhance the safety of the campus environment. The Injury and Illness Prevention Program (IIPP) outlines the responsibilities of the administration and employees in creating a safe environment for the college ([IIPP](#)). The Hazardous Communication Program (HCP) outlines the policies and procedures for informing, (re)training, and guiding students, faculty and staff in the handling and exposure to hazardous substances (HCP). The Office of Environmental Health and Safety (OEHS) provides information, training, interpretation of regulations and standards, as well as to coordinate and oversee emergency planning ([OEHS website](#)).

III.B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

III.B.2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

The college's long-range capital plans are identified in the LATTC Facilities Master Plan, the LATTC Environmental Impact Report, Prop A/AA bond documentation, and State Capital Outlay requests, which provide a comprehensive capital outlay program for the college. These plans are continually reviewed and updated as part of our bond, State Capital Outlay, State Block Grant, and maintenance and operations processes.

Evaluation

Extensive studies led to the creation of the college Educational Master Plan, Facilities Master Plan, and Environmental Impact Report which provide the foundation for long-term resource allocations. Annual and ongoing reviews are conducted as part of the bond, State Block Grant, and budgeting processes.

As part of the Proposition J projects, the college will undergo an update to their facilities master plan. This will include the creation of total cost of ownership and staffing requirements for each of the new facilities and grounds ([Proposition J Projects](#)).

III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

As part of the shared governance process, the Work Environment Committee (WEC) works collaboratively to discuss physical resources affecting the campus and makes recommendations to remedy any problems that affect the overall operation and maintenance of those facilities as well as the safety of students and staff at Los Angeles Trade-Technical College. The committee membership represents all constituency groups. One of the main goals of the committee is to promote informed and constructive dialogue for the effective development of a safe work environment. In order to accomplish this goal, the committee reviews, recommends, and/or approves space utilization, remodeling of existing facilities, and safety issues ([WEC Committee website](#)). An expected outcome is an increased utilization of strategic, educational, and facilities master plans to maximize campus use and development.

Evaluation

The current program review process gives departments and units the ability to identify facilities and equipment needs. This input will be used to address the programming of new and renovated structures as well as to meet immediate needs. As the Building User Groups (BUGs) get established this information can be used on an ongoing

basis to address needs of units and departments.

Program review and Service Level Outcomes (SLOs) are also instituted for the physical plant department and its individual departments: safety, maintenance, operations, recycling and receiving. Program review will help the areas identify staffing, equipment and supplies needs on a regular basis. SLOs in each area will allow the units to measure their effectiveness and create plans to address shortcomings.

The current facilities master plan was created in 2002, prior to the college's educational master plan. As mentioned previously, the prioritization of projects has changed and previous plans need to change based upon changes within the structure of the campus, the services provided, and the new needs created by emerging fields of study and changes in curriculum. With the new input from program review, the college should undertake a major revision and update of the facilities master plan.

Planning

- Update facilities master plan based upon recent program review data.
- Implement BUGs and define their relationship to the WEC and facilities master plan.

III.C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

Summary

Since the last accreditation visit, the college has made major improvements in multiple areas of technology, including infrastructure, academic use and support, campus-wide communications, and direct support of students. The grants the college has received from Title V and outside foundations have allowed the college to purchase technology hardware, software, and services.

The LATTC Technology Committee and the newly formed LACCD Instructional and Student Services Technology Committee have been focused on creating standards that will work for all future technology developments within the campus and across the district ([LATTC Technology Committee website](#)). These standards govern purchases of hardware, software, and services to ensure the infrastructure can adequately, and efficiently support the application. Examples include individual computer purchases, smart classroom design, and deployment of student academic advising software and services, and course management software. The LACCD is planning a new student portal and student information system. The integration of single sign-on features for all applications by students, faculty, administrators and classified employees

requires setting standards by which all of the applications can be connected without a great deal of customized programming. The standards are being set with an eye towards the future technology developments to enable the instructional process, the student services and the administrative processes to be more robust and effective. The standards allow each college and the district to achieve the maximum potential from each software and hardware purchase.

Instructional & Student Support Technology Committee

The Instructional & Student Support Technology (ISST) Committee was formed in Spring 2008 under direction from the Board of Trustees. The charge of the committee is

The Instructional & Student Support Technology Committee, in support of the District Strategic Plan, is to address the accelerating development of information technology as a teaching and student support tool and to complement the work of the district Distance Education committee. Reporting through the VPAA and VPSS councils to the Chancellor's Cabinet, the ISST Committee is charged with making recommendations on all policy and planning issues related to instructional and student support services technology.

The ISST Committee is responsible for the following:

1. Establishing a clear vision, goals, and action plans for the integration of information technology systems in future

- LACCD instructional and student support programs
2. Making advisory recommendations on District-wide systems, software, and hardware standards related to all instructional and student services technologies
3. Establishing and periodically revising faculty professional development standards/expectations for the use of instructional technology
4. Making recommendations on professional development activities & programs related to information technology
5. Establishing a framework for the future development of DE programs across the district

This committee will have representatives from:

1. Chancellor's Cabinet
2. VP Academic Affairs
3. VP Student Services Councils
4. Director of District IT
5. District IT staff (one)
6. District Technology Committee
7. Vice Chancellors of Instruction and Institutional Effectiveness
8. District Academic Senate President
9. Distance Education Committee - Wendy Bass

10. District Student Success Committee,
11. Faculty - [ONE] each from the Instructional Technology committees of each of the nine LACCD colleges. ([Agenda and Minutes of the ISST Committee April 7, 2008](#))

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

The college infrastructure has been upgraded to include fiber cable between all buildings. This upgrade ensures that technology deployment for all areas of the campus will not be limited by out-dated cabling infrastructure. The switches on the fiber backbone have been replaced with money from bond measures, Title V grants and other funds received by the college. This has allowed the VOIP telephone and fax system to be installed, the campus video server, the new teleconferencing system, and several other projects to be deployed and benefit everyone at the college. The backbone serves all areas of the campus equally. The college Technology Committee is comprised of members from AFT, classified management, Teamsters, and Academic Senate which sets yearly goals and policies to campus technology. The Technology Committee recommendations are given to the College Council.

LATTC's Technology Committee's primary charge or purpose is to research, promote, and recommend new technol-

ogy as it relates to both academic and administrative effectiveness and improvements to the college as an instructional institution, confirm that office and instructional technology is current, and to ensure that the college community receives adequate assistance to make best use of the available technology.

Towards this end, the Technology Committee is primarily responsible for the following activities and functions of the college:

- Serves as a recommending body of the campus that coordinates technology concerns, considerations, applications, developments, maintenance and training.
- Encourage and/or develop more efficient procedures using technology as they relate to academics and administration.
- Assist in the implementation and location selection of “Smart Classrooms”
- Promote a stronger web presence and the utilization of portals.
- Advocate distance Ed via IP technologies, such as Moodle and Video-Over-IP.
- Identify and coordinate needs concerning technology of new curriculum. ([LATTC Technology Committee Charge](#))

Management Information Services (MIS) and Instructional Media Services (IMS) are currently understaffed, but a Technology Subcommittee has made a recommendation for changes to the

organization of the two departments and increased levels of staffing to meet the growing needs of the campus ([Ad-Hoc Committee Recommendations to Technology Committee](#)). The two areas serve the instructional program, student services, administration and special events. The needs of the campus have increased due to expanded multimedia use in all programs, and increased number of public events, including such notable people as President-elect Barack Obama, Los Angeles Mayor Antonio Villaraigosa, and several state and local elected officials. The needs include:

- Need two Sr. Computer & Network Support Specialists (1 for Administrative Network and 1 for Academic Network)- currently have none
- Need 1 more Computer & Network Support Specialist - have one now
- Need 2 more assistance computer network support specialists - currently have 4
- Need at least 4 student workers and could use more manpower for the upcoming construction moves. We have two student workers who only work a max of 20 hours per week during school terms.
- Need one new Secretary position to support a common “Help Desk” service for both MIS and IMS requests and trouble issues.

The combination of the above positions will also provide weekend support. Three computer specialists are CISCO

certified A+ instructors, and one is Microsoft Certified.

The Technology Mediated Learning and Teaching (TMLT) office provides on-going support and training for faculty, staff and students in areas of student email, campus course management system, online classes, Title V development, and online student services. The TMLT office produces the Online Student Guide and training materials, conducts orientations and training workshops, gathers research on best practices for integrating technology into instructional and student support services, assists faculty and students with login problems, and serves as a general help desk for instructional related technology issues.

The college and district have been conducting a self-study in compliance with the American Disabilities Act and all of the ways in which the physical structures and technology must adhere to strict guidelines. The college has located special technology stations in the library, the DSPS office and computer labs. The web master has paid attention to the requirements as he has overseen the development of the web site. Faculty have been taught to pay attention to images, video, image maps, color schemes, and other items during the various workshops offered. The report from the self-study has indicated additional items, which the college can do. These are being implemented now.

III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance

the operation and effectiveness of the institution.

The college has initiated several new programs to better serve the needs of the student, in addition to upgrading and expanding hardware and software in several areas of the campus. Student computer labs have been expanded in the number of stations, quality of hardware and software, and the discipline specific software available. Students use these computers (60 new in C-109 open lab) to do class assignments, financial aid (20 new computers), research (30 new in library), communications, assessment (20 new stations) and access their Student Information System accounts (added to Admissions and Records Office).

A new electronic transcript agreement with California State University at Los Angeles was started in 2008 and there are plans to expand it to other CSU colleges. Both the Associated Student Organization Lounge and the Learning Resources Center have new wireless access for all employees and students.

There is a new programmable Information Display Monitor in the Admissions and Records office that plays a recording of Huell Howser's program titled "California's Gold" as it features his visit to LATTC. The Information Center now has a computer at the front counter and Matriculation has two new computers for creating student and employee identification cards.

Media Services has expanded to include video production, media conversion and

preparation of multimedia to be offered via the campus streaming media server, and live web casting of events. Some of the more popular Media Services web casts include the Oct. 27, 2007 live webcast of the Working for a Sustainable Future Workshop at the Los Angeles Department of Water and Power, and the Acting classes that videotape the student sessions for self-evaluation purposes. Early Alert Workshops have been recorded and the video is made available to students via the Student Success Center on the campus Moodle server. Events include Concurrent Enrollment, Bridge to College Orientation, Test Taking Skills, How to Write an Essay in 50 Minutes and How to Reduce Math Anxiety.

Student use computers have been set as the highest replacement priority level. The minimum hardware specifications of all future purchases have been set to higher standard than one year ago and higher than all previous standards. The majority of computers in the student use computer labs have been upgraded this past year. There are over 40 computer labs of various sizes on campus. Some of these labs are used by programs requiring specialized software. Currently 14 smart classrooms on campus with more being planned.

Degree Works is now available to campus counselors to assist with Academic Advising. Once the district L-DAP server is set up, the Degree Works program can be made available directly to the students to research, plan, and monitor their academic progress. Live chat is now available for student seeking assis-

tance from Admissions and Registration, Transfer Center, Counseling, International Students Center, or the Online Program. There is a new student email system through the Google Apps Academic agreement. The painting equipment used by the Automotive Collision and Repair classes has been upgraded.

The Distance and Distributed Learning (DDL) Committee sets goals each year to increase the effective use of technology and to ensure the quality of its programs ([DDL Goals](#)). The DDL Committee works with the Student Services areas, the Curriculum Committee, Technology Mediated Learning and Teaching, Academic Senate, and the AFT to coordinate changes in policy, procedure and implementation of any changes to help ensure the needs of the student are better served in the areas related to technology ([DDL Committee website](#)).

Evaluation

The college is moving forward with several technology advances for instructional programs and for student services. Upgrades have taken place and more are being planned for both infrastructure and software. The new Office 2007 is currently being installed on computers around campus. The single biggest need appears to be a combination of both documentation and training to keep all employees and students informed of changes and proficient in the new technologies. In addition, the changes to the campus must be coordinated with changes at the district office to increase efficiency and avoid duplicate efforts.

The website devoted to the Accreditation Self-Study and the Program Review and the Student Learning Outcomes are making tremendous efforts to keep faculty informed and engaged in the projects. This has also served to do a great deal of training across campus as every full-time faculty member is involved in the Program Review and Student Learning Outcomes web site. This assists with the college planning for staffing, budget, construction and building use, supplies and curriculum revision. Information gathered from the program review website will be used to update the college's technology master plan in Spring 2008.

The new Instructional and Student Services Technology (ISST) Committee and the Title V advisory committee are discussing ways and making plans to improve technological efficiency. The ISST Committee is comprised of members of all nine colleges plus the district office. It is divided into three main focus groups which are conducting research on individual parts of the bigger project. The various technology plans at LATTC are working on a coordinated fashion with the larger projects being planned. This ensures the efforts and plans taking place now will be sustainable and function with the technology changes being planned by the district. ([Title V Meeting Minutes – Sept 19, 2008](#))

III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.

Since the last Accreditation Self-Study and Midterm reports were submitted, the position of Director of Technology Mediated Learning and Teaching has been created. The director provides training to instructors and students in the course management system chosen by the college. The director provides support to both faculty and students request help via email, phone class, or instant messaging. Such questions range from help with the course management software to questions regarding the online program and email system, to password resets and requests to add classes or contact instructors.

The position of Staff Development Officer has been a 60% release load for the past 5 years. It was 40% release prior to that. There is no dedicated technology trainer but the new Title V grant has some money for doing technology training on campus over the next five years. The current Staff Development Committee is comprised of faculty and staff who guide the staff development policies and activities on campus. A representative of the Staff Development committee is included in the Technology Committee, DDL Committee, Academic Senate, and Professional Growth Committees.

There is a district staff development committee and a statewide staff development committee and listserv. The statewide group has two conferences a year to discuss their needs and to provide training to the members. The listserv allows them to share resources all year long and to provide support to the members.

Some of the annual events done on campus include ([Staff Development website](#))

- New Faculty Academy
- FLEX day just prior to the start of every fall term
- FLEX days at the end of the spring semester
- Training events at the request of faculty or staff.
- Training in the campus learning management system.

Each faculty and staff member can request reimbursement for travel, conference and tuition. The annual fund is provided on a first-come, first-served basis until the funding is gone. There are limits on the amount of money which each person can get.

Orientations to the Online classes are given each term and a recorded version is available online in Flash format. Orientation dates are printed in the Schedule of Classes, in the Online Student Guide and posted to the [LATTC Online Program](#) website and on the course management system home page. Additional class-specific orientations are posted on the course web pages. Students can call and stop by the Technology Mediated Learning and Teaching office for assistance as needed.

Workshops and classes to train faculty in using the Moodle course management system occur every semester. These workshops are free and have been given during the day, evening, and weekends

to provide opportunities for all who are interested. The CAOT 134 class is offered at multiple colleges within the district and provides opportunities for both training and college credits for salary advancement.

MOUS certification is a constant request by classified personnel. Attempts have been made repeatedly to both offer the training and provide testing opportunities for salary advancements. If the college here cannot provide it, other locations in the district can often times provide it. However, the ability to meet the demand has not always been cost-effective or feasible. The workshops and testing arrangements require a minimum participation which is not always feasible at this college. The staff can do the training and testing but not always at the most convenient location.

Evaluation

The course management software was just updated and there has not yet been enough training to help the faculty learn the new features. The Google Apps have been expanded and yet there has been no training made available on the new features. There needs to be additional training available for both faculty and students. Additional self-help tutorials need to be available on the web site for both faculty and students. Additional in-person training needs to continue for those who are still new to the various technologies. As new technology gets added, the training component should be planned, developed, and training scheduled as part of the deployment.

Planning

- The new ePortfolio Project has a two-year implementation plan that includes regular training of faculty and students. This plan combines the Student Learning Outcomes process with the new ePortfolio development. The ePortfolio will help programs evaluate their SLOs. It will also help the institution evaluate their SLOs ([LATTC ePortfolio plan](#)).

III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

The college infrastructure has been upgraded to include fiber cable between all buildings. This upgrade ensures that technology deployment for all areas of the campus will not be limited by outdated infrastructure. The switches on the fiber backbone have been replaced with money from bond measures, Title V grants and other sources of funding. This has allowed the VOIP telephone and fax system to be installed, the campus video server, the new teleconferencing system, and several other projects to be deployed which benefit everyone at the college. The backbone serves all areas of the campus equally.

MIS maintains the school's computers and a current inventory ([2008 Computer Lab Inventory](#), [Computer Labs](#)). MIS maintains and posts the Minimum Standard PC Configuration and requires

a 3-year parts warranty for every computer purchased and a 1 year warranty for printers ([Minimum Computer Configuration](#)). MIS maintains campus-wide software agreements but each department keeps track of the maintenance agreements for specific equipment such as 3-D and 2-D Rapid Prototyper and other equipment such as plotters ([2008 Campus Software Inventory](#)). The Technology Committee posts some of this information to their web site which is not security sensitive.

Planning

The MIS Office is currently working on the following upgrade plans:

- Develop a Microsoft based network domain. This domain will replace the school's current Novel network domain.
- Setup a new main storage unit. This unit will provide storage for our new Microsoft based network domain, our e-mail system, databases, and multi-media storage.
- Upgrade the current email system.
- Deploy a Single Sign-On feature for the Student Information System, course management software, student and employee email system, plus the campus wireless access.

III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Currently the campus has 983 computers running Microsoft operating system and 55 computers running Apple Macintosh operating systems in its various labs and another 485 computers on employees' desks. The college supports the Instructional Media Center, which provides videoconferencing (over IP & portable units) and satellite downlinks. The college has 38 computer labs. Each full-time faculty member is provided with a computer for his/her office, if requested. Part-time faculty has access to computers in the Staff Development Lab located in the LRC.

Specially funded programs receive resources to acquire technology based on their specific program objectives and/or work plans for individual projects. These programs include DSPS, Vocational/Technical Programs, CalWORKs, and Staff Development. Program directors poll their staff to establish technology criteria. To assure accountability, specially funded programs and grants that have technology components must report on a regularly scheduled basis about their progress in meeting their stated objectives approved by the granting agency.

The college is involved in a large-scale construction project which makes it difficult to adhere to ADA standards uniformly across the campus. However, the college attempts to meet the ADA stan-

dards whenever possible. The college is involved in evaluating our capability for implementing Section 508 standards for electronic accessibility for students with disabilities by distributing proper resources campus wide ([DSPS Resource Inventory](#)). Current Library Technology resources are:

- 27 computer for student research.
- One printer for all computers to share.
- 3 black and white self-service copiers and 1 color copier that require staff assistance.
- All library staff are assigned computers which are "adequate to slow". All staff members are on the LAN and have and use the campus email.
- All staff are connected to SIRSI Online

Catalog and Library Circulation System.

- One scanner is located in the workroom for staff use only.
- Student computers have read-only software for MS Word and Excel.
- Library has a collection of electronic books that can be read online - [2650 titles](#) available now. No longer adding to the current collection because they are not used very much.



- EasyProxy allows students, faculty and staff to log into the electronic databases remotely through the WWW using their student account or faculty/staff email user name.
- Fifty-two library databases are remotely available as of July 1, 2007 to students and employees via the Internet. This represents a significant increase.
- GVRL reference books are available online.
- Flash, Adobe Acrobat Reader and Windows Media player are some of the software currently available on the student computers.
- Satellite downlink C-Span is located in the LRC but is not an integral part of the library.

Library Planning

- Install wireless access in the library for students, faculty and staff to use. Offer a networked printing solution as well.

III.C.2. Technology planning is integrated with institutional planning.

Technology has recently been incorporated with the program review process. The technology needs are connected to specific course goals which are identified with that program, department and budget needs. At the time the technology needs are identified the rationale and benefit to the course is made when examining student learning outcomes, enrollments and rates of student success and retention. This process allows department chairs and administrators

to better understand how the technology will be used, benefit the students and rates of student success. Every faculty member in every department has been working on the program review process and been encouraged and given electronic access to provide information on the technology needs of the courses they teach. This is done in coordination with the program review process and examination of student learning outcomes and student success.

Faculty have been working in discipline team meetings on their Student Learning Outcomes, Learning Outcomes and Assessment Rubrics. Each class taught this semester will be undergoing the SLO assessment process and that data will be reviewed in the Spring 2009 term. All of the SLOs, Learning Outcomes and Assessments are posted to the [program review website](#). Some of the classes will be doing their assessments in the Moodle course management system where the student data will be archived and included in the assessment process.

The campus technology committee is in the process of rewriting the Technology Master Plan. This document will be interwoven electronically with the campus program review process. The resulting "documents" will be dynamic, available for regular updates, and become part of the college operating procedures instead of merely reports that are done and then forgotten. The electronic version of the Technology Master Plan, the Program Review, the Student Learning Outcomes, and the Accreditation Self-Study will be intricately tied together and available

and used by the entire campus through the Internet.

Planning

- Update the Technology Master Plan based upon the college's comprehensive program review process.

III.D. Financial Resources

III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.

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

The college's mission and institutional goals are the foundation from which all planning and fiscal management derive. For the academic year 2007-08, the college has undergone a comprehensive strategic planning process. Under this process the college has reexamined its mission, vision, and values. These guiding documents went on to create a set of strategic priorities that act as a framework for decision-making and prioritization for the college.

Acknowledging the need to increase the integration between planning and budgeting, in Summer 2007, the College Council voted to establish the Planning and Budgeting Committee (PBC.) The PBC is a shared governance body, with representation from all major constituent groups on campus. The PBC is charged with

coordinating all institutional plan-

ning processes including strategic and master planning; coordinating college budget activities; developing and managing a comprehensive, integrated, and continuous planning and budgeting process; and oversight of college assessment

The PBC also has a subcommittee, the Budgeting Subcommittee, which deals with the college's budget and policies on a more detailed level.

The typical planning and budgeting cycle begins with unit plans that are developed by the VP of Administration. The unit plan is primarily based upon expenditures that are fixed, such as salary and maintenance. Each department receives their plan, which is broken down into the individual units and disciplines. The VP of Administration meets with each unit to review their plan and to make adjustments based upon changes in the unit/department over the past year. With unit plans finalized, the VP of Administration submits the total college budget to the PBC and the Budgeting Subcommittee. Upon approval in the PBC, the budget is forwarded to the College Council for approval. With College Council approval, the budget is signed by the President and submitted to the District Office for implementation.

Program Review has also become a major vehicle for planning and budgeting on a department/unit level. The program review process is a real-time, live process that allows departments and units to link needs associated with courses and services with budgetary requests.

The plans and their associated budgetary needs funnel up from the faculty/staff to the PBC. The PBC is able to examine the linkages between budgetary requests and the associated service or course. Using the associated data, the college strategic plan and fund availability, the PBC can directly meet the needs of units and departments.

Evaluation

The PBC is a very new committee to the campus. 2008-09 will be the first year to function. It will also be the first year to use the plans created through the Program Review process to address budgetary needs. The College Council should pay close attention to the functioning of the committee and ensure that it is able to address the financial needs of the campus in an ever-changing budgetary climate.

LATTC has the highest concentration of CTE programs of any community college in the state. The majority of course and programs offered in the CTE area require a large amount of financial investment in terms of the equipment, technology, consumables and training for faculty as compared with courses and programs in liberal arts and transfer. This has posed a challenge for the college since funding from the State and District does not distinguish between a high-cost CTE program and a standard-cost liberal arts/transfer program.

Planning

- One of the biggest areas of flexibility within the campus budget, both for expenditure and revenue

generation, is the use of adjunct faculty to teach classes. The college needs to create a better information system that allows department chairs and deans to know when it is financially advantageous to expand course offering through adjunct employment and at what enrollment level the college will maximize its return. The college also needs to look at maximizing its enrollments through average class size and fulltime instructor assignments. Average class size for non-CTE programs needs to be at a minimum of 35. Classes within CTE programs are too varied to because of their required hours, station/health limitations and associated costs to give a standard level of enrollment. Despite the lack of a single standard, costs of each course can be determined and appropriate course enrollment levels can be set on a course-by-course level.

- The college has begun addressing the issue high-cost programs and their funding over the past year. Research has been gathered and presentations made at various levels to exhibit LATTC's financial difficulties regarding funding its high-cost CTE programs with the current funding formulas. The college should continue its efforts to see an adjustment in the funding formula to address the costs of maintaining and offering its CTE

programs.

III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Funding mandates (salaries, benefits, maintenance, utilities, etc.) consume the bulk of our yearly budgets and are fully

funded before allocating funds towards ancillary needs such as supplies, printing, and equipment. We strive to assure that our allocation of financial resources is reflective of our goal of funding our priorities within the framework of a balanced budget.

Our budgets for the last four fiscal years are as follows:

Budget & Expenditures 2005-06 to 2008-09

	2005-2006	2006-2007	2007-2008	2008-2009
Revenue	46,640,271	50,659,562	52,543,287	51,375,098
Expenses	45,105,445	50,017,098	54,622,410	51,242,069
Ending Balance	1,534,826	642,464	-2,079,123	-166,971

Our budgets for these years reflected a surplus of \$1,534,826 in FY 05/06, \$642,464 surplus in FY 06/07, a deficit in 07/08 of \$2,079,123 and a projected deficit (10/08) of \$166,971. The college has submitted request to the district's Fiscal Policy and Review Committee for the following ([Initial Request](#), [Addendum](#)):

- Allow a two-year plan to address budget deficit
- Grant debt forgiveness beginning in FY 2009-10 as a result of FY 2007-08 deficit of \$2,079,123
- Fund growth FTES above cap (\$485,600) for FY 2008-09 (\$2,000 per Credit FTES and \$1,400 per Noncredit FTES)

The college develops its annual Operation Plan following the district's bud-

get allocation model, which is based on resource availability and student enrollment. Throughout the budget development process, the District Budget Committee (DBC) reviews the college's revised allocation and makes recommendations to adjust it based upon available resources. The Board of Trustees reviews the plan and adopts it as part of the final budget for the LACCD. To assess our resources, the college president, VP of Administrative Services, and VP of Academic Affairs frequently meet with the District about the budget. Along with the chair of our Budget Committee, they inform the district controller about the college budget situation every quarter, and these reports are forwarded to the DBC.

The District's Vice Chancellor of Instructional and Student Services meets with the President, deans, and researcher to review FTES targets, projections

and actuals. This allows this college to make decisions about future semesters and terms so that growth targets can be met without stepping into unfunded FTES situations. These FTES reports combined with actual and projected expenditures are disseminated to members of the Budget and Planning Committee. They use these reports to offer overall guidance regarding class offerings, hirings (replacement and expansion,) and general expenditures.

Other funding sources from VTEA, block grants and SFP programs provide 17% of the college's total expenditures. These funds allow departments to purchase new equipment, address student success issues, and provide specialized services.

Evaluation

One of the recommendations from the previous self-study and midterm report was to create other funding sources to help maintain the quality of the programs being offered. Over the past couple of years the college has taken an aggressive tactic in writing grants. The results have been the garnering of a variety of grants, especially within workforce development and our CTE programs, totaling over \$2 million.

(list grants and amounts here)

The A and AA bond measures and state contributions have given the college access to \$303,764,881 for building new buildings and renovating existing structures. In November 2008, the community passed Proposition J and LATTC will receive an additional \$350,000,000

to assist with completing its facilities master plan. Some of the major improvements from the bond is a new parking structure, two new five-story towers for both student services and instruction, a new child care center, an expanded learning resource center and major renovations on most other existing structures. The increase in square footage also means an increase in facilities staff to maintain the new structures.

VIII.D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

Description

The district has taken significant steps to minimize the impact of its retiree health care obligation by instituting an innovative plan to address its GASB liability. Based on an actuarial study conducted in 2005 (LACCD Actuarial Valuation), the plan was negotiated by the employee unions and district management. Beginning in the 2006-07 academic year, 1.92% of the previous fiscal year's fulltime employee payroll (almost one-third of the 2006-07 state COLA) was set aside to begin to pre-fund retiree health benefits. The district deposits the same percentage of the previous year's full-time salaries into an irrevocable trust on an ongoing annual basis. Currently, there is about \$11-12 million in the fund.

Our district's pre-funding plan recently received special recognition from the

Public Employee Post-Employment Benefits Commission, a state commission established by Governor Schwarzenegger, which spent all of 2007 looking at unfunded obligations of California's public entities for pensions and retiree health care. College Faculty Guild President Carl Friedlander and former LACCD Chancellor Rocky Young testified before the commission in September of 2007. Included in the commission's final recommendations was a "hybrid" plan very similar to our district's, suggesting that public employers with large GASB obligations from decades of promised retiree health care continue to use "pay-as-you-go" funding but begin to pre-fund future obligations. The LACCD's plan was cited as a model of best practices in the commission's final report (Funding Pensions & Retiree Health Care for Public Employees).

This recognition validates the district's philosophy of shared responsibility for health care and rewards the hard work done collaboratively. More details are contained in an update issued by the Faculty Guild in Fall 2007 (2007 GASB Report, Los Angeles College Faculty Guild).

The college budget process follows the district process and mandates that colleges balance their budgets. If a college experiences a deficit, the deficit will be repaid by the college over a three-year period, starting one year after the deficit. The college itself maintains a 1% reserve to deal with emergency situations.

III.D.1.d. The institution clearly defines and follows its guidelines and pro-

cesses for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

The District has a Board-adopted budget allocation mechanism to allocate funds to colleges, the District office and District-wide accounts. The budget calendar and operational plan instructions are provided each year to colleges with guidelines to develop their annual budgets. The District budget is developed each year in extensive consultation with the District Budget Committee.

The college's operational plan is based upon the guidelines and instructions from the District. The Vice President of Administration prepares documents for each department/unit. Each department receives their plan, which is broken down into the individual units and disciplines. The VP of Administration meets with each unit to review their plan and to make adjustments based upon changes in the unit/department over the past year. With unit plans finalized, the VP of Administration submits the total college budget to the PBC and the Budgeting Subcommittee. Upon approval in the PBC, the budget is forwarded to the College Council for approval. With College Council approval, the budget is signed by the President and submitted to the District Office for implementation.

The college encourages participation in the budgetary process by opening budget committee meetings to all college employees and students. All meeting times and locations are posted on the

college website and anyone in attendance may ask questions about the subjects under discussion. Meeting minutes are posted on the college website.

The program review process also allows individual faculty and staff members to be involved in the budgetary process. Based upon the courses that they teach or the services that they provide the college, members of the campus are able to identify equipment, supplies and staffing needs. These needs become part of the unit plan as well as part of other budgetary processes on campus such as VTEA and block grants.

Evaluation

Despite the regular Budget Subcommittee meetings, the campus still feels disconnected from the budget process. In response to a college wide survey from December 2007, only one-third of college employees agreed that:

- 'There are clear connections between planning, budgeting, and the allocation of financial resources.'
- 'Processes for financial planning and budget development are clearly defined and followed.'
- 'Financial information is dependable and timely.'

It's clear that the members of the campus feel disconnected from the budget process. Department Chairs and unit directors should hold meetings with their faculty and staff to explain the overall

budgetary process and how their individual unit plans were created. Training for department and unit directors in SAP and Business Warehouse is necessary for monitoring budgets.

Planning

- All department chairs and unit directors should be trained in SAP and Business Warehouse.
- Every member of a unit or department should have access to his or her budgets.

III.D.2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

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

The Operation Plan, which includes the college's budget, reflects an accurate statement of the programs our funds are to be used. The firm, KPMG, conducts the independent audit of the basic financial statements for the District, including LATTC. The audits have determined an appropriate allocation and use of financial resources to support student learning programs and services. The LACCD responds to the audit reports and imple-

ments changes, or directs the college to do so if necessary.

Evaluation

The college has supported learning programs and services through restricted and unrestricted funds as documented in financial planning and other periodic reports. The District employs external auditors to conduct District and college audits and to publish the results of their findings and recommendations.

III.D.2.b. Appropriate financial information is provided throughout the institution.

The college provides financial information to the college community in various ways. Our Planning and Budget Committee and our Budget Committee both represent a broad range of administrative, faculty and staff organizations. The Planning and Budget Committee receives monthly updates regarding financial forecasts as well as financial reports. The college members of these committees are expected to share all budget information with their respective constituencies. All Budget Committee minutes are posted on the college website.

Detailed financial information is available through the district's online financial system (SAP), which provides budget information by line item, expenditure commitments as well as actual expenditures, and balances. Business Warehouse also provides reports in a much simpler format than SAP. Both of these products give information from line item

detail to a college-wide overview.

The District Budget Committee meets monthly. This committee includes representatives from the college academic senate, unions and guilds. The information from these meetings are passed on through the respective organizations and interests represented on the committee.

Committees and individuals involved in institutional planning receive accurate information about forecasted revenues and expenditures and have access to the District's SAP enterprise system data and Business Warehouse.

Evaluation

The college and the district provide detailed financial information for all departments and college organizations. The SAP enterprise system, the Business Warehouse reporting system, monthly and quarterly financial forecasts and reports, and other resources are readily available. As mentioned in III.D.1.d, the college needs to ensure that all department chairs and unit directors have training in SAP and Business Warehouse and that they are reviewing their budgets with their constituencies.

III.D.2.c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

The LACCD maintains an annual contingency reserve of at least 5%. At the beginning of 2007, this amount totaled

\$26.1 million. The college strives to maintain a reserve for financial emergencies of 1%. In March 2008, the contingency fund held \$831,066. In cases of major financial emergency exceeding the college's ability to meet, the college president can request the use of a portion of the district's contingency reserve.

Though the primary sources of college funding are general apportionment funds, the college has the ability, when needed, to appropriate revenue from its self-generated funds (i.e. bookstore profits, parking revenues, cafeteria profits, etc.).

The district maintains sufficient insurance coverage for the college to cover workers' compensation and property, liability, and vehicle insurance. To comply with board policy, the district has a risk management department to ensure that it meets all legal requirements and provides protection and/or insurance against loss, damage, or disability in accordance with state education, government, and insurance codes. This includes loss and damage to property, workers' compensation, and liability of the district, the board, and employees.

Evaluation

The college's debt has been retired and LATTC has had modest ending balances since 2002. The fiscal year 2006-07 unrestricted funds ending balance, including district-wide and District Office ending balance distributions, was \$101,022.

III.D.2.d. The institution practices ef-

fective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

The Vice President of Administration is the liaison to the Director of the Foundation for Trade-Tech College and ensures that Foundation activities are consistent with college goals and objectives. The Foundation employs an external auditor each year.

The Director of Financial Aid reports to the Dean of Student Services. Together, they ensure that all financial aid programs are in compliance with district, state, and federal regulations.

Specially Funded Programs supported by grants and external agencies are managed by the college's Academic Affairs or Student Services divisions. The district's Associate Vice Chancellor of Instruction and Student Services is responsible for district-wide policies and procedures for these programs. Each program develops and manages an annual budget and ensures that program activities are within required guidelines.

All college agreements must be approved by the President or Vice President of Administrative Services and are subject to review by the Regional Procurement Office, District Contracts Department, and District Office of General Counsel. All contracts must be approved or ratified by the Board of Trustees. The College Council reviews budget requests for contracts funded by

unrestricted funds.

The college's investments are managed by the district.

Evaluation

The college and the district have established processes and procedures to effectively oversee the finances of unrestricted, restricted, and other programs. They have established clear reporting relationships, reports, audits, and other mechanisms to ensure that each program is operating within published guidelines. The district is audited annually and results are communicated to all applicable departments. Contracts, Foundation activities, and external funding are managed effectively.

III.D.2.e. All financial resources, including those from auxiliary activities, fundraising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

The college has safeguards in place to maintain oversight to ensure that all financial resources are used with integrity and support the mission of the school. Funds raised by the LATTC Foundation are used only for their stated purposes (mainly scholarships). The student fees collected by the ASO are use only for student programs. Grants are monitored for compliance not only by the school and the district, but often times by the grantor as well. Revenues generated by our bookstore and cafeteria are used to support their operations. The Districts annual audit results include the college's auxiliary services and are presented to

the college for review.

Evaluation

The college takes pride in using its financial and other resources with integrity and in the best interests of the college and the communities we serve. Our financial planning and budgeting processes involve a broad spectrum of campus organizations to assure that priorities are set based on need, justification, and support of the college missions and goals. This is further assured through compliance with District regulations, policies and procedures, and through the annual audit process.

III.D.2.f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

All contractual agreements are approved by the President or Vice President of Administrative Services within district guidelines. The district has provided training for campus personnel involved in contracting processes. Regional Procurement Specialists provide contract assistance to groups of three colleges. The specialist is based in Los Angeles and reviews all contracts to ensure conformance with district standards. As needed, the District Contracts Department and the Office of General Counsel review contracts and participate in negotiations. The district maintains detailed contracts policies and procedures. Standard formats are used for short-term agreements such as Civic Center

Permits and Permits for Use.

Contracts requiring college expenditures are reviewed and approved by the Trade-Tech College Council during budget processes. All contracts are approved or ratified by the Board of Trustees per district policies.

Evaluation

The College has demonstrated appropriate control over its contracts, which are reviewed as needed by the district Contracts Department and/or General Counsel. All contracts are ratified or approved by the LACCD Board of Trustees. Contract controls are detailed in the terms and conditions of each contract.

III.D.2.g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

The college and the district use a variety of systems and reports to monitor and evaluate financial management processes and results. Each month, the college prepares a Financial Forecast and Monthly Budget Report, which are submitted to the District Office. These reports include enrollment, staffing, and other budget items. District and college administrators meet quarterly to discuss quarterly fiscal and enrollment results, evaluate the systems and methods used, and to set goals for the subsequent



quarter.

The district employs an external audit firm to complete an annual audit of district and college fiscal operations. The auditors submit recommendations to the district and the college regarding areas in need of improvement, including their evaluation of financial management processes.

Evaluation

The district and the college meet on a regular basis to discuss financial results, plans, and processes. The district's external audit firm performs an annual audit of the district and the college and submits its recommendations regarding financial management.

III.D.3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as a means for improvement.

The college considers many fiscal resources in developing a comprehensive, planned approach to fiscal management. Proposition A and AA local bonds and State Capital Outlay program are providing nearly \$300 million in capital improvements. State Block Grants have provided much needed funding for Instructional, Library and Technology Equipment, and Scheduled Maintenance.

The college assesses these resources based on its ability to meet its highest priority needs, which must be justified based on the mission, goals, and objectives. The College Council and Planning and Budget Committee regularly review their approach and methods for

setting priorities, allocating funds and establishing college initiatives. This is an ongoing approach aimed at continual improvement.

Evaluation

The college has conducted a study of the cost of each of its disciplines. The results of this study have been used to influence the allocation model of the District. As a result of the report and presentations, there has been an acknowledgement by the District Budget Committee of the disparities of the funding formula. While the funding model has yet to be adjusted, the College continues to seek other funding sources to supplement its available funds.

Standard 4: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

IV.A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Los Angeles Trade-Technical College maintains an environment of inclusive participatory governance to promote our mission and vision for the college. Our structures bring all of our constitu-

ent groups together to participate in planning, decision-making, and conflict resolution. Our leaders are the college president, administrators, and the College Council, comprised of administrators and representatives of our campus constituencies – Academic Senate, employee unions, and the Associated Student Organization (ASO). The college follows the mandates for shared governance of AB1725, the Education Code, Title 5 regulations, collective bargaining agreements, and LACCD policies.

The primary shared governance body is the College Council, which serves as a clearinghouse for recommendations by its standing committees and the campus at-large. In June 2007, the College Council met to review its success in completing its task. The results were the consolidation of existing committees into the current set of five committees. The standing committees of the College Council are:

- ***Planning and Budget*** - coordinating all institutional planning processes include strategic and master planning; coordinating college budget activities; developing and managing a comprehensive, integrated, and continuous planning and budgeting process; and oversight of college assessment ([Planning and Budget Committee website](#)).
- ***Marketing, Outreach, Recruitment, and Communication*** - iden-

tifying innovative and effective marketing, outreach, recruitment, and communication methods and medias

- **Student Success** - identifying innovative practices that enhance student retention and success and recommends policies that will promote these innovative practices. The committee recommends policies that remove all barriers that impedes students from receiving the instruction and support needed to be academically successful. This would include, but is not limited to, retention; persistence; successful course, program, and degree completion; and placement.
- **Facilities and Work Environment** - advisory for the planning and oversight of new construction, modernization, and renovation of facilities on the current Trade-Tech campus as well as any future college sites. This committee advises on policies of space allocation and utilization and reallocation of existing facilities ([Facilities and Work Environment website](#)).
- **Technology** - research, promote, and recommend new technology as it relates to both academic and administrative effectiveness and improvements to the college as an instructional institution, confirm that office and instructional technology is current, and to ensure that the college commu-

nity receives adequate assistance to make best use of the available technology ([Technology Committee website](#)).

These committees, which include representatives of all campus constituencies, meet monthly to consider issues affecting the campus and forward recommendations to the College Council. As part of the reorganization of College Council a new workflow and accountability process was developed (Procedures and Flow). This process demonstrated how recommendations would come to the College Council and how they would make their way to the president.

Upon receipt of a recommendation, the College Council has 30 days upon which to act on the item, otherwise the item will automatically flow to the president. When the president receives a recommendation, he/she has four possible actions:

1. Deny the recommendation/request with justification,
2. approve and refer the recommendation/request to a committee or other responsible party(s),
3. modify and refer the recommendation/request to a committee or other responsible party(s), or
4. approve and complete.

Upon approval, the person(s) assigned the approved recommendation has 90 days to report back to the College Council the completion of the recommendation. To assist with this process a form

was created to track the progress of recommendations and a College Council agenda template was created to ensure the flow of the meetings.

Evaluation

Despite the great planning efforts that occurred during the retreat of 2007, the process has had some problems getting established and institutionalized. One of the biggest hindrances to the plan was the lack of implementation of the new committees. The pre-2007 committees either continued to meet or did not at all. Without committees meeting, there was a lack of flow of recommendations to the College Council and to the president. College Council meetings reverted back to meetings consumed by reporting of minutes and a consensus driven process that didn't enforce decisions nor promote the mission and vision of the college.

During the retreat in August 2008, the College Council resolved to end the consensus-driven decision-making process. All items would be voted either up or down with limited discussion occurring before the vote. Subsequent meetings reaffirmed the committees determined the previous year, a master-calendar was created to guide all committees, and the workflow process was reinstituted.

Planning

- Institutionalize the approved committees, recommendation workflow, and revised College Council agendas.

IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

IV.A.2.a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

College Council, the primary shared governance body has representatives from each of the college's major constituency groups. The faculty role is central in participatory decision making. Title 5 guarantees the Academic Senate's primary role in shared governance, and the Senate and local chapter of the Los Angeles College Faculty Guild are two of the organizations that have direct input to the College President. The Academic Senate and college president have a Shared Governance Agreement that delineates the roles of the faculty in the decision-making process ([Shared Governance Agreement, Faculty Representation on Committees](#)).

IV.A.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum

committee, and academic administrators for recommendations about student learning programs and services.

The college's academic senate, comprised of faculty members elected by their peers to represent them in all academic and professional matters, plays a leadership role in recommending instructional policy and changes in instructional programs and student services. It meets at least once a month, as does its executive committee. Through monthly consultation, the senate forwards policy recommendations to the college president.

Three Academic Senate committees play a central role in discussions related to student learning programs and services — Curriculum, Educational Policies, and Vocational Education. The Curriculum Committee reviews proposed courses and academic programs and periodically reviews and updates the educational requirements for associate degrees and transfer. Classes wishing distance education, honors or advanced standing are processed and approved through the Curriculum Committee ([Curriculum Committee forms and instruction](#)). The Educational Policies Committee deals with issues of academic policies and procedures that affect the instruction of students. The Vocational Education Committee deals specifically with issues of certification in vocational areas, the creation, modification, and promotion of career and technical education programs.

Evaluation

The faculty and academic administrators play the central role in determining the scope, growth and vitality of the college's academic programs and bear the responsibility for shaping the courses, programs, and services that support student learning.

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

The board meets at different colleges throughout the year, and the colleges present information at the board's regularly scheduled meetings to keep it informed of changes. The Chancellor's Cabinet — composed of the nine Presidents, the Chancellor and senior staff — meets twice monthly. Due to the large size of the Los Angeles Community College District (LACCD), the College President is the primary link between the college and the Chancellor and Board of Trustees (BOT.)

The District has also recently created a number of committees to help coordinate efforts between colleges and the district. These committees transmit information down from the District administration and BOT to the colleges as well as provide avenues of communication up to the District and BOT.

District Planning Committee

The District Planning Committee (DPC) has coordinated the creation of the LACCD Strategic Plan, which was adopted by the Board of Trustees on January 24, 2007 ([DPC website](#)). In addition to the plan itself, the committee has created an implementation strategy and a reporting matrix ([LACCD Strategic Plan](#)). The DPC has also created a program review correlation document and is currently looking at creating an online program system to assist colleges in their program review efforts ([Program Review Framework](#)).

Student Success Steering Committee

The Student Success Steering Committee was established by the District and District Academic Senate to coordinate district and college efforts in improving

all student success outcomes, including persistence and degree and certificate completion rates.

The committee has created a Framework For Student Success that documents seven key guiding principles and seventeen guiding actions for colleges to implement within their own local, student success committees ([Framework For Student Success](#)). With the introduction of the statewide Basic Skills Initiative, the committee has also coordinated colleges' efforts at creating and implementing their ESL/Basic Skills plans ([LATTC ESL/Basic Skills Plan 2007-08, 2008-09](#)).

Advisory Council on Student Learning Outcomes

The Advisory Council on Student Learning Outcomes (ACSLO) was created to help coordinate efforts and share best practices regarding SLOs amongst the colleges ([ACSLO website](#)). The goals of the ACSLO include:

- Seek a unified vision on certain key issues affecting the implementation of SLO Assessment Cycles, particularly in regards to staffing and training support;
- Optimize resources for technical support;
- Share best practices; and
- Disseminate the SLO efforts of the 9 campuses to the local and district Academic Senates, to the District Administration, and to CIOs and CSSOs

The ACSLO meets monthly and has sponsored workshops on a district basis covering topics of assessment, SLO creation, and best practices.

Other district committees cover professional development, distance education, admissions and records, matriculation, research, and so forth ([LACCD/College Functional Map](#)).

At the college level, the main, shared governance committee is the College Council and its standing committees. The College Council is made up of the following members:

- College President (non-voting)
- Academic Senate (4 representatives)
- AFT Faculty Guild (4 representatives)

- Teamsters (1 representative)
- AFT Staff Guild (2 representatives)
- SEIU Local 347 (1 representative)
- Local 409 (1 representative)
- SEIU Local 99 (1 representative)
- Classified Administrators (1 representative)
- ASO (1 representative)
- Vice Presidents (4 positions)
- Dean, Research and Planning (non-voting)

Each of the standing committees is made up of members from the recognized shared governance constituencies.

The Academic Senate and AFT also have a number of committees that provides opportunities for faculty participation. These committees include:

- Academic Rank – Academic Senate
- Curriculum – Academic Senate
- Distance and Distributed Learning (DDL) – Academic Senate & AFT
- Educational Policies – Academic Senate
- Elections – Academic Senate
- Hiring Priority – Academic Senate
- Intercession – AFT
- Nominations – Academic Senate
- Professional Growth – Academic Senate & AFT
- Social – Academic Senate & AFT

- Staff Development – Academic Senate, AFT, & AFT Classified
- Vocational Education – Academic Senate

Evaluation

In the Fall 2007 Accreditation Survey, only 50% of the employees felt that “there is a clear process for individuals to bring forward ideas from their constituencies” and that “the organizational structure is adequate to support the College mission.” The perceived inclusion and role of staff and students in the decision-making process also received only a 50% agreement on this matter. The one bright indicator was the role of faculty and faculty structures regarding input that garnered a 76% affirmation.

Even though there are many opportunities for participation, finding a variety of representatives from all constituencies is difficult. Most committees are made up of the same representatives creating a small circle of dialogue. Each constituency group needs to actively diversify their representatives on college committees.

Communication of decisions and recommendations has been random across committees. There is currently no standard for reporting minutes, agendas, and action items. Some committees have websites, while others have only hard-copy documentation. Committee members need to provide information back to their constituent groups in a more efficient and consistent manner.

Planning

- Provide training and support for committees to create an online presence connected to the LATTC website.
- Promote participation of faculty, staff and students in shared governance committees.

IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Los Angeles Trade-Technical College has relationships with businesses, other colleges and universities, the Mayor's office, federal, state, and county offices. The expansion of the college's workforce development efforts has led to the creation with a number of partnerships and relationships that require the highest levels of integrity. These new relationships include:

- Value Chain Initiative - \$7.4 million contract from the Department of Defense and the US Army Corps of Engineers. Partners include HENACC, Roosevelt High School Complex and CSU – LA ([Value Chain Initiative](#)).
- Regional Economic Develop-

ment Institute (REDI) – Various collaboratives focused on infrastructure, hospitality, LADWP/ Sustainable Energy, and the Triple Crown Initiative. Partners include Bank of America (funding source), LAUSD, South California Gas Company, Metropolitan Water District, LA Chamber of Commerce, Hilton Hotels, Marriot, Los Angeles WIB, Santee High School, and UCLA among others. ([REDI Executive Summary](#), [REDI website](#)).

Evaluation

The college has prepared to submit a Substantive Change Proposal (SCP) in relation to the college's online program offerings. Ten degree and four certificate programs have crossed the 50% threshold mark and need approval from the ACCJC ([Substantive Change Proposal](#), [SCP Standards](#), [SCP FAQ](#)). The SCP has been reviewed and approved by the Distance and Distributed Learning Committee, the Academic Senate and the College Council.

In regards to relationships with the ACCJC, the college completed a successful Focused Midterm Report that was favorably accepted by the accrediting commission in 2005. Since the Midterm Report, the college has diligently strived to adhere to the recommendations and plans outlined in the report. Recommendations from program-level accrediting agencies including the BRN, BVNPT and the Culinary Institute of America have been reported and integrated into each program's respective program reviews.

IV.A.5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evaluations are carried out at all levels of leadership in order to strengthen good practices as well as to change procedures that have not proven to be effective. Regularly scheduled evaluations are in place for senior staff, the deans, the department chairs, and faculty members who direct programs or work on special assignments. These evaluations contain recommendations as well as commendations.

Regularly scheduled elections provide another method of evaluating leaders. The leadership of both the faculty union and the academic senate is determined by elections. Members of the faculty union elect the chapter president and delegates to its executive board every two years. The members of the Academic Senate select the senate president and other officers every two years.

College Council holds a yearly retreat to give all shared governance members the opportunity to engage in dialogue about the past year's achievements and deficiencies and to set new goals and priorities. As mentioned earlier, the retreats are also times in which the structure and processes of the College Council can be reviewed and adjusted.

Evaluation

Currently, the College has no formal process for evaluation. Beginning Spring 2009, the college will institute a program review of all governance structures and decision-making process.

In conjunction with the 2008 College Council retreat, the president submitted a proposal for a reorganization of the senior administration. Under the reorganization the Vice President for Academic Affairs will split into two new positions, the Vice President of Academic Services and the Vice President of Workforce Development. These new positions align with the college's strategic initiatives and allow the college to focus more tightly on the areas of student success and community and business development ([Reorganizational Philosophy](#)). In terms of funding these positions, the Vice President of Academic Services would be funded through unrestricted funds while the Vice President of Workforce Development would be funded exclusively through grants and awards.

In addition to the creation of the new vice president positions, new administrative positions would be created and a repositioning of certain services would occur. In regards to administrators, a new Associate Dean of Advancement, Community and Government Relations would be created to assist the VP of Workforce Development. The VP of Academic Services would see the filling of vacant dean positions that oversee academic departments and services for a total of three positions. Under the reorganization, the Learning Skills Center and department and the Evening

and Weekend Program will now report to both Academic and Student Services. The Library has been placed under Student Services exclusively ([College Administration Reorganization](#)). This is an experimental arrangement that will be reviewed in Spring 2009.

In the Fall 2007 Accreditation Survey, only 39% of the respondents felt that the “College regularly evaluates the role of leadership and its governance and decision-making structures and processes.” This is similar to the 41% that felt that “Administrators are evaluated systematically and regularly.” ([Spring 2007 Accreditation Survey](#)) Despite the fact that administrators are evaluated on a yearly basis, the lack of communication of these evaluations to the general campus has raised doubts in many minds about their evaluations.

comments to better inform and engage the campus.

Planning

- Formally evaluate the administration reorganization in Spring 2009
- Institute a program review process for leadership, governance, and process
- Include surveys or focus groups in the evaluation of administrators and college governance bodies (College Council, Academic Senate.)
- College Council should create a website that presents information in a better manner than minutes. It should allow for discussion and

IV.B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

IV.B.1 The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

IV.B.1.a The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

The Los Angeles Community College District (LACCD) comprises nine related colleges, each of which is directly answerable to a seven-member board of trustees, in accordance with the Education Code ([Board Rules Chapter II, Article I.](#)) LACCD board members are elected for four-year terms district-wide by voters in the city of Los Angeles. Trustee elections are held on

a staggered basis, with three or four seats being filled every two years. At its annual organizational meeting, the board elects a president and vice president to serve one-year terms. A district-wide student election is held annually to select a student member for a one-year term.

Board meetings are held both at the district's central office downtown and at each of the nine college campuses during the academic year. They are publicized and open to the public. The trustees meet approximately twice a month to consider and vote on policy. All nine college presidents, district office senior staff, representatives of employee unions, and students sit at the resource table and may participate freely in the discussion of issues. All rules and regulations of the LACCD must be approved by these elected representatives of the community. On all matters deemed to be academic and professional, the board has agreed either to rely primarily on the advice of, or to reach mutual agreement with, the District Academic Senate (DAS). For the creation of collective bargaining agreements, the trustees delegate authority to the chancellor and his human resources team to bargain in good faith with agents of the six unions representing employees in the district.

Evaluation

As officials elected at large, the board represents the interests of a broad range of constituencies. An independent policy-making body, its members are elected at large across one of the most

demographically diverse urban areas in the U.S. Its odd-year election schedule gives board races greater visibility on the ballot but also results in lower voter turnout.

Board members work together collegially to support the interests of the district. The board takes an active role in advocating for the interests of the colleges and the students they serve and in defending the colleges from undue interference. For example, board members have on several occasions united to support local college master planning decisions that were made through sound shared governance processes, despite the opposition of special interest groups.

IV.B.1.b The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

The LACCD Board of Trustees exercises oversight of the college's educational programs by means of board rules and administrative regulations that establish standards for graduation, set policies for curriculum development, and detail the faculty's role in educational matters in accordance with the district's stated mission ([Board Rules Chapter I, Article II](#)). The board has set policies in relation to the curriculum approval process and its role in ensuring the quality of the college's academic offerings as well as the central role played by the district and college academic senates in relation to academic and professional matters ([Board Academic Policies](#)). The

board also must approve or disapprove all changes to the curriculum that are brought before it from the district's Office of Instructional and Student Support Services or the DAS.

The board is directly responsible for guaranteeing the colleges' integrity and financial health by periodically reviewing and approving the colleges' mission and vision statements and by requiring regular reports from the college presidents on the colleges' budgets. Through district administrative offices, the board is also responsible for overseeing compliance with all federal, state, and local policies in relation to student financial aid and other fiscal programs.

Evaluation

Since 2000, district administrators, the Council of Academic Affairs (the assembled Vice Presidents of Academic Affairs), and the District Academic Senate have worked to streamline procedures for the approval of academic programs and courses. As part of this effort, administrative regulations have been revised to decentralize the curriculum approval process and empower local college faculty. A policy on emergency equivalencies has also been adopted to facilitate the hiring of adjunct faculty. In addition, the district has adopted a series of board rules mandating program review, biennial review of vocational programs, program viability review, and program discontinuance processes at the college level ([Board Decentralization Policies](#)). These and other aspects of decentralization allow local college aca-

demic programs to be more responsive to local stakeholders.

Board members regularly meet with state lawmakers and educational leaders to promote legislation and other initiatives aimed at improving college access for students and securing funding for special projects. The board played a central role in promoting the Prop A and AA bond initiatives passed in 2001 and 2003 that have provided more than \$2 billion in badly needed capital construction funds for projects on all LACCD campuses that will directly benefit instructional programs. In the summer of 2008, the board placed a new \$3.5 billion dollar bond measure on the November 2008 ballot aimed at completing college master plans and expanding career/technical educational program facilities.

IV.B.1.c The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

The board monitors the educational quality of all LACCD programs through its Committee on Planning and Student Success, which addresses issues related to educational effectiveness, student achievement, and educational program support. In addition, it oversees the accreditation process and reviews college accreditation reports. Beginning in fall 2008-9, the board will also require the colleges to report annually on the progress made on all college strategic planning goals, including those relating to student success and educational excellence

outcomes. During these formal reports to the board in open session, the colleges will also review and discuss ARCC AB 1417 outcome measures as well as college progress in relation to the district's Core Indicators of Institutional Effectiveness.

In conjunction with the chancellor's office and district general counsel, the board is apprised of and assumes responsibility for all legal matters associated with the operation of all nine campuses. The District Budget Committee (DBC) bears responsibility for monitoring all aspects of district and college finances. An independent audit of the district's and the colleges' financial statements and accounting practices is made annually by an outside agency ([KPMG Audit](#)).

Evaluation

The ultimate responsibility for policies and decisions impacting all nine colleges lies with the board. In the last four years, the board has expanded its role in oversight of the quality of college instructional programs. Annual college strategic planning reviews will allow the board to play a direct role in assuring that college goals align with and support the goals of the district and state system strategic plans. They will also provide the board with the opportunity to hold the colleges publicly accountable for meeting the quality assurance standards associated with their educational master and strategic planning efforts.

The board and district administration, working cooperatively with the employee unions, have addressed past accreditation concerns related to college funding in order to secure the financial future of the nine LACCD colleges. The DBC was reconstituted in 2003 to assure broader faculty and staff participation. Under its guidance, allocation procedures and policies were revised to more accurately reflect the needs of each college's educational programs. Cooperation among the board, district, and unions has also resulted in positive ending balances for the past eight years and a healthy district-wide contingency fund, another result of board and district involvement in overseeing the fiscal health of the colleges. The maintenance of this significant contingency fund has allowed the district to minimize the impact of state budget cuts on local college programs and has also made it possible for smaller LACCD colleges to seek additional funding, when needed, to support educational offerings.

IV.B.1.d The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

The duties and responsibilities of the board are defined externally by the State Education Code, Section 70902, and internally by board rules ([Board Rules Chapter II, Article III](#)). The chancellor and general counsel also play an important role in monitoring board responsibilities. The bylaws and

policies are published on the district's website.

Evaluation

According to the district's self study ([District Self Study 2003](#)), the LACCD's own internal checks and balances have generally been effective in ensuring compliance with the board's externally and internally defined duties and responsibilities.

IV.B.1.e The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

The process for the adoption of board rules and the administrative regulations that support them are outlined in Chancellor's Directive Number 70, District-wide Internal Management Consultation Process ([Chancellor's Directive #70](#)). These rules and regulations established through the consultation process are subject to regular review and revision by district administrative staff to ensure that they remain appropriate and effective. Revisions are reviewed and considered for adoption at the board's regular semi-monthly meetings. The board relies on the chancellor and the college presidents to ensure that all rules and regulations are implemented uniformly and effectively across the district. The district's legal counsel conducts regular reviews of all board rules and policies to ensure that they are relevant and up-

to-date. When board rules or policies are considered to be in need of revision, they are directed to the appropriate constituencies for review. In February 2007, the board adopted Administrative Regulation C-12, which stipulates the process for the cyclical, automatic review of all policies and regulations ([Administrative Regulation C-12](#)).

Evaluation

The trustees consistently act in accordance with established board policies. When constituents bring issues to the board's attention, policies are revised as needed. For instance, when it was brought to its attention that board rules precluded adjunct faculty from serving on presidential selection committees, the board changed the rule to allow participation. Working in collaboration with the DAS, the board revised district hiring procedures by adopting the state minimum qualifications for all faculty positions. The board also revised district-wide faculty hiring policies to streamline procedures and give campuses direct control over their own hiring processes.

IV.B.1.f The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

In February 2007, the board adopted Board Rule 2105, a formal policy for the orientation of new board members (Board Rule 2105). The board has also

developed procedures for the orientation of student trustees ([Student Trustee Orientation Procedures](#)). Both of these processes have been employed in the past year to orient new trustees.

Evaluation

While there is no formal guarantee of continuity of leadership, the staggering of board elections does provide some consistency. The fact that incumbents are frequently re-elected to their positions provides a measure of continuity to governance.

IV.B.1.g The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

The board's formal policy on self-evaluation was adopted in 1995. For the following decade, the board used a self-evaluation checklist to evaluate its overall effectiveness. In June 2005, the board reviewed and amended its self-evaluation process, this time expanding it to include additional feedback on its performance from college presidents, district senior staff, and union and academic senate representatives, who regularly sit at the resource table during board meetings. Using this revised process, the board conducts annual self-evaluations, scoring its performance in 20 general areas and reporting on its self-assessment and the summarized evaluations of constituency representatives. The board's most recent self-evaluation ([Board Self Evaluation](#) and [comments](#)) was

reviewed and discussed at a committee of the whole meeting on December 19, 2007.

In response to an ACCJC recommendation that the board memorialize the setting of board goals as part of its annual self-evaluation, the Board of Trustees adopted Board Rule 2301.10 in October 2007 ([Board Rule 2301.10](#)). At its January 30, 2008 meeting, the board established a new set of annual board goals ([Board Goals 2008](#)). By January 2009, the board will again assess its progress in accomplishing its goals as part of its self-evaluation process and will set new goals for the following year.

Evaluation

The board meets the standard.

IV.B.1.h The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

The board adopted a Statement of Ethical Values and Code of Ethical Conduct, Board Rule 2300.10, in October 2005, which requires each member to adhere to values of honesty, integrity, reliability, and loyalty. With input from district legal counsel, in February 2007 it established procedures for sanctioning board members in case of ethics violations, Board Rule 2300.11 ([Board Rules Chapter II, Article III](#)).

Evaluation

The board has a clear code of ethics and a process for sanctioning board members who violate it.

IV.B.1.i The governing board is informed about and involved in the accreditation process.

The governing board's Committee on Planning and Student Success monitors the accreditation self-study processes of the nine colleges by receiving regular reports on their progress and reviewing their comprehensive self study, midterm, and progress reports ([Committee on Planning and Student Success minutes](#)). The board works with this committee to ensure that past recommendations are effectively and appropriately addressed. During site visits, board members meet with visiting teams, respond to questions and concerns, and may participate in other forums, meetings, and receptions.

In Fall 2007, the Chancellor created the position of District Liaison for Accreditation, reporting directly to the Vice Chancellor of Institutional Effectiveness. The Liaison coordinates board activities in relation to accreditation and works closely with the Board's Committee on Planning and Student Success. The Liaison meets regularly with faculty accreditation chairs and Accreditation Liaison Officers to provide assistance, coordinate efforts, share best practices, and provide information necessary to respond to ACCJC recommendations regarding the district.

Evaluation

Through the active oversight provided by the board's Committee on Planning and Student Success, the colleges have engaged in more positive and productive accreditation processes since 2000. Over the past eight years, all district colleges have participated in new rounds of accreditation and have all had their accredited statuses re-affirmed by the ACCJC. More importantly, the accreditation self study process at all district colleges has become much more proactive, collaborative, and collegial than in past years. District colleges are now approaching accreditation self studies as essential elements in strategic planning and institutional goal setting, and are using accreditation to address college issues.

IV.B.1.j The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

In accordance with board rules, the governing board bears primary respon-

sibility for selecting the district chancellor and evaluating his/her performance annually. Using the General Counsel as staff, the board conducts the evaluation of the chancellor, whose contract includes a provision for an annual evaluation. Each year, the board reviews its previous evaluation and directs the General Counsel regarding the process for the current year. To address an ACCJC recommendation in 2007, the Chancellor's Office wrote a directive that spells out the evaluation procedure ([Chancellor's Directive 122](#)). The board solicits input from various constituencies and collects the data to evaluate the chancellor's performance on a number of criteria ([Chancellor Evaluation Data Collection](#)). The chancellor typically prepares a written self-evaluation based upon his stated goals, and the trustees submit their own appraisals. The trustees then discuss the evaluation in closed session, and a designated trustee prepares a final draft of the evaluation for the full board's review. The trustees meet with the chancellor and provide the final written document.

The chancellor and senior staff oversee the administrative tasks of the district. The chancellor also oversees the district foundation to obtain additional resources. He meets regularly with the cabinet, comprised of senior staff and the college presidents, and has regular consultations with leadership of the unions and DAS. The chancellor considers recommendations on financial matters from the District Budget Committee (DBC) and on employee benefits from

the Joint Labor Management Benefits Committee (JLMBC). In keeping with the provisions of the Education Code, the board delegates its authority to the chancellor, gives him the autonomy to make decisions without interference, and holds him accountable for those decisions.

The board shares responsibility with the chancellor for hiring and evaluating the performance of district vice chancellors, college presidents, and the General Counsel. Board rules specify selection procedures ([Board Rule 10308](#)). The selection process for the chancellor and other key administrative positions typically involves national searches. Hiring committees are comprised of representatives of all stakeholder groups, including faculty, students, staff, and community representatives. In accordance with the Brown Act, the board approves employment contracts and compensation in open session.

The chancellor conducts regular evaluations of the college presidents in accordance with board rules and makes recommendations to the board on the renewal of their contracts. The current process for the evaluation of college presidents, which has been in place since 2002, is facilitated by the Chancellor's Office. The procedure is followed each spring with about three presidents undergoing the comprehensive process each year. To address an ACCJC recommendation in 2007, the district created a formal written policy, *Performance Evaluation Process for College Presidents*, to spell out the evaluation

process for college presidents ([Performance Evaluation Process for College Presidents](#)). The description is included in the packet with the evaluation forms that are used to collect information ([Performance Evaluation Packets for Presidents](#)).

Evaluation

The broadening of hiring procedures in 2000 to include all stakeholder groups has increased community and faculty involvement in the selection of the chancellor and the college presidents. Revised evaluation procedures mandate the hiring of an outside consultant to facilitate the evaluation of key administrative personnel through interviews with relevant college constituency groups. This process appears to have worked well in past years and will continue to be used in future evaluations. The board has also adopted a similar consultant-led process for the periodic evaluation of the chancellor.

IV.B.2 The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

The president of the College is appointed by the Board of Trustees and serves as the chief executive officer with the full responsibility for leading institutional processes and procedures that enable the College to successively meet its mission, goals, and objectives through

efficient and effective use of fiscal and human resources.

Two years ago the president commenced the implementation of strategic planning, educational strategic planning, basic skills planning, and workforce development planning processes at the College that culminated in specific goals, objectives, and strategies that provide direction for college development initiatives for the next five years. The resulting plans are currently being integrated into a comprehensive planning and budgeting model that is also integrated with the College's web-based Program Review process. The president also commences frequent meetings of workgroups that monitor budgetary policies, practices, and indicators pertaining to the financial well-being of the College.

Pertaining to the selection of personnel, the president either conducts or delegates responsibility to the vice presidents, deans, and other senior administrative staff for implementing the processes for selecting personnel. Board rules specify selection procedures that are specific to each type of position being hired. The selection policies and procedures are made available on the College's [hiring website](#). The selection process for the vice presidents and other key positions typically involves national searches. Selection committees are comprised of representatives of all stakeholder groups, including faculty and staff representatives.

The president is a strong proponent of professional development and

often disseminates information on workshops, webinars, conferences, and other opportunities for faculty and staff development as well as articles and resource materials to enhance their knowledge of higher education policy and practices. The president engages his Leadership Team (comprised of deans, associate deans, the facilities director, and Administrative Services Classified Manager) in personal and professional development activities in team meetings.

Each year the president actively engages in the selection of and organization of the activities conducted at the college's mandatory professional development days in consultation with the Academic Senate and also in accordance with Article 10.D.3 of the Agreement between the Los Angeles Community College District and the Los Angeles College Faculty Guild Local 1521, CFT/AFT, AFT/CIO.

The president monitors the educational quality of all programs through the College's Program Review process which addresses issues related to educational effectiveness, student achievement, and educational program support. And, the president oversees the accreditation process and reviews college accreditation reports. Beginning 2007-08, the board requires the College to report annually on the progress made on all college strategic planning goals, including those relating to student success and educational excellence outcomes ([LACCD College Strategic Plan Self Inventory 2008](#)). The president uses

this progress report as a means for assessing institutional effectiveness and for assessing the performance of senior administrators. In addition, during reports to the Academic Senate and the College Council, the president engages stakeholders in a collegial discussion of the ARCC AB 1417 outcome measures. Moreover, the president routinely requests ad hoc quantitative reports from the institutional researcher, vice presidents, and other senior staff to assess the effectiveness of specific operations and of matters of institutional effectiveness.

Evaluation

The president has been given the overall responsibility, by the Board of Trustees and the chancellor, for the primary responsibility for the quality of the College. The president provides leadership in the planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness processes and activities of the College. The president's role in planning, budgeting, and institutional effectiveness will greatly expand in next several years as the College completes the implementation of its comprehensive and integrated planning, budgeting, and Program Review model.

IV.B.2.a The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

The president has recently reorganized the administrative structure in an effort to minimize or eliminate organizational silos that traditionally have been in existence at the College and to advance the college's workforce and economic development mission ([College Administration Reorganization](#)). The presence of silos is certainly not unique to higher education. However, at Trade-Tech the president has established an organizational structure with the intent to a) encourage improved communication, b) encourage functioning as a team, and c) improve understanding of the responsibilities between vice president areas. In addition, with the reorganization the president has split the Vice President of Academic Affairs division into two new, distinct areas led by a vice president of Academic Services and a Vice President of Workforce Development. Given the unique history and mission of Trade-Tech, that of a comprehensive career-technical college, a senior-level position that specifically focuses on Workforce and Economic Development issues was determined to be necessary. It is believed that this unit will be an incubator for new programs and initiatives in the Workforce and Economic Development arena by identifying, developing and providing start up funding for new programs and initiatives at the College.

The current 11 administrative staff members have been hired with the appropriate preparation and experience to provide the needed administrative services to support the College's mission and purpose. With recent hires, and with the president's plans to replace recently

vacated administrative positions, the president has ensured there is sufficient administrative staff to provide oversight of and support for the College's programs and services.

The president routinely holds Executive Team meetings (comprised of the president's executive staff, e.g., vice presidents, institutional researcher, and public relations specialist) and Leadership Team meetings (comprised of deans, associate deans, the facilities director, and Administrative Services Classified Manager). At these meetings the president and administrative staff discuss progress made towards institution-wide and division-specific initiatives, goals, and objectives. In addition, the Executive Team collectively completes an Accountability Sheet ([Accountability Sheet](#)) which identifies tasks, responsible person(s), and due dates for activities that are delegated to Executive Team members. Each Executive Team meeting begins with assessing the status and completion of items on the Accountability Sheet. Once activities are completed they are reported on an Accomplishments Sheet ([Accomplishments Sheet](#)).

The president conducts annual evaluations of the vice presidents in accordance with board rules and makes recommendations to the chancellor on pay scale step advances based on performance. Each year the vice presidents engage in a basic evaluation combined with a comprehensive evaluation conducted every three years. The basic evaluation process consists of a self-evaluation consisting of the vice president's completion of the district's Vice

Presidential Self-Assessment Instrument, updating annual goals for the next year, and meeting with the president to review the self-assessment and the annual goals. The comprehensive evaluation consists of the steps in the basic evaluation process plus a peer review of the vice president ([Performance Evaluation for College Vice Presidents](#)). In addition to the vice presidents, staff members directly reporting to the president are evaluated annually utilizing procedures outlined in respective labor contracts pertaining to the specific position they occupy. In addition, the president holds the vice presidents accountable for the routine evaluation of employees within their divisions on a schedule and utilizing processes outlined in labor contracts.

Evaluation

The president has recently established an administrative structure that is organized and staffed to reflect the Colleges multiple missions, particularly as it relates to career-technical education. It will be necessary for the president to initiate a process for assessing the effectiveness of the new organizational structure at the conclusion of the first year to determine if the objectives of the reorganization are met.

The president adequately delegates authority to administrators and others while implementing organizational strategies for ensuring accountability such as the accountability sheets and annual evaluations of senior staff. With the new administrative structure, particularly for those areas that dual report to

Student Services and Academic Affairs, it will be even more important for the president to expressly delegate authority to senior staff consistent with their titles, areas, and responsibilities to mitigate confusion or duplication of efforts. Finally, additional administrative staff positions may be necessary to effectively implement the new administrative structure. While initially it is planned for these positions to be established with “soft” or grant funds, it will be necessary for the president to establish institutional commitment to institutionalizing these positions.

IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts.**

As stated previously, two years ago the president commenced the implementation of a strategic planning process at the college. This process included a planning retreat followed by several working meetings in which numerous and varied college constituents collec-

tively established values, strategic priorities, action plans, and objectives for the College to the year 2015. This process also included the revision of the vision and mission statements. The strategic planning process also included external and internal SWOT (strengths, weaknesses, opportunities, and threats), environmental scanning activities including the collection and analysis of extensive labor market, demographic, and socio-economic data ([KH Strategic Planning Process](#)); focus groups of community constituents, students, faculty, and staff; and collection of data on other educational providers.

Furthermore, the president commissioned the preparation of a strategic educational master plan and accompanying comprehensive workforce development strategy report. Both the plan and the strategy document included the collection and analysis of data from the California Department of Education, Quarterly Census of Employment and Wages (QCEW) produced by the Department of Labor with total employment data in Regional Economic Information System (REIS) published by the Bureau of Economic Analysis (BEA), augmented with County Business Patterns (CBP) and Nonemployer Statistics (NES) published by the U.S. Census Bureau.

The strategic plans described above are currently being addressed by an extensive planning and budgeting model that is also integrated with the College’s web-based Program Review process. The Program Review process begins with the establishment of student learning outcomes which drives all other

activities of the review process including the identification of fiscal and human resources. The president is committed to ensuring this integrated Program Review, planning, and budgeting model is fully implemented by spring, 2009 and evaluated and revised (if necessary) in late spring 2009.

The president also ensures the College's primary shared governance committee, the College Council, establishes annual goals and objectives that guide the activities the Council's subcommittees and that the accomplishment of said goals and objectives are evaluated annually at a summer retreat.

In addition, each year the president collaboratively establishes goals and measurable objectives for the divisions and personnel that report directly to him. Beginning in 2008-09 such goals and objectives directly align with the strategic priorities, action plans, and objectives of the College's recently completed strategic plan as well as the initiatives of the educational master plan. At the end of each academic year, the vice presidents are required to report on the extent to which goals and objectives are met for their respective division. The extent to which goals and objectives are met is also a major consideration in the annual evaluation of vice presidents.

Evaluation

The president has ensured that both long-term strategic, as well as, annual planning processes are implemented at the College. These processes include the collective establishment of values,

goals, and objectives. The president has also ensured that these planning processes utilize high quality research and analysis of both external and internal conditions. Lastly, the president has directed the establishment of a planning and budgeting model that is integrated with the College's Program Review process and driven by student learning outcomes.

It will be necessary for the president to initiate the process for assessing the effectiveness of the integrated planning and budgeting model as well as for assessing the Program Review process at the end of Spring 2009; as well as a process for adjusting the model if necessary.

IV.B.2.c The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

The president of the College is delegated by the Board of Trustees and the chancellor to possess the requisite authority to administer Board regulations and policies as well as statutes expressly outlined in the Education Code.

Under the president's direction, the College has distributed policies online by providing them at various and numerous locations on the College's website that are most commonly accessed by targeted end-users. For example, District and College policies pertaining to faculty are available on the [Faculty page](#) of the [Academic Affairs website](#); student poli-

cies are available on the [College Catalog](#) webpage, and hiring policies are available on the [LATTC hiring webpage](#). In these online locations, both College and District policies are provided. In addition, these policies often refer to and provide online links to state statutes and regulations.

Moreover, the College's website provides links to Administrative Regulations and Board Rules established by the Board of Trustees. For example on the Faculty page on the Academic Affairs website, there is a section labeled "LACCD policies and Procedures Most Commonly Used by Faculty" which contains links to Board-established administrative regulations and rules faculty are most likely to address including: faculty and student responsibilities of attendance accounting, use of district facilities and grounds, conference attendance and travel, class-related student travel, conflict of interest code, and more. The president routinely distributes updates on policies and procedures established both at the College and at the district to vice presidents, senior staff, and other campus constituents most likely to implement such policies. In addition, the president has delegated and directed the vice presidents and senior staff to take measures for ensuring policies and procedures are known and adhered to by employees within their respective divisions/areas.

Also in the past several years, the president has commissioned collegial processes to establish viability review policies/procedures ([Program Viability Process](#)), faculty selection procedures

([LATTC Faculty Hiring Procedures](#)), and local AFT memorandums of understanding to establish policies on faculty contractual matters such as the Adjunct on Ancillary selection process ([Adjunct on Ancillary Selection Process](#)).

Evaluation

The president has taken several measures to ensure that statutes, regulations, and governing board policies are adequately disseminated and are strictly adhered to by all college constituents.

IV.B.2.d The president effectively controls budget and expenditures.

In an effort to more fully comprehend the budget implications of the scope and size of Trade-Tech's career-technical programs (75% of the College's programs are career-technical), the president instigated the development of a high cost program study. The study has been used by the president to communicate the necessity for alternative revenue models within the District as well as for advocating for differential funding models for career-technical programs with elected officials.

In Spring 2008, the president engaged a consultant to examine the College's fiscal status and specifically trends in revenues and budget expenditures and trends with various efficiency measures such as WSCH/FTE; yield/student; and average class size, etc. As a result, the president has directed vice presidents to implement cost control measures and strategies such as establishing and implementing enrollment management policies aimed at increasing efficiencies,

most notably to increase average class size while reducing hourly teaching expenditures. These efforts have resulted in an increase in average class size of 22% for Fall 2008.

With the president's delegation, the budget committee has engaged in an extensive examination of budget expenditures to continue to understand expenditure trends and to broaden the scope of budget control measures and policies.

Evaluation

With the implementation of cost control measures and resource management policies, the College has immediately realized budgetary improvements. It is necessary for the College, under the leadership of the president, to continue to examine budget expenditures and expand the breadth and depth of cost control measures to ensure the financial well being of the College. The president should ensure that all program directors institute monthly budget reconciliation procedures and that a quarterly review and report on the financial status of the College is conducted and reported to all College constituents.

IV.B.2.e The president works and communicates effectively with the communities served by the institution.

The president routinely meets with leaders and members of community constituent groups such as local K12 schools officials; community-based organization boards, directors, and members; government officials; key city staff, particularly in the mayor's office; and industry members and advisors. Examples of

such groups/members include: LAUSD leaders, Green Dot Charter School leaders, Councilwoman Jan Perry's Office, Senator Mark Ridley-Thomas, Metropolitan Water District, Mayor's Workforce Development Planning Group, FIELD (Farm Worker Institute for Education and Leadership Development), Chicana Workforce Development.

The president also serves on community boards and committees including the Los Angeles Economic Development Corporation (LAEDC) and the Los Angeles Chamber of Commerce. In addition, the president encourages members of his Executive and Leadership teams, as well as faculty and staff, to meet with community members and serve on community boards.

This year the president has instituted the Community Economic Development Center. The purpose of the Center is to create an institute for community development modeled after the College's labor studies and Dolores Huerta Institutes.

Lastly, the president has taken measures to ensure that campus facilities are available for community events and that community groups are aware of the availability of campus facilities, particularly the College's magnificent Grant Theatre.

Evaluation

The College has dramatically increased its visibility in the community as evidenced by the dramatic increase in press coverage on the College. Although this standard has been met, it continues

to be a priority for the president.

IV.B.3 In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

IV.B.3.a The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

The areas of responsibility of the district office and its nine colleges are governed through legislation, the Education Code, board rules, administrative regulations, and current and past practices. In 1999, the Board of Trustees adopted a policy of partial administrative decentralization, which shifted additional responsibility and accountability for planning and decision making to the local college level. Since the board formally adopted the principle of decentralization, the district and the colleges have worked to clarify and delineate operational responsibilities.

Shortly after adopting this principle of decentralization, the district participated in the Multi-College Pilot Program (MCPPI) organized by the ACCJC, aimed at clarifying lines of accountability

in multi-college districts. This pilot effort resulted in the creation of a 45-page Functional Map, which was subsequently revised several times over the years ([Functional Map](#)). To respond to ACCJC concerns that the map did not provide a sufficiently detailed delineation of operational responsibilities and functions, the district initiated an intensive review of all district office functions in 2005. Over an 18-month period, every administrative unit in the district office documented the specific functions it provides to the colleges, identified the end users of these functions, and enumerated outcome measures to gauge unit effectiveness. Draft results of this effort, termed District Office Service Outcomes, were periodically shared with the Chancellor's Cabinet and the three vice presidents' councils to elicit feedback ([District Office Service Outcomes](#)). Further dialogue took place at the annual District Academic Senate Summit in September 2006, a day-long event attended by 125 faculty leaders and senior staff from all nine colleges. A panel comprised of the chancellor, a member of the Board of Trustees, the president of the DAS, a faculty union representative, and a college president explored the current state of decentralization and district/college relations with attendees. Breakouts afforded participants a chance to explore and question the District Office Service Outcomes in greater depth and to raise questions about specific functional areas, such as instructional support services, payroll, HR, facilities planning, and marketing ([DAS Summit 2006](#)). This dialogue on

district/college functional relationships was extended through a series of annual Department Chair Workshops, co-sponsored by the district administration and the AFT College Faculty Guild ([Department Chair Workshops 2006](#)). Attended by more than 100 department chairs and vice presidents of Academic Affairs each year, these workshops provide faculty leaders with an overview of district and campus roles as related to the vital function of running the colleges' academic departments.

To further clarify college/district relationships and the operational meaning of decentralization, all administrative service units in the District Office have begun a pilot project to create detailed process maps of critical districtwide functions. These process maps delineate reporting responsibilities between the colleges and the District Office for each step of the process being described. The goal of this project is to create intuitive flow charts of critical functions that will help faculty and staff understand all critical district/college processes. The resulting process maps will also be used to re-engineer district/college processes to increase their effectiveness. By fall 2008, more than 20 process maps for critical district/college functions had been completed, including those involved in faculty and staff hiring, employee evaluation, curriculum approval, procurement, specially funded programs budget management, the filing of student grievances, etc. ([Process Maps](#)). These were reviewed by the Chancellor's Cabinet, the Vice President Councils, and the DAS in fall 2008.

By spring 2009, these process maps will be displayed prominently on the district website with active links to the forms required for the processes depicted. In addition, they will each be accompanied by a Vision Statement that provides historical context for the district's policy of administrative decentralization as well as a general framework for understanding district/college relationships. This section of the district website will be completed by a full listing of all district-wide committees, complete with functions, charges, meeting schedules, and reporting responsibilities.

Finally, in fall 2008 Customer Satisfaction Surveys for every major service unit in the District Office were piloted ([Customer Satisfaction Surveys](#)). The results of these surveys will be used in spring 2009 to improve unit performance and further refine District Office operations.

In fall 2008, the Chancellor and district senior staff will begin a series of regional roundtable meetings with college stakeholders to continue the dialogue on decentralization and district/college relationships. Open to all faculty and staff, these roundtable discussions will provide additional feedback on the process mapping pilot and satisfaction survey efforts. They will also give college faculty and staff the opportunity to meet directly with district leaders and to raise further questions about district/college relations and responsibilities.

Evaluation

Operating within the framework of a large multi-college district, it is an ongoing challenge to delineate our roles. Decentralization is a work in progress that requires periodic review and alterations. Our district has become partially decentralized, with some decisions made locally and others made by the district. In relation to curriculum, for example, some characteristics of a course are determined by the college and some by the district. Other functions, such as hiring decisions, are totally decentralized.

In the past several years, these efforts have improved the understanding of campus constituencies about their roles and responsibilities. In fact, during the last round of comprehensive self study visits involving three of our district colleges -- Pierce College, Los Angeles Mission College, and Los Angeles Valley College -- ACCJC team evaluation reports indicated that the district and colleges had complied satisfactorily with this standard. In the October 2007 Pierce report, the evaluator wrote, "The district has developed a decentralized plan for service to the college that clearly delineates and communicates the operational responsibilities and functions of the district from those of the college" ([ACCJC Evaluation Pierce College](#)). The March 2007 evaluation of Valley College (one of the nine colleges comprising the LACCD) stated, "The district service outcomes document clearly delineates and communicates the operational responsibilities and functions of

the district from those of the colleges" ([ACCJC Evaluation Valley College](#)). This was the first time district colleges have met the standard on the issue of district/college function mapping since the ACCJC instituted this requirement for multi-college districts.

IV.B.3.b The district/system provides effective services that support the colleges in their missions and functions.

The district's primary purpose is to provide operational and logistical support to the colleges. In this effort, the district office offers an array of support services to the colleges. The main services involve instructional and student services support, institutional research, human resources, business services (including contracts and risk management), financial services (budget and accounting), legal services, public relations and marketing, facilities planning (including oversight of the \$2 billion-plus construction program), and information technology. Collaborative procedures between the district and the colleges include the budget allocation model, codes for student conduct, and implementation of board rules. Each college, through its own local budget allocation process, determines specific operational and educational priorities.

Most recently the District has directly collaborated with Colleges, and in particular, Trade-Tech to implement district support services to enable the College to achieve its initiatives and objectives. This is most evident as it relates to in-

formation technology such as the ePortfolio pilot project.

Evaluation

The district's recent two-year process of self-analysis resulted in recommendations for the re-organization of administrative unit structures and the refinement of their functions. Involving input from all nine colleges, this re-organization has resulted in the establishment of clear outcomes for all district administrative offices, which will be used to measure the effectiveness of support services.

Although many administrative functions have been decentralized to the nine colleges, most of the functions the district performs are, for technical or financial reasons, best carried out centrally. For example, several years ago the district Human Resources and IT Divisions replaced the out-dated "homegrown" paper payroll system with an automated version provided by SAP. This conversion originally created a number of problems for college staff. To address these problems, the district designated and trained personnel (Single Point of Contact staff, or SPOCs) on each campus to deal with SAP-related payroll issues. The district also created an HR Help Desk to assist employees with HR issues that are not solvable at the campus level. In addition, in September 2008, the district created an Employee Service Center at the District Office to assist all LACCD district employees with payroll, benefits, retirement, and other personnel matters.

Another example of the district's role in supporting the colleges is offered by the project undertaken in 2007 to upgrade college websites. Working collaboratively, college public information officers met over a year period with district staff and outside consultants to design templates for the design and content of college web pages. These templates combined positive web design features with marketing best practices aimed at improving communication and creating a positive image for the colleges. At the same time, the templates allowed each college to fashion a unique identity for their sites -- one that stresses the individual character of their campuses and reflects the local communities they serve. This project, now fully implemented, has greatly enhanced district-wide communications and provided valuable support to college PIO staff. In 2008, college marketing efforts were further supported by a district-wide marketing campaign that showcased the achievements of the district's commitment to sustainability and sustainable design in its Prop A/AA bond programs ([Go Green LACCD](#)).

IV.B.3.c The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

The District Budget Committee (DBC) develops and oversees implementation of the district's resource allocation model. In 1999, the DBC was restructured in response to a district-

wide budget crisis in order to include additional faculty representation and expand union and academic senate participation. It is now comprised of the nine college presidents and representatives from the administrative units, the DAS, and the collective bargaining units. The DBC also adopted a revenue-based allocation model that mirrored formulas in place at the state level, a model consistent with board policy, which stipulates that college funding be allocated in the same manner that revenues are received by the district. This change—from an “expenditure model” to a “revenue model”—was made to encourage college budgetary responsibility and fiscal accountability.

Since 2000, the DBC has periodically reviewed the allocation model and recommended changes when deemed necessary. Among these have been changes to the way colleges receive growth funds and basic skills money, a “window shade” approach to the allocation of growth dollars, and the creation of growth targets/ceilings, designed to maximize FTES growth and basic skills revenue. An FTES Allocation Taskforce, convened in 2005, concluded that the FTES allocation formula adequately provided resources necessary for colleges to serve their communities and should be continued.

In 2001, the DBC instituted “allocation grant” procedures to assist smaller colleges that had temporary trouble balancing their budgets. These procedures allow a college ending the

year in deficit to request the intervention of the DBC Allocation Grant Task Force, comprised of administrators, faculty, and staff from other colleges in the district. To apply for debt relief, the college submits a fiscal self-study to assess the causes of its deficit. Members of the task force review the data, visit the college, meet with college constituents, and issue recommendations to help the college reach financial independence. If the college follows these recommendations, a portion of the deficit is offset with funds from the district’s contingency reserve. Southwest College underwent the process in 2001-02, Harbor College in 2003-04, Trade Tech College in 2006, Valley College in 2007, and Mission College in 2007. In Spring 2007, the DBC decided that a college that ends the year in deficit for more than \$500,000 or 1% of its budget (whichever is greater) is required to submit a financial plan and participate in a quarterly review.

In the spring of 2006, the district engaged a third-party consultant to review the district’s budget allocation mechanisms to assure that small colleges were not being negatively impacted. Studies were conducted to find out whether the model contained inherent disadvantages for the smaller colleges in the district. Among the findings were that the district should move quickly to bring its internal budget allocation formula into alignment with the provisions of SB 361, adjust the allocation model to make assessments on a cost-per-FTES basis, and consider a different way of conducting assessments. In response to this report,

in October 2006 the district formed the DBC Budget Allocation Task Force, comprised of stakeholders from both the small and large colleges, to review the district's allocation model.

The task force thoroughly discussed the findings contained in the independent studies and in January 2007 issued its recommendations for a new budget allocation model ([Budget Allocation Taskforce 2007](#)), which was adopted by the DBC in January 2007. The new LACCD allocation model parallels the state budget formula, distributing funds to the colleges on a credit FTES basis with a two-tiered basis for noncredit. However, it differs from the state formula in one critical respect -- it increases the foundation grant for the district's four smaller colleges (Harbor, Mission, Southwest, and West) by \$500,000. This augmentation of the basic \$3,000,000 foundation grant was made in acknowledgement of the additional administrative expenses incurred by the smaller colleges. The task force also recommended that districtwide assessments be changed from a percentage of college revenue over total district revenue to a cost per FTES basis, in order to make the system more equitable. The task force further suggested that the district office budget allocation not be set at a fixed percentage and that its budget be periodically reviewed.

The district budget allocation model and the challenges faced by the smaller colleges continue to be addressed. In summer 2008, a sub-body of the DBC, the Fiscal Policy and Review Committee, was formed. This group began meet-

ing monthly in July 2008 to address the situation of colleges that continue to experience budget difficulties and to consider new approaches for enhancing college fiscal stability ([District Budget Committee Minutes Sept 08](#)). Preliminary recommendations from the committee are expected to be reported out to the DBC by January 2009.

Evaluation

The allocation of resources is one of the district's most challenging tasks. However, revisions made by the DBC to the allocation process in the past few years have created a more equitable and efficient system. As a result of district intervention, for example, one of our colleges in need, Harbor College, saw its deficit reduced from \$3 million to less than \$1 million between 2005 and 2007. The recent change to the allocation model allows for flexibility and encourages colleges to live within their means. It also rewards colleges that practice sound enrollment management strategies and use resources wisely.

It is important to note that since the district has maintained an overall ending balance of approximately 10% per year, all district colleges are, in actuality, fiscally stable, including those showing a formal year-end deficit. As part of the annual district-wide budget planning process, each summer the colleges establish FTES targets for the upcoming academic year. At the same time, financial benchmarks are set via preliminary budget allocations. These benchmarks are derived in a way to ensure good management and account-

ability for a predicted level of students served. As the year progresses each college is measured against this “ideal” or target allocation for managerial control purposes. At the end of the year, the college’s ending balance reflects the success of local management efforts in allocating college resources, and the results are incorporated into presidential evaluations. The deficits that are carried forward reflect the district’s attempts to assert budget management accountability and encourage budgetary rigor. From the perspective of fiscal accounting and control, however, all colleges are granted sufficient resources to end each fiscal year with a neutral (“0”) or positive fund balance.

This is why all district colleges have continued to increase enrollments, expand FTES, add new programs, and hire new faculty in recent years—even while sometimes carrying debt forward or seeking relief from the Allocation Grant Taskforce. The allocation grant process, which typically requires colleges to re-pay shortfalls while submitting to more rigorous oversight, is designed to encourage budgetary restraint and accountability while assuring institutional stability. In addition, the newly formed Fiscal Policy and Review Committee is working on recommendations to provide greater budgetary flexibility for planning purposes, particularly for the smaller colleges, whose budgets in the past have restricted their ability to hire new faculty and staff.

IV.B.3.d The district/system effectively controls its expenditures.

Meeting on a monthly basis, the DBC, with administrative, faculty, and staff representation from all nine LACCD colleges, monitors all college budgets and expenditures. College budget projections, including reserve funds, are tracked from quarter to quarter, and district staff meet with college administrators as needed to address budget problems before they arise. As a result of these procedures, the district has maintained at least a 5% contingency reserve fund every year since the reform of the DBC and allocation formula in 2000. The district’s outside audit assesses the effectiveness of its financial management. The Board of Trustees, college presidents, and the public are provided periodic updates and presentations regarding the district’s financial condition.

In order to maintain control over health benefit costs for employees, the district and employee unions formed the Joint Labor Management Benefits Committee (JLMBC), which decides collaboratively on medical insurance carriers and plans.

Evaluation

The district effectively controls its expenditures. The maintenance of a significant contingency fund has allowed the district to minimize the impact of state budget cuts on local college programs and has made it possible for our smaller colleges to seek additional funding to support their offerings. The JLMBC has been a successful model for savings in an environment of spiraling health care costs. It won the 2004 AFT

Saturn/UAW Partnership Award as an exemplary model of labor-management collaboration that has resulted in delivering cost effective, efficient, high quality services ([JLMBC Saturn Award](#)).

IV.B.3.e The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

College presidents undergo annual review conducted by the chancellor and a consultant-administered evaluation every third year. Evaluations contain clear grades for effectiveness in key areas, so that they are held accountable for the effective functioning of their colleges. These evaluations are reviewed and approved by the Board of Trustees.

Evaluation

Since the adoption of administrative decentralization as the current approach to district/college relations, presidents have enjoyed additional freedom to make key decisions and have also been held more directly accountable for their actions than they were in the past.

IV.B.3.f The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

The district office has several vehicles for communicating with the colleges. The district provides reports pertaining to such areas as finance, personnel, and demographics. The district maintains several databases—including the mainframe computer database (DEC), Protocol, SAP, and Business Warehouse—which allow personnel to access student information and information related to college operations and enrollment management.

District-wide committees, such as the Presidents' Cabinet, the Vice Presidents of Academic Affairs Council, the Vice Presidents of Administrative Services Council, the Chief Student Services Officer Council, the CTE Deans, and the Instructional and Student Services Technology Committee facilitate the sharing of information, which attendees bring back to their campuses. For the past two years, the Chancellor and district senior staff have held open forums each semester at all nine colleges to give faculty and staff the opportunity to discuss the state of the district directly with the Chancellor and to raise questions about district/college relations. In fall 2008, the district unveiled a new video conferencing system that will allow representatives from the nine colleges and the district office to meet virtually, without the need for travel. This new system was implemented to enhance district-wide communication and to ease area traffic.

Representatives from constituency groups (all collective bargaining units, including faculty, staff, and

administration, the academic senate, and students) have seats at the resource table at every board meeting, and comments from the resource table are a standing item on each agenda. Representatives also have the opportunity to take part in the discussion of any item that comes before the board for a vote.

Changes in board rules and resolutions passed are communicated to the college presidents via email and forwarded to all users on campus. Before board meetings, agendas are posted at the district office and on line, and the college's president, vice presidents, academic senate president, and AFT faculty and staff guild chapter presidents receive copies. Minutes of Board meetings are posted on the district website.

The College broadly disseminates district operations and activities via email and via postings on the College's website.

Evaluation

While communication in large complex organizations is inherently difficult and always inadequate, despite all efforts to the contrary, district-to-college and college-to-district communication has greatly improved in the past several years. Campus constituents are much more cognizant of and/or engaged in districtwide operations through various committees and shared governance activities. With the continuous improvement of the

district's website and availability of information and documents online, access to information and resources has been greatly enhanced. The district needs to continue to place emphasis on the importance of communication with College constituents.

IV.B.3.g The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

The delineation of district/college roles and functions is reviewed and revised regularly [see Standard IV.B.3.a]. As noted, the original 45-page Functional Map of college/district functions was replaced in 2006-7 by the creation of District Office Service Outcomes. In fall 2008, these service outcomes were themselves further refined through the process mapping project. Once these process maps are on-line, they will in turn be used to re-engineer and streamline all district services and district/college functional relationships.

Another opportunity to engage in dialogue related to district/college relationships and functions was launched in the Spring of 2006 when the district initiated the District Strategic Planning Initiative. This comprehensive district-wide strategic planning process gave the colleges a chance to assess

progress made toward achieving past goals and establish new objectives. Informal SWOT analysis focus groups were held at each college that semester in which participants identified district-wide strengths and weaknesses and suggested future priorities ([Districtwide SWOT Results](#)). These activities led to the creation of the District Strategic Plan 2006-2011 ([District Strategic Plan 2006-11](#)). Among its goals is Strategic Plan Goal #4, which deals with the development of a districtwide “**culture of service and accountability**” to maximize the ability of the colleges to act efficiently as independent entities while enjoying the benefits of being part of a large, multi-college district. The short-term and long-term outcome measures of effectiveness for the plan’s goals and objectives are outlined in the plan’s implementation matrix ([Strategic Plan Implementation Matrix](#)).

In addition, as noted in Standard IV.B.3.a, in Fall 2008 the Chancellor initiated a series of regional roundtable discussions with college faculty and staff to discuss the state of the district and the effectiveness of district/college functional relationships. This series of roundtables begins with the Cityside colleges (City, East, Trade-Tech) in November 2008 and will be completed by the Seaside (Harbor, Southwest, West) and Valleyside (Mission, Pierce, Valley) colleges in the spring of 2009. Moreover, the Customer Service Satisfaction Survey pilot project will provide information for evaluating and refining district support services. The

preliminary stage of this pilot will be completed by January 2009.

In terms of decision-making structures and processes, the LACCD has a policy in place to identify, consider, and act upon operation and policy matters and specify the form of board rules and administrative regulations issued through the chancellor’s office. The policy engages the three councils of vice presidents and the Chancellor’s Cabinet (the chancellor and college presidents) in the policy development and review process. When appropriate, other district-wide committees and constituency groups (academic senate, bargaining units, Student Affairs Committee) are consulted as well.

Evaluation

The recent effort by the district office to clarify and analyze its functions is a positive step toward improving its processes. The strategic planning initiative has involved all the colleges in dialogue on ways to work together to achieve mutual goals.

The district’s governance and decision-making structures are collegial and inclusive, with constituents working together to help the colleges reach their educational goals. District leadership actively seeks the participation of local college leaders in decisions that affect all of the colleges. Faculty and staff are well represented on district-wide committees. Students have a voice through a student trustee, who sits on the Col-

lege Planning and Advisory Councils and college president selection committees, and convenes the Student Affairs Committee, which considers policies that impact students.

Standard 1:

Planning Agenda

The college's strategic plan is brand new and faces the difficulty of seeing its implementation and review during its first year. The College must ensure its implementation on an annual basis and adjust as necessary.

Responsibility: LATTC College Council
Timeline: 2008-2009

Create a process where the college assesses the results of a grant and makes formal decisions regarding the institutionalization of the processes and positions of the grant.

Responsibility: Planning & Budget Committee
Timeline: 2008-2009

Analyze the success and cost effectiveness of the 21st Century and Bridges to College programs and look at implementation with unrestricted funding.

Responsibility: Planning & Budget Committee
Timeline: 2008-2009

Action-items are tracked and followed-through in a formal process.

Responsibility: LATTC College Council
Timeline: 2008-2009

All committees must maintain current reporting of their actions and minutes as well as document the results of any action items flowing from their meetings.

Responsibility: LATTC College Council & Academic Senate
Timeline: 2008-2009

While enrollment data is widely available, department chairs and unit directors need to have training in Business Warehouse and SAP so that they can analyze and manage their budgets effectively.

Responsibility: Planning & Budget Committee

Timeline: 2008-2009

Evaluate the effectiveness of the College Council and its committees to be sure they stay on course in following newly revised processes that link ongoing planning, budget, and evaluation.

Responsibility: LATTC College Council

Timeline: 2008-2009

Standard 2:
Planning Agenda

Use the Title V grant to train faculty, create learning objects and expand the availability of instruction.

Responsibility: VP Administrative Services & Academic Senate
Timeline: 2008-2011

Institutionalize the SLO cycle: Fall assessment, Spring analysis.

Responsibility: Student Success Committee & Academic Senate
Timeline: 2008-2009

Establish and execute an evaluation process for new programs and grants.

Responsibility: Planning & Budget Committee, VP Workforce Development
Timeline: 2008-2009

The college ensures that the Program Viability process be followed as agreed upon and that the process itself be reviewed at the midpoint in the above schedule.

Responsibility: President, Academic Senate & AFT
Timeline: 2008-2010

The college needs to establish a review cycle for its website, similar to the review of the schedule and catalogue, that ensures that information is up-to-date and accurate.

Responsibility: Student Success Committee, VPs, Webmaster
Timeline: 2008-2009

Ensure the fulfillment of the college's Basic Skills plan and adjust it as necessary. (See the Basic Skills plan for a detailed listing of goals and timelines.)

Responsibility: Student Success Committee, Basic Skills Committee, Basic Skills Coordinator

Timeline: 2008-2010

Address the assessment of CTE students

Responsibility: Student Success Committee, Basic Skills Committee, Associate Dean of Matriculation

Timeline: 2008-2009

Creation of Math Lab and Reading Center within the Student Success Building.

Responsibility: Basic Skills Committee, Basic Skills Coordinator

Timeline: 2008-2009

Increase the Media Services staff to match the number of services being offered to the college. Ensure that the staff hired has the qualifications to ensure the most efficient and proper delivery of services.

Responsibility: Planning & Budget Committee, VP Academic Affairs

Timeline: 2008-2009

As the LRC undergoes renovation, the college uses the opportunity to thoroughly review and deselect materials as well as identify replacement materials for when the library reopens.

Responsibility: Dean of Student Services, Librarians, Academic Senate

Timeline: 2009-2010

Ensure that the provision of learning support services continues unbroken during renovations and relocations.

Responsibility: President, VPs, Work Environment & Facilities Committee
Timeline: 2008-2012

Integrate information competency within the curriculum offered in the Freshmen Experience and CTE academies.

Responsibility: Student Success Committee, Basic Skills Committee, Basic Skills Coordinator
Timeline: 2008-2010

While most of the learning support services close at 8:00 pm Monday through Thursday, the college should monitor evening student needs closely. The Center (Writing Center and Learning Services) needs night and evening supervision and tutors. That person will help build and support the evening/weekend programs. The recent creation of the Associate Dean of Evening and Weekend position will monitor this need and adjust service hours as necessary.

Responsibility: Associate Dean of Evening and Weekend, VPs of Academic Affairs and Student Services
Timeline: 2009-2010

The renovated LRC will need to have an integrated security and surveillance.

Responsibility: Dean of Student Services, Work Environment & Facilities Committee
Timeline: 2009-2010

Increase the number of MIS staff to service and maintain the learning labs.

Responsibility: Planning & Budget Committee, VP Administrative Services
Timeline: 2008-2009

Standard 3:

Planning Agenda

The College needs to formally create and integrate a process for replacing unfilled positions due to retirement or termination of service and for expansion positions in all areas of the college: administration, classified and faculty.

Responsibility: College Council, Planning & Budget Committee
Timeline: 2009-2010

Offer annual training for supervisors, department chairs, and evaluation committees on the evaluation process [appropriate collective bargaining agents, college and district administration]

Responsibility: Personnel, VPs
Timeline: 2009-2010

The college needs to establish a hiring plan for classified staff for the new buildings and grounds.

Responsibility: Work Environment & Facilities Committee, VP Administrative Services, Planning & Budget Committee
Timeline: 2009-2010

Use program review process to determine staffing needs and implement them in a timely manner.

Responsibility: Planning & Budget Committee, Student Success Committee
Timeline: 2008-2010

Renovate and improve the conditions and cleanliness of restrooms and outdoor eating areas around campus.

Responsibility: Work Environment & Facilities Committee, VP Administrative Services
Timeline: 2009-2010

Update facilities master plan based upon recent program review data.

Responsibility: Work Environment & Facilities Committee, VP Administrative Services, Planning & Budget Committee
Timeline: 2009-2010

Implement BUGs and define their relationship to the WEC and facilities master plan.

Responsibility: Work Environment & Facilities Committee, VP Administrative Services
Timeline: 2009-2010

Update the Technology Master Plan based upon the college's comprehensive program review process.

Responsibility: Planning & Budget Committee, Technology Committee
Timeline: 2008-2009

The new ePortfolio Project has a two-year implementation plan that includes regular training of faculty and students. This plan combines the Student Learning Outcomes process with the new ePortfolio development. The ePortfolio will help programs evaluate their SLOs. It will also help the institution evaluate their SLOs.

Responsibility: Student Success Committee, Technology Committee, SLO Coordinator
Timeline: 2009-2011

Develop a Microsoft based network domain. This domain will replace the school's current Novel network domain.

Responsibility: Technology Committee, Information Technology
Timeline: 2009-2010

Setup a new main storage unit. This unit will provide storage for our new Microsoft based network domain, our e-mail system, databases, and multi-media storage.

Responsibility: Technology Committee, Information Technology
Timeline: 2009-2010

Upgrade the current email system.

Responsibility: Technology Committee, Information Technology

Timeline: 2009-2010

Deploy a Single Sign-On feature for the Student Information System, course management software, student and employee email system, plus the campus wireless access.

Responsibility: Technology Committee, Information Technology

Timeline: 2009-2010

Install wireless access in the library for students, faculty and staff to use. Offer a networked printing solution as well.

Responsibility: Technology Committee, Information Technology

Timeline: 2009-2010

One of the biggest areas of flexibility within the campus budget, both for expenditure and revenue generation, is the use of adjunct faculty to teach classes. The college needs to create a better information system that allows department chairs and deans to know when it is financially advantageous to expand course offering through adjunct employment and at what enrollment level the college will maximize its return. The college also needs to look at maximizing its enrollments through average class size and fulltime instructor assignments. Average class size for non-CTE programs needs to be at a minimum of 35. Classes within CTE programs are too varied to because of their required hours, station/health limitations and associated costs to give a standard level of enrollment. Despite the lack of a single standard, costs of each course can be determined and appropriate course enrollment levels can be set on a course-by-course level.

Responsibility: Planning & Budget Committee, VPs Administration and Academic Affairs

Timeline: 2009-2010

The college has begun addressing the issue high-cost programs and their funding over the past year. Research has been gathered and presentations made at various levels to exhibit LATTC's financial difficulties regarding funding its high-cost CTE programs with the current funding formulas. The college should continue its efforts to see an adjustment in the funding formula to address the costs of maintaining and offering its CTE programs.

Responsibility: Planning & Budget Committee, VPs Administration and Academic Affairs

Timeline: 2009-2010

All department chairs and unit directors should be trained in SAP and Business Warehouse.

Responsibility: Planning & Budget Committee, VP Administration

Timeline: 2008-2009

Standard 4:
Planning Agenda

Institutionalize the approved committees, recommendation workflow, and revised College Council agendas.

Responsibility: President, College Council, Planning & Budget Committee
Timeline: 2008-2009

Provide training and support for committees to create an online presence connected to the LATTC website.

Responsibility: College Council, Webmaster
Timeline: 2008-2009

Promote participation of faculty, staff and students in shared governance committees.

Responsibility: President, College Council, Academic Senate, AFT, AFT Classified
Timeline: 2008-2010

Formally evaluate the administration reorganization in Spring 2009

Responsibility: President, College Council, Academic Senate, AFT
Timeline: 2009-2010

Institute a program review process for leadership, governance, and process

Responsibility: President, College Council, Academic Senate
Timeline: 2009-2010

Include surveys or focus groups in the evaluation of administrators and college governance bodies (College Council, Academic Senate.)

Responsibility: College Council, Academic Senate, Dean of Research & Planning

Timeline: 2009-2010

College Council should create a website that presents information in a better manner than minutes. It should allow for discussion and comments to better inform and engage the campus.

Responsibility: College Council, Webmaster

Timeline: 2008-2009