Accreditation Midterm Report

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

Date of Submission: March 15, 2020
Submitted to: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Certification of the Accreditation Midterm Report 2020

Date: Submitted to Accrediting Commission for Community and Junior Colleges March 15, 2020
                 Report approved by the Los Angeles Community College District Board of Trustees
                 February 5, 2020

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

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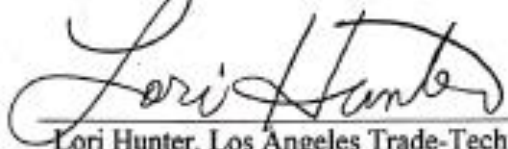   400 W. Washington Blvd., Los Angeles, CA 90015

We certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of Los Angeles Trade-Technical College.

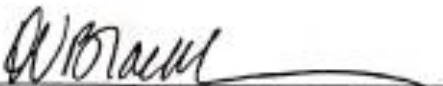Dr. Francisco Rodriguez, Chancellor, Los Angeles Community College District

Andra Hoffman, President, Los Angeles Community College District Board of Trustees

Dr. Andrew Jones, President (Interim), Los Angeles Trade-Technical College

Dr. Artemio Navarro, President, Los Angeles Trade-Technical College Academic Senate

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

Vincent Rogers, President, Los Angeles Trade-Technical College Associated Students Organization

Dr. Kristi Blackburn, Vice President (Interim), Pathways Innovation & Institutional Effectiveness,
Accreditation Liaison Officer, Los Angeles Trade-Technical College

Dr. Ayesha K. Randall, Los Angeles Trade-Technical College, Faculty Accreditation Co-chair

Table of Contents

Report Preparation

While each college has its own governance processes for addressing accreditation, all colleges participate in addressing District accreditation recommendations and ensuring that the District meets all accreditation standards. The main venue for discussing accreditation issues is the District Accreditation Committee (DAC). The DAC is comprised of the college accreditation liaison officers, the college faculty accreditation leads, a college president, and representatives from the Educational Services Center (DR0.1). Following the comprehensive site visits, the committee met to review the possible college and District recommendations and to develop a plan for addressing each recommendation. The committee continued to convene to address all recommendations to meet standards and draft responses provided to the Accrediting Commission for Community and Junior Colleges (ACCJC) as Follow-up Reports (DR0.2).

Since the completion of the Follow-up Reports, District and college staff have continued to work reviewing and addressing, as needed, the recommendations for improvement. District staff completed an initial response to these recommendations for review by the committee. The report addressing the District recommendations was drafted by the leads in each area at the Educational Services Center: Human Resources, Information Technology, Educational Programs and Institutional Effectiveness, the Office of General Counsel, and Finance and Resource Development. The area lead responses were compiled and written in one voice by the Division of Educational Programs and Institutional Effectiveness and provided to the DAC for approval (DR0.3).

Following committee review, the final District responses were provided to each college for review and approval through the college governance processes. The District responses were incorporated into the college Midterm Reports.

This Midterm Report provides an update of the College's self-identified plans arising through Actionable Improvement Plans or "Plans Arising" (PAs) to meet or continue to improve requirements. The College crafted its PAs to address matters of concern to the institution.

Specifically, Los Angeles Trade-Technical College (LATTC) identified 6 improvement Plans Arising from the Institutional Self-Evaluation process leading to the Commission's External Evaluation Team visit on March 7-10, 2016. The Commission, in its July 8, 2016 letter, reaffirmed the College's accreditation for eighteen months and required a Follow-Up Report to address 4 College and 8 District compliance deficiencies and 4 College and 4 District recommended improvements. The College addressed the compliance deficiencies in its October 2017 Follow-Up Report. The Commission's action letter, dated January 26, 2018, noted the institution had resolved deficiencies and met standards and eligibility requirements; and the Commission reaffirmed the College's accreditation for the remainder of the six-year cycle (CR0.1).

Preliminary drafts of responses to PAs were completed in July 2019. Early editing and compilation of the full report occurred throughout Summer and early Fall 2019. In addition to responding to the PAs, the Midterm Report includes updates on continued attention to College and District recommendations and concerns from the 2016 Evaluation Team, providing a status and if applicable, a timeline for completion. The report also gives the status of the outcomes of the 2 projects that were identified in the College's Quality Focus Essay: (1) Pathways to Academic, Career, and Transfer Success (PACTS) implementation and (2) Quality Assessment Project. Lastly, this report includes the College's analysis of longitudinal trend data for the years subsequent to the 2016 comprehensive evaluation visit.

In developing this report, the College followed a process similar to that followed in the development,

vetting, and approval of the Fall 2017 Follow-Up Report. The College invited faculty, staff, students, managers, and administrators with expertise and interest in matters addressed in the PAs to review data, processes, and progress in addressing these plans. The College's accreditation team initiated the Midterm Report process in June 2019, and in the following months, PA teams worked in their respective areas. The Accreditation Liaison Officer and the faculty accreditation co-chair, or both, corresponded with the PA teams in person and by email to complete these activities.

With the beginning of the Fall 2019 semester, the Accreditation Liaison Officer and the faculty accreditation co-chair initiated the process of vetting the Midterm Report with the College community. (CR0.2). It was uploaded to the campus intranet on September 9, 2019. The draft report was posted for review and input by the College community for a duration of 1 month. The Accreditation Liaison Officer and co-chair shared the draft report through the shared governance structure for dialogue and engagement, reviewing the report with key committees and making modifications in response to suggestions. These key constituent groups and major governance bodies include:

- Academic Senate
- College Council
- Distance and Distributed Learning Committee
- Educational Policies Committee
- Faculty Development Committee
- Planning and Budget Committee
- Program Review and Assessment Committee
- Student Success Committee
- Work Environment Committee

The Midterm Report was approved by the LATTC Academic Senate on November 5, 2019 (C0.2) and the LATTC College Council on December 4, 2019 (C0.3).

Following the completion and approval of the college reports, the final content was edited and submitted to the District Office of Educational Programs and Institutional Effectiveness. The Midterm Report was presented to the Board of Trustees through the Institutional Effectiveness and Student Success Committee on January 22, 2020 (D0.4 IESS Agenda). The Board of Trustees reviewed and approved the report on February 5, 2020 (D0.5 Board Agenda). The final report was provided to the ACCJC with all required signatures following Board approval. All report materials and evidence have been posted on the College and District websites.

Evidence:

DR0	1	Accreditation Committee Charge
DR0	2	ACCJC Reaffirmation Letter Sample
DR0	3	District Accreditation Committee Minutes 8-29-19
DR0	4	Board of Trustees Institutional Effectiveness and Student Success Committee Minutes 1-22-20
DR0	5	Board of Trustees Agenda 2-5-20
CR0	1	ACCJC-LATTC Reaffirmation Letter 1-26-18
CR0	2	Accreditation Mid-term Report Participatory Governance Schedule
CR0	3	LATTC Academic Senate Minutes 11-5-19
CR0	4	LATTC College Council Minutes 12-4-19

Plans Arising Out of Self-Evaluation Process

Plans Arising #1 – Mission Statement

Update the mission statement to reflect the broad educational mission of the College, its intended population, types of degrees/credentials offered, and its commitment to Pathways to Academic and Career Transfer Success (PACTS) for student learning and achievement. (I.A)

Status: Completed

The Los Angeles Trade-Technical College mission statement was updated as part of the development of the College's Strategic Educational Master Plan (SEMP) spanning a five-year period. The SEMP was approved by the: (1) Educational Policies Committee on May 30, 2017 (PA1.1), (2) the Academic Senate on June 5, 2017 (PA1.2), (3) the College Council on April 23, 2018 (PA1.3), (4) the LACCD Institutional Effectiveness Board Committee on January 23, 2019 (PA1.4), and (5) the LACCD Board of Trustees on February 6, 2019 (PA1.5).

The mission statement (in the approved SEMP (PA1.6)) reflects LATTC's intended population; the Pathways to Academic, Career, and Transfer Success (PACTS) framework; and the student achievement aspiration and degrees and credentials offered at the College as indicated in the revised version: "*Los Angeles Trade-Technical College advances communities through pathways to academic, career, and transfer success that empower students to achieve career technical certificates, associate degrees, transfer, and employment.*"

Responsible Parties:

- Innovation and Institutional Effectiveness Unit
- Vice President, Innovation and Institutional Effectiveness
- Planning and Budget Committee
- College Council
- Academic Senate

Evidence:

PA1	1	Educational Policies Committee Meeting Minutes 5-30-17
PA1	2	Academic Senate Meeting Minutes 6-5-17
PA1	3	College Council Meeting Minutes 4-23-18
PA1	4	LACCD Institutional Effectiveness Board Committee Meeting Minutes 1-23-19
PA1	5	LACCD Board of Trustees Meeting Minutes 2-6-19
PA1	6	Approved LA Trade-Tech College Strategic Educational Master Plan

Plans Arising #2 – Assessment Quality

Improve the quality of assessments at all levels to expand the opportunities for data driven dialogue that further promotes student learning, achievement, and decision making. (I.B, II.A, II.C)

Status: Ongoing

For more information, please see the *Report on the Outcomes of the Quality Focus Essay Action Project 2: Assessment* which also addresses assessment at the College.

The College embarked upon a multi-year assessment improvement project that allows programs sufficient time to reflect on and make required programmatic changes. As presented in the Institutional Self Evaluation Report (ISER), the overall assessment objective is to increase the effectiveness of the College's assessment process in using data to inform decision-making that supports student learning and achievement. In addition, the College is working towards strengthening and sustaining a culture of assessment, an internalization of the value of assessment and student learning. The College has completed its first phase with the revision of learning outcomes and assessment guidelines; implementation of online management system, eLumen; the creation of a learning outcomes peer leader-trainer framework; and the provision of ongoing and robust professional development.

The College reviewed and revised learning outcomes for the 2017-2021 cycle (PA2.1) (PA2.2), (PA2.3) (PA2.4). By October 2, 2017, instructional programs submitted revised curriculum maps with the newly updated program and course student learning outcome statements in accordance with the deadline set by the Program Review-Assessment Committee (PRAC) on May 31, 2017 (PA2.5). On May 1, 2018, the Academic Senate approved revised institutional learning outcomes (PA2.6). On April 11, 2018, Student Affairs staff and leadership engaged in a training session to review and revise service area outcomes (SAOs) (PA2.7), and revised SAOs have been submitted Fall 2019 (PA2.8). To further expand on the work and consider utilizing a key performance indicators framework to define and measure progress towards goals and to assess and track quality and effectiveness, an administrative services retreat is planned to occur in Spring 2020.

From Fall 2017 through Fall 2018, the PRAC revised the LATTC Assessment Guidelines (PA2.9), which were approved by the Academic Senate on November 6, 2018 (PA2.10) and completed the installation and set-up of a new assessment and curriculum management system, eLumen, in accordance with the updated guidelines. In revising the LATTC Assessment Guidelines, and moving towards a sustainable culture of assessment, the College implemented an ongoing cycle where all programs would assess all student learning outcomes for all sections of all courses in all semesters, a methodical process that would help to make assessment a regular part of the teaching and learning process and to eliminate any confusion about what and when to assess. Prior to this, the College collected assessment data in a staggered pattern using manual, fillable forms (PA2.11). The new paradigm shift provides for a more regular, uniform, and steady process that will allow the College to consistently collect data from numerous areas, analyze trends to better inform action plans, and evaluate the effectiveness of improvements.

In Spring 2019, the College officially launched eLumen to the entire college community. Previously, the online assessment platform had been piloted with selected pathways only. With the full implementation of the system and the addition of a continuous assessment cycle, more resources were directed towards providing college-wide professional development. The Office of

Institutional Effectiveness (OIE) offered ongoing in-person and online workshops for using eLumen and for improving overall assessment processes (PA2.12). As a result of implementation efforts, as of July 31, 2019, the College had a course assessment rate of 74.71% and a faculty participation rate of 62.65%, which surpassed the expectations of the launch of eLumen. The assessment goal of the College is to increase assessment rates in eLumen each year towards 100% assessment of all courses by the end of the 2017-2021 cycle.

In Fall 2019, with training and assistance from the OIE, eLumen discipline coordinators from each department facilitated dialogue with their faculty to reflect on assessment data and develop action plans to address gaps in student attainment of learning outcomes.

The College's current and ongoing work towards a sustainable culture of assessment equips faculty and staff with the tools needed to engage in informed dialogue, decision making, and collaborative planning. Some of the future work includes creating a quality review process, increasing course assessment rate to the 100% target; launching a new program review platform that will include service area and program learning outcomes assessments; developing Pathway Learning Outcomes; and customizing assessment rubrics in eLumen for those disciplines that prefer an alternate instead of a default scorecard.

Responsible Parties:

- Faculty Assessment Coordinator
- Pathway Outcomes Assessment Facilitators
- Program Review Assessment Committee

Evidence:

PA2	1	Learning Outcome Revision Training 3-10-17
PA2	2	Learning Outcome Quality Evaluation Worksheet 08-17-18
PA2	3	Learning Outcome Quality Evaluation Worksheet Appendices
PA2	4	Outcome Statement Guide for Non-Instructional Areas
PA2	5	PRAC Minutes 5-31-17
PA2	6	LATTC Assessment Guidelines Revised, Senate Approved 11-6-2018
PA2	7	Service Area Outcome Training 4-11-19
PA2	8	Revised SAOs and Revision Meetings Schedule
PA2	9	PRAC Revised and Approved Assessment Guidelines 10-3-2018
PA2	10	Assessment Guidelines Senate Minutes 11-6-18
PA2	11	Old Assessment Guidelines 10-21-15
PA2	12	eLumen Training Materials Spring 2019

Plans Arising #3 – Online Support Services

Expand existing online support services to enhance student engagement and success. (II.A, II.B, II.C)

Status: Completed

The College has invested in extensive technology-mediated resources and efforts to support traditional and distance learning students. The Student Services division has implemented online services in all of its areas and the Pathway Counselors have been the trailblazers of the College in utilizing this mode of support (PA3.1) (PA3.2). Through the video-conferencing and instant message tool, Cranium Café, online students are provided with easy access to orientation, financial aid, registration, counseling, tutoring, library collections, information competency instruction, computer software, printing services, and online student help (PA3.3). Specifically, students can request outreach information and complete the applications for admissions and financial aid completely online.

In addition to receiving general matriculation and student services online, students have the capability to set up and manage appointments and receive online support with special programs such as the Disabled Students' Programs and Services (DSPS), Dream Resource Center, Extended Opportunity Programs and Services (EOPS) (PA3.4), Greater Avenues for Independence/California Work Opportunities and Responsibility to Kids (GAIN/CalWorks), International Students, Next Up, Puente, Umoja, University Transfer Center, and Veterans' Center.

In the instructional areas, teaching faculty—traditional classroom and online—are utilizing their Canvas shells to house their syllabi and supplemental material. They are also using the shell to give online quizzes and assess student learning outcomes. In the area of instructional support, NetTutor is available to all students (PA3.5) and instructors have increased their use of virtual office hours.

Beginning December 2017, ongoing training has been offered to classroom and counseling faculty and classified staff in the areas of Cranium Café literacy, course development, and course design (PA3.6).

As part of Fall 2019 beginning-of-the-year activities (e.g. "Go Week"), the College offered a series of workshops to get students familiar with Cranium Café. Workshops lasted 30 minutes each and were scheduled during both morning and evening times. Students received information on workshop offerings via email and social media and from the Bridges to Success office. An email to the campus community was sent out reminding faculty and staff about the workshops and encouraging them to share the information with students (PA3.7)

At the September 2019 Educational Policies Committee meeting (PA3.8) and during the Day of Learning (PA3.9), faculty discussed designing a checklist that would offer all of the components needed to successfully offer online services in a pathway or student support service area. Continued work will be done in this area and will also include the Instructional Technology, Marketing, and Online departments. There was also discussion about moving the Technology Enhancement Committee from the Work Environment Committee and reinstating it as its own

entity in order to provide ongoing dialogue, collaboration, and communication between the groups.

Improving on and expanding the delivery of online services is the focus of the College. On October 1, 2019, the Counseling Department presented an overview of online counseling services, including verification requirements, and future developments within distance learning and services (PA3.10).

Responsible Parties:

- Department Chair, Counseling
- Online/Distance Education Director
- Pathway Counselors
- Student Success Committee
- Vice President of Student Services

Evidence:

PA3	1	Online Counseling Webpage Screen Shots
PA3	2	Online Student Services – Counseling Presentation
PA3	3	Online Student Services Webpage Screen Shots
PA3	4	Online EOPS Tutoring Webpage Screen Shot
PA3	5	Online NetTutor Webpage Screen Shot
PA3	6	Academic Technology Workshops
PA3	7	Fall 2019 Go Week Flyer
PA3	8	Educational Policies Committee Meeting Minutes 9-17-19
PA3	9	Day of Learning Flyer 9-19-19
PA3	10	Academic Senate Agenda 10-1-19

Plans Arising #4 - Athletics

Improve oversight of the Athletics Program to ensure that standards of integrity are met and the Program follows all regulatory guidelines. (II.C)

Status: In Progress

In Fall semester 2018 LATTC engaged a consulting firm, Innovative Performance Solutions, Inc. (IPS), to conduct an independent analysis of the Athletic Department's structure and function and an external program review using the California Community College Athletic Association's (CCCAA) model. The project also included a review of growth opportunities and an exploration of the viability of the Athletics Program at the College. The seminal outcome of the independent review was an Athletics Program evaluation report completed on January 31, 2019 (PA4.1) which provided recommendations for improvement in adherence to standards and regulatory guidelines.

Given the findings, an executive summary of the IPS report was developed and four potential options were outlined in a memorandum to the president from the acting vice president of Innovation and Institutional Effectiveness on March 21, 2019 (PA4.2). The options presented were as follows:

Option 1: Keep existing sports, address findings and challenges.

Option 2: Reduce number of sports, address findings and challenges. Once challenges are addressed, determine if/when/which sports to systematically add back.

Option 3: Suspend all sports, plan and implement supportive program structure (e.g. facilities, staff, polices/procedures, etc.), then determine when/which sports to systematically add back.

Option 4: Suspend all sports.

The College president engaged in dialogue with multiple campus constituencies weighing options that would best meet federal and state regulatory guidelines and uphold the highest standards of integrity.

The options were vetted through the College's shared governance process which resulted with the selection and approval of Option 2 by three governing bodies. The Planning and Budget Committee (PBC) recommended Option 2 on April 11, 2019 and the Educational Policies Committee selected and approved Option 2 on April 16, 2019 (PA4.3). On April 22, 2019, the College Council discussed the recommendation and notice motion from the PBC to approve Option 2 and decided to provide committee members a few additional days to review the executive summary and then vote on the recommendation utilizing an electronic voting method (PA4.4). The College Council conducted the electronic voting poll and the motion to adopt Option 2 was approved on April 26, 2019 (PA4.5).

On May 29, 2019 the Academic Senate approved the convening of a task force on athletics to review the full IPS report and provide a recommendation to the College president by June 30, 2019 (PA4.6). The task force convened on June 14 and June 21, 2019 and approved Option 2 with the additional recommendations:

- Reduce and strengthen the number of sports to men's and women's basketball and ensure compliance.
- Assist current coaching staff with other coaching opportunities within the district.
- Work with Academic Senate Subcommittee by providing information on the progress of the Athletics Program.
- Develop intramural/club sporting opportunities for students.
- Ensure that coaches, counselors, and eligibility specialists have National Collegiate Athletic Association (NCAA) training.
- Develop an Athletics Master Plan and ensure it is consistent with LATTC's mission and strategic priorities.

The task force's selection was shared with the campus community through an announcement on the College's website on June 24, 2019 (PA4.7) (PA 4.8).

Simultaneously, during the time frame of the selection and approval of an option for the Athletics Program by shared governance committees, the IPS report provided a roadmap for addressing insufficient standards and guideline adherence which the College has begun systematically resolving. A status report of actions taken and results to address IPS findings will be submitted by the dean of Academic Affairs overseeing the Athletics Program in the 2019 Fall and 2020 Spring semesters. It is anticipated that all insufficient standards are addressed and the College is able to verify the athletics program is in full compliance with the guidelines at the conclusion of the basketball season in Spring 2020.

Responsible Parties:

- President
- Vice President, Academic Affairs
- Dean, Academic Affairs
- Athletics Director
- Athletics Program Staff

Evidence:

PA4	1	Athletics Program Evaluation Report by Innovative Performance Solutions 1-31-19
PA4	2	Athletics Program Review and Program Options Memorandum 3-21-19
PA4	3	Educational Policies Committee Meeting Minutes 4-16-19
PA4	4	College Council Meeting Minutes 4-22-19
PA4	5	College Council Approval of Option 2 by Electronic Vote - Email Announcement and Voting Report 4-26-19
PA4	6	Academic Senate Minutes 05-29-19
PA4	7	Academic Senate Response to Athletics Report and Memo Webpage Screenshot
PA4	8	Screen Shot of Task Force's Selection Shared with Campus Community Through Announcement on LATTC Website 6-24-19

Plans Arising #5 – Professional Development

Expand professional development to ensure college-wide ownership and integration of PACTS and its innovative strategies. (II.A-II.C, III.A.14)

Status: In Progress

The primary means by which LATTC has expanded professional development in the past three years has been through the contracted services of the University of Southern California (USC) Rossier Center for Urban Education (CUE). CUE researchers developed and implemented a comprehensive plan for continued and expanded professional development to increase the capacity of the College to implement Pathways for Academic, College, and Transfer Success (PACTS). These professional development activities included a series of five sessions entitled, *Group Facilitation*, *Mapping Classroom Processes*, *Equity-Minded Communication*, *Community Building*, and *Advanced Facilitation*. The culmination of this work was the first PACTS Leadership Academy where 18 faculty and staff members took part in a 10-month series of intensive professional development activities designed to impart the participants and emerging leaders with the knowledge and skill sets needed to ensure the full promise of PACTS.

More detailed information and evidence on the professional development activities facilitated by CUE is provided in the Quality Focus Project, Action Project 1, Goal 3 later in this report.

Additionally, beginning in the 2018-19 academic year, the College re-purposed its monthly, whole-campus professional development session from "Days of Dialogue" to "Days of Learning". Each Day of Learning focuses on one or more professional development topics. For example, during Spring semester 2019, two Days of Learning focused on the implementation of PACTS within the new Guided Pathways framework the College is adopting in accordance with state- and District-wide Guided Pathways initiatives. In the April 2019 Day of Learning, the activities focused on increasing faculty, staff, and students' awareness and understanding of the Guided Pathways Framework, nomenclature, and college-wide Guided Pathways activities to-date (PA5.1).

A "hot topic" session on professional development was conducted at the mandatory Fall 2019 Faculty Convocation on August 22, 2019 and included discussion of faculty professional development needs (PA5.2). Thereafter, the Fall 2019 semester topics and activities for Days of Learning focused on those that emanated from the August 22 professional development discussions. For example, the topic of trust was the focus of the Day of Learning on October 17, 2019 (PA5.3)

An online professional development survey will be conducted to further assess the professional development needs of faculty, staff, and administrators. The results of this data collection will utilized for developing a comprehensive professional development survey.

Lastly, the College is in the process of hiring a full-time Professional Development (PD) Coordinator to consistently provide professional development opportunities. The PD Coordinator will be tasked with completing the comprehensive professional development plan with implementation beginning Spring 2020.

Responsible Parties:

- Dean of Innovation and Institutional Effectiveness
- Faculty and Staff Development Committees
- Professional Development Coordinator

Evidence:

PA5	1	Guided Pathways Day of Learning Agenda and Materials 4-18-19
PA5	2	Fall 2019 Faculty Convocation Professional Development Agenda and Hot Topic Description 8-22-19

Develop and integrate total cost of ownership into the Facilities Master Plan that considers the acquisition, maintenance, and replacement of equipment and facilities. (III.B.4)

Status: In Progress

LATTC's Facilities Master Plan is a direct reflection of new and improved facilities made possible through the $9.5 billion Sustainable Building Program of the LACCD that began in 2001. In March 2013, recognizing that new and improved facilities carry an ongoing cost to maintain the original investment, the LACCD began discussing the need for a comprehensive plan for total cost of ownership (TCO) that would include ongoing maintenance needs in the facilities budget. Understanding the actual, total cost of operating and maintaining a building is viewed as essential to the economic viability of colleges; and the proposed plan would address the exploration of these costs and outline a defined process for establishing the "true cost" of additional space.

However, the 2008-2012 recession caused the state to drastically reduce the LACCD's operational funding and eliminated Scheduled Maintenance Program (SMP) funding, also known as deferred maintenance funding. As a result, in 2011, the LACCD decided to pause the start of new construction projects pending a review of funding available for the true cost of owning and operating proposed additional square footage. This series of events led to the initiation of developing the LACCD's TCO Plan (undated) that is currently in draft form but presently in the development stage. (PA6.1).

Simultaneously, the College is using a phased approach for Facilities Master Planning. The Board of Trustees approved the LATTC Facilities Master Plan Update and Environmental Impact Report Addendum in May 2019 that updated past CEQA-related actions (PA6.2). The College is currently studying CEQA implications of facilities projects intended to conclude in late Fall 2019. A Long Range (2020-2040) Facilities Master Plan is currently being developed and is intended to be published by January 2020. The LATTC Long Range (2020-2040) Facilities Master Plan will describe a construction and demolition sequence that will reduce the College's capacity load ratio from 145% in 2020 to 131% by 2025 and eliminate more than 275,000 Gross Square Feet of aged, poor quality, and difficult to maintain (e.g., high Facilities Condition Index) buildings.

LATTC's Facilities Master Plan will also respond to the goals and objectives stated in the LACCD Strategic Plan, 2018-2023, specifically:

> Goal 5: Fiscal Integrity, Objective 6: We will effectively plan and use resources to build and maintain District and College facilities and infrastructure in support of the academic and student support programs including:
>
> - A decrease in Facilities Condition Index to 20%
> - A decrease in Capacity Load Ratio to 150%

The College's long-range facilities master planning processes are running concurrently with the finalization of the LACCD Total Cost of Ownership Plan described above. It is intended that college-specific data and findings outlined in the LACCD TCO plan could comprise a majority of an LATTC TCO plan. It is also anticipated LATTC's TCO plan could then be augmented with college-specific TCO factors and data such as the cost of equipment for the College's programs,

particularly its unique CTE programs, and any additional costs that are unique to LATTC.

As such, the College will be closely monitoring the completion status of the LACCD TCO plan throughout Fall 2019 while beginning to develop its own model for calculating the acquisition, maintenance, and replacement of equipment to incorporate into a LATTC TCO plan which will be included as an addendum to the College's Long-Range Facilities Master Plan.

Responsible Parties:

- College Project Director, Build LACCD Program
- Planning and Budget Committee
- Vice President, Administrative Services
- Work Environment Committee

Evidence:

PA6	1	Los Angeles Community College District Total Cost of Ownership Plan Draft
PA6	2	Los Angeles Community College Board of Trustees Meeting Minutes 5-8-19

Institutional Reporting on Quality Improvements

Response to Team Recommendations for Improvement

<div style="border:1px solid">

College Recommendation #2 – Institutional Set Standards

In order to improve institutional effectiveness, the College should develop new methods for calculating institution-set standards of completion and transfer rates that reflect on the College's efforts to move students toward degree and certificate completion and transfer. The College should also examine and establish reasonable benchmarks for standards of job placement for students completing career technical programs. (I.B.3)

Status: Completed

Previously LATTC utilized a formulaic method for establishing institution set-standards based on a benchmark percentage of the previous 5-year performance rates. For instance, the course completion institution-set standard was calculated at 95% of the five-year average and the institution-set standard for job placement for CTE programs was set at 80% of the five-year low. The College also previously established different benchmarks by type of course. For example, LATTC had different standards for basic skills, CTE, and academic course success rates.

Upon the team recommendation, LATTC determined this formulaic method resulted in differential success and completion standards for basic skills, CTE, and academic courses and programs as well as standards that could be relatively easy to achieve—particularly for CTE job placement rates.

A primary objective for revising the College's method for setting and calculating institution set-standards (ISS) and inspirational goals (IGs) was to raise performance benchmarks, within reasonable limits, to a level that would ensure and promote greater student achievement.

Another objective for revising the College's method for setting and calculating standards and goals was to achieve alignment between ACCJC metrics and both the California Chancellor's Office Vision for Success Goals and Student Success Funding Formula metrics and the Los Angeles Community College District's strategic goals and metrics.

The College intended—through this alignment of standards, goals, and metrics—to have greater awareness and understanding of success benchmarks among college constituents, the same success standards for all courses and programs at the College, and focus institutional effectiveness and improvement efforts on similar goals that are also tied to the College's funding.

There was broad-based discussion using the College's shared governance committee structure to approve the calculation methods/metrics and establish institution-set standards and aspirational goals. A PowerPoint presentation was developed by the Pathway Innovation and Institutional Effectiveness team for this purpose (CR2.1).

The discussion and approval process began with a discussion at the College's Educational Policies Committee on November 20, 2018 (CR2.2) followed by the College Council on November 26, 2018 (CR2.3) and the Student Success Committee on December 6, 2018 (CR2.4).

The standards were established and approved by the Educational Policies Committee on February

</div>

19, 2019 (CR2.5) by the Academic Senate on March 5, 2019 (CR2.6), and lastly by the College Council on March 25, 2019 (CR2.8).

The resulting standards and aspirational goals are as follows:

ACCJC Data Indicator	Minimum Institution-Set Standard	Aspirational Goal
Program Completion	4% annual increase	5% annual increase
Transfer	6% annual increase	7% annual increase
Course Completion Rate	71%	75%
CTE Program Licensure Pass Rate	Set by Program	Set by Program
CTE Job Placement Rate	Set by Program	Set by Program

Note, 2016-17 performance levels were utilized as baseline metrics to the establish the minimum, institution-set standards and aspirational goals.

Evidence:

CR2	1	LATTC Goal Setting and Review of Institution Set Standards (ISS) PowerPoint Presentation
CR2	2	Educational Policies Committee Meeting Minutes 11-20-18
CR2	3	College Council Committee Meeting Minutes 11-26-18
CR2	4	Student Success Committee Agenda 12-6-18
CR2	5	Educational Policies Committee Meeting Minutes 2-19-19
CR2	6	Academic Senate Meeting Minutes 3-5-19
CR2	7	Vision for Success Aligned Goals Handout
CR2	8	College Council Committee Meeting Minutes 3-25-19

College Recommendation #4 - Syllabi

In order to improve institutional effectiveness, the College should engage in regular oversight of course syllabi and information contained in distance education courses. The visiting team was not able to document the inclusion of academic dishonesty statements across all course syllabi in the online platform. (I.C.4)

Status: In Progress

Following the team recommendation, the College has taken a trident approach to improving the regular oversight of course syllabi (and the information contained therein) for both in-person and distance education courses by: (1) increasing faculty awareness of syllabi requirements through policy implementation; (2) providing professional development for distance education faculty on syllabi requirements and best practices; and (3) conducting regular oversight of syllabus requirements by department chairs and administrators.

The College's Educational Policies Committee, which is part of the Academic Senate, sets the requirements for course syllabi and participates in regular self-evaluation and has reviewed requirements several times in the past 4 years (CR4.1) (CR4.2) (CR4.3). In Spring 2019 a Faculty Survival Guide was distributed to the College that contains the syllabus policy within the Classroom Policies, Procedures, and Resources section. It includes when and to whom the course syllabus should be sent as well as information on the oversight process. (CR4.4).

Based on the team recommendation, the policy and guide were updated to include additional information for distance education courses and more information on specific syllabi requirements as follows (changes are noted as underlined):

> Instructors are to provide a syllabus to students on the first day of class. For online courses, the course syllabus must be posted in the Course Syllabus menu in Canvas by the first day of class. The course syllabus is required to include: instructor contact information, the official/approved Student Learning Outcomes, a description of the work product(s) which will be the used as the basis for determining grades, grading criteria, the LACCD Academic Dishonesty Policy, and the Disability Support Services Accommodation Statement. Please refer to the LATTC Comprehensive Course Syllabus Checklist available on the Academic Affairs website at: http://college.lattc.edu/academicaffairs/files/2009/04/LATTC-Comprehensive-Syllabus-Checklist1.doc for more information on required syllabi elements. In addition, by the end of the first week of class or by the end of the second class meeting (whichever comes first), instructors are required to provide their department chair with a copy of the course syllabus. The department chair verifies required information is included on the syllabus. Faculty are also required to email their final syllabus to Academic_Affairs@lattc.edu and include the department chair and dean on the email.

The aforementioned LATTC Comprehensive Course Syllabus Checklist was first developed in 2007 and includes required, recommended, and optional elements faculty are encouraged to utilize when developing course syllabi (CR4.5). The checklist is available on the Faculty Resources webpage (CR4.6) and includes the academic dishonesty statement as a required element.

In addition to including the checklist as a reference within the syllabus policy section of the Faculty Survival Guide, the College will undertake additional activities in the coming academic year to raise awareness of and adherence to the syllabus policy, update the syllabus checklist, and increase the utilization of the syllabus checklist.

According to the syllabus policy, oversight of course syllabi is exercised by multiple parties. Instructors are required to provide their department chair with a copy of the course syllabus. The department chair verifies required information is included on the syllabus. Faculty are also required to email their final syllabus to Academic_Affairs@lattc.edu and include the department chair and dean on the email (CR4.7). The email enables department chairs and deans to verify the syllabus adheres to LATTC and Board policies. Syllabi emailed to the Academic Affairs address are cataloged in a shared hard drive where additional oversight can be exercised by the Vice President. Online course syllabi are checked each semester by the Distance Education Coordinator and personalized emails are sent to instructors requesting necessary changes be made before the start of the next semester. The online course syllabus is reviewed for all of the required elements, including, but not limited to the academic dishonesty statement as well as ADA 508 Accessibility adherence (C4.8).

The College has also expanded professional development opportunities for distance education faculty primarily through the Introduction to Teaching in Canvas course (CR4.9). A total of 236 faculty, staff, and administrators have participated (CR4.10) in this 4-week course, offered at least 3 times a year, that includes guidance on how to add the course syllabus to the Canvas site by uploading it to the files area, attaching it as a link to the home page, copying and pasting from Microsoft Word to a Canvas page, and linking it to the Syllabus menu. Faculty utilize one or more of these methods for adding the course syllabus to the Canvas site (CR4.11).

While enforcing syllabus policy compliance and providing online software training, the College continues to offer additional opportunities for professional growth in the areas of course design and academic integrity through campus workshops as well as through the District's Academic Senate Professional Development College and Faculty Teaching and Learning Association that will equip faculty with the theoretical underpinnings of syllabus design and its contribution to student success.

Evidence:

CR4	1	Educational Policies Meeting Minutes 5-17-16
CR4	2	Educational Policies Meeting Minutes 10-16-18
CR4	2	Educational Policies Meeting Minutes 9-17-19
CR4	4	Spring 2019 Faculty Survival Guide
CR4	5	LATTC Comprehensive Course Syllabus Checklist
CR4	6	LATTC Faculty Resources Webpage Screenshot
CR4	7	Syllabi Review Email Example - Culinary
CR4	8	Example Email Correspondence Between Distance Education Coordinator and Online Faculty Regarding Syllabus
CR4	9	Introduction to Teaching with Canvas Course Guide
CR4	10	Online Teaching Course Completions Report
CR4	11	Example Online Course Syllabi Screenshots

College Recommendation #5 – Gainful Employment

In order to improve effectiveness, the College should revamp its method of presenting program fact sheets for gainful employment programs to include in one prominently accessible location with accurate information on program costs, program length, and employment prospects for students who complete each applicable program. (I.C.6)

Status: In Progress

With the organization of all LATTC programs of studies into nine pathways, the College developed a separate website for each pathway (CR5.1) that contains links to information on each program (e.g., program descriptions, course requirements, etc.) and a fact sheet for each gainful employment program. The gainful employment fact sheet includes information on program length, percentage of students graduating on time, program costs, debt the typical student leaves with, percentage of graduates who obtained jobs, and licensure requirements (if any) (CR5.2).

Students may navigate to the pathways websites (where this information is located) in one of two ways: (1) from the College's Programs of Study website (CR5.3) and/or (2) the College's main website landing page (CR5.4).

However, since this team recommendation was made, the federal government developed new requirements for gainful employment that went into effect on July 1, 2019, and the Department of Education has released new guidance that would repeal these requirements which are set to go into effect on July 1, 2020.

Colleges may choose to implement the 2020 regulations early, bypassing the previous 2019 requirements, and proceed without providing the required formal communications about gainful employment to incoming students. LATTC will be an early implementer of the 2020 requirements.

Evidence:

CR5	1	Pathway Program of Study and Gainful Employment Fact Sheet Website Screen Shot
CR5	2	Gainful Employment Fact Sheet Example
CR5	3	Programs of Student Website Screen Shot
CR5	4	LATTC Main Website Landing Page

College Recommendation #7 – Library Usage Reporting

In order to improve effectiveness, the College should perform an analysis of library usage, unmet student demand, appropriateness and size of the collection needed to support student learning, and staffing levels. This analysis should also include an assessment of the Library's service area outcomes. Actionable items resulting from this analysis should be addressed. (II.B.1)

Status: In Progress

The College consistently captures and analyzes library data to show patterns of use and help in decision-making aimed at meeting student needs. In addition, library faculty contributes data to national, state, and local statistics-gathering projects through annual surveys from the Association of College and Research Libraries (ACRL), Integrated Postsecondary Education Data System (IPEDS), and the Council of Chief Librarians, California Community Colleges (CCL). Combined, these data provide a comprehensive library profile that guides decision-making, contributes to student success, and improves effectiveness. It includes daily, weekly, and monthly tracking of facility usage (gate count, website visitor counts) (CR7.1), an evaluation of library support services (reference desk transactions, database inquiries, electronic database searches, library orientations and workshops) (CR7.2) (CR7.3) (CR7.4) (CR7.5) (CR7.6), an assessment of the collection, including the titles, volumes, and electronic books held and number of books circulated (CR7.7), and an analysis of staffing trends. Data on usage the library collects includes:

- Library circulation statistics
- Gate count (visitors in the library)
- Databases statistics
- Library website visitor statistics
- Reference statistics
- Research Like a Pro Workshop statistics
- Library orientation statistics
- LibGuide (web-based library guides) statistics

The library will be developing a student survey fall semester 2019 and then will conduct a needs/gap analysis utilizing the statistics listed above and the results of the student survey. The needs/gap analysis will provide the basis for the development of a 3-5 year library staffing and resource plan that will be completed by the end of Spring semester 2020.

Evidence:

CR7	1	Gate Counts 2016-17
CR7	2	Reference Statistics 2016-2017
CR7	3	Reference Statistics 2018-2019
CR7	4	Library Workshops and Orientations Summer 2018 Stats
CR7	5	Library Workshop and Orientations Fall 2018 Stats
CR7	6	Library Workshops and Orientations Spring 2019 Stats
CR7	7	Sirsi Statistics – 2018-2019

District Recommendation #5 – Budget Control System

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

Status: In Progress

The District agrees with the need for a streamlined position control system. To address this need, the District has developed a short-term solution and long-term plan. In the 2016-2017 fiscal year, the District offered a retirement incentive. The purpose of the incentive was to control staffing costs, allow for restructuring of staffing to meet current institutional needs, and to provide opportunities for staff and faculty diversification (DR5.1) (DR5.2). The retirement incentive resulted in the retirement of 187 classified staff, 26 classified managers, 14 academic administrators, and 146 faculty. Following these retirements, the District established a system of position control through the review of every position request. Each position request begins with the completion of a request form that is reviewed by the District Budget Office (DR5.3) (DR5.4). Each position requires approval at the college-level indicating the funding source of the position. The Budget Planning Office reviews each position to determine if appropriate funding is available and provides approval prior to the position being forwarded to the Chancellor's Office for final approval (DR5.5). This process enables effective use and control of District financial resources and only hiring of positions for which funding is available.

The District has also begun work towards the development of improved technology systems to automate the position control process. The District hired a consulting firm to evaluate its technology systems (DR5.6). The firm evaluated the District systems and recommended integrating the business and student enterprise systems into a single system (DR5.7). Based on this recommendation, the District has created plans to adopt a new business enterprise system (DR5.8). A required element of the new system will be position control. Given the pending investment in a new enterprise system, the District has chosen to maintain the manual process pending implementation of the new enterprise system.

Evidence:

DR5	1	SRP Board Approval
DR5	2	SRP Overview
DR5	3	Classified Staffing Request
DR5	4	Academic Staffing Request
DR5	5	Sample Staffing Reviews
DR5	6	IT Evaluation Approval
DR5	7	IT Evaluation Summary
DR5	8	IT Evaluation Board Report

District Recommendation #7 – OPEB Liability

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

Status: Completed

The District has reviewed the recommendation for improvement and has determined that the current process meets the District's needs in addition to legal requirements. The District conducts regular reviews of its Other Post Employment Benefit (OPEB) Liability. The last actuarial study dated July 1, 2017 determined that the liability is currently funded at 14.29 percent. In 2008, the LACCD Board of Trustees adopted a resolution to establish an irrevocable trust with CalPERS to pre-fund a portion of plan costs. The District has been funding the trust annually at a rate of approximately 1.92 percent of the total full-time salary expenditures of the District (DR7.1). In addition, an amount equivalent to the federal Medicare Part D subsidy returned to the District each year was also directed into the trust fund, but was ended in fiscal year 2015-16 due to elimination of this subsidy. Since its establishment, the District has continued to fund the trust account, which has a current balance of $113,340,000 (DR7.2). Based on these actions, the District continues to meet the standard by regularly conducting actuarial plans based on accounting standards and allocating appropriate resources to manage current and future liabilities.

Evidence:

DR7	1	OPEB Funding History
DR7	2	OPEB Asset Statement

District Recommendation #9 – Shared Governance

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

Status: Completed

The District has systemic processes to evaluate the manner in which committees and governance structures are achieving their goals. These processes include regular evaluation of committees through an annual review cycle. The evaluation tool provides prompts related to the effectiveness of the committee at achieving its goals and additional information on the functionality of the committee. Included in the prompts are detailed questions regarding participation of constituent assigned members to ensure that each committee functions with the intended representation. The evaluation was modified to include an additional question on representation stating: "What changes should be made in committee composition, function, or charge to enhance its effectiveness?" Each committee member is offered the opportunity to respond to these prompts and provide an individual perspective from the vantage point of the group they represent. The results are then utilized to make changes deemed necessary by the committee. (DR9.1). Also, some governance committees utilize an annual formal committee survey as an additional evaluative tool. The survey results provide information to inform a more detailed analysis of committee membership and functions and aid in the development of future committee goals and action plans.

In addition, the District conducts a biennial survey of governance representatives, which includes questions on appropriate representative of each constituent group (DR9.2) (DR9.3). The survey was conducted in Spring 2019 with similar trends to previous years indicating that the committees have had representative membership. The results indicate that 70.6 percent of respondents feel that the membership represents the talent and skills required to fulfill the goals and purpose of the committee. The survey results also indicate a concern with representation of students and staff at meetings. Each committee includes student representation, but attendance has been minimal. The District will be working with the Student Affairs Committee (SAC) to gain appropriate student representation at the meetings. The committees will be provided with the survey results for use in their evaluation and determination of whether additional classified representation is needed on each committee.

While the governance groups and committees serve a role in the development of recommendations, it is not the only means for doing so. The District strategic planning process also served as another means of gathering input on institutional plans. The District Strategic Plan (DSP) was last updated in the 2016-17 academic year and was developed by more than thirty individuals across the district including administrators, faculty, staff, and students. The development of the DSP included public forums at each college that were attended by all constituent groups to provide feedback. As the plan was being developed, it was also placed on the internet to collect input from any individual, including members of the public, wishing to weigh in (DR 9.4). The DSP was also brought to the SAC, each college's participatory governance committee, and the District Academic Senate for approval (DR 9.5). To this extent, all constituents were provided with an opportunity for formal input on institutional plans.

The approval process for all policies and regulations provide for formal input from each constituent group as appropriate. These processes are defined in Chancellor's Directive 70 (DR9.6) (DR9.7). Following the consultation process, each policy is noticed in the board meeting prior to approval (DR9.8). Each constituent group is provided an opportunity to respond to any issues through the resource table item on the Board Agenda or through general public comment.

Based on these reviews, the District has formal processes for input from all constituent groups. The District will continue its process of regular evaluation and make changes deemed necessary based on data and collective feedback from all constituency groups.

Evidence:

DR9	1	Sample Committee Evaluation
DR9	2	Survey Report
DR9	3	Survey Overall Results
DR9	4	Public Forum Responses
DR9	5	Final Board Presentation
DR9	6	Chancellor's Directive 70
DR9	7	Example Regulation Sign-Off
DR9	8	Board Agenda Sample Item S.1

District Recommendation #12 – Information Dissemination

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

The District has six district-wide governance committees in addition to administrative coordinating committees and multiple district-level Academic Senate meetings. While each group maintains agendas and minutes (DR12.1), there has been a need to improve communication of decision-making. The District Governance Survey indicated that only 54.1 percent of respondents knew where to find information on decisions made through participatory governance (DR12.2). This has been noted at other decision-making levels including the Board of Trustees. In the past, Board agendas were published in formats that made searching the documents difficult. To address this challenge, the District has adopted BoardDocs. This software service provides a system for developing and posting online agendas and minutes. The system also allows public users to track decisions live during governance meetings. The District went live with BoardDocs in March 2019 for Board subcommittees (DR12.3) and for full Board meetings in April 2019 (DR12.4). BoardDocs track decision-making in real time. This allows all constituents the ability review decisions made by the Board, Academic Senate, and other governance groups as they are made, or review them at a later time.

Following the successful adoption at the Board level, the District is expanding use to all governance groups. The District will be utilizing this system for the District Academic Senate, which was trained in May 2019 (DR12.5) (DR12.6), and will be launching it for all District governance groups beginning in fall 2019. The system will also be made available for use by each college for college-level governance groups.

In addition to the work being done on BoardDocs, the District will also be redesigning its websites to enhance communication. While the process for selecting a firm to update the websites is still in process, the work will include the use of either improved internet components or intranet systems such as SharePoint to further communicate to faculty through the employee portal (DR12.7). Given the number of employees and students within the District, the expansion of digital communications is believed to be the best means of improving communication. The District will continue its regular review of governance and decision-making to determine whether these efforts have resulted in the expected improvements.

Evidence:

DR12	1	Evidence of Posting
DR12	2	Governance Survey Summary
DR12	3	IESS March 2019 Agenda
DR12	4	Board Agenda April 2019
DR12	5	Sample Posting
DR12	6	Senate Agenda
DR12	7	Web Redesign RFP

ANNUAL REPORT DATA
INSTITUTION-SET STANDARDS

STUDENT COURSE COMPLETION

(Definition: The course completion rate is calculated based on the number of student completions with a grade of C or better divided by the number of student enrollments.)

Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
Institutional Set Standard	70%	70%	70%
Stretch Goal	N/A	N/A	75%
Actual Performance	70%	70%	71%
Difference between Standard and Performance	0%	0%	1%
Difference between Goal and Performance	N/A	N/A	-4%

Analysis of the data:

The institutional set standard for student course completion was set at 70% and remained constant during the three years of reporting since the Comprehensive Review. The course completion rate at LATTC remained unchanged in year 1 and year 2 and increased 1% between year 2 and year 3. Course completion performance was the same as the institutional set standard in year 1 and year 2 and exceeded the standard by 1% in year 3. Course completion performance was below the stretch goal first established in year 3 by 4%.

DEGREE COMPLETION

(Students who received one or more degrees may only be counted once.)

Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
Institutional Set Standard	386	415	483
Stretch Goal	N/A	N/A	642
Actual Performance	514	581	679
Difference between Standard and Performance	128	166	196
Difference between Goal and Performance	N/A	N/A	37

*all degree completion data are unduplicated head count

Analysis of the data:

Overall, degree completion at LATTC increased annually over the three years of reporting since the Comprehensive review and exceeded institution set standards and stretch goals each year. The institutional set standard for degree completion increased 25% over three years. The number of degrees completed increased by 67 (13%) between year 1 and year 2 and by 98 (17%) between year 2 and year 3. Degree completion performance exceeded the institutional set standard each year by 33%, 40%, and 41%, respectively. Additionally, the difference between the institutional set standard and actual performance of degree completions also increased 30% between year 1 and

year 2 and 18% between year 2 and year 3. Degree completion performance exceeded the stretch goal first established in year 3 by 37 (6%).

CERTIFICATE COMPLETION

(Students who received one or more certificate may only be counted once.)

Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
Institutional Set Standard	1,111	1,273	1,257
Stretch Goal	N/A	N/A	1,541
Actual Performance	1,303	1,398	1,307
Difference between Standard and Performance	192	125	50
Difference between Goal and Performance	N/A	N/A	-234

Analysis of the data:

The institutional set standard for certificate completion increased at total of 13% over the three years of reporting since the Comprehensive review. Certificate completion performance exceeded the institutional set standard each year by 17%, 10%, and 4%, respectively. The number of certificate completions increased by 95 (7%) between year 1 and year 2 and then decreased by 91 (7%) between year 2 and year 3. Certificate completion performance was below the stretch goal first established in year 3 by 234 (15%).

TRANSFER

Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
Institutional Set Standard	269	291	307
Stretch Goal	N/A	N/A	335
Actual Performance	313	298	330
Difference between Standard and Performance	44	7	23
Difference between Goal and Performance	N/A	N/A	-5

Analysis of the data:

The institutional set standard for transfer increased 13% over the three years of reporting since the Comprehensive review. Transfer performance exceeded the institutional set standard each year by 16%, 2%, and 7%, respectively. The number of transfers decreased by 15 (5%) between year 1 and year 2 and then increased by 32 (11%) between year 2 and year 3. Transfer performance was below the stretch goal first established in year 3 by 5 (1%).

STUDENT LEARNING OUTCOMES ASSESSMENT

Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
Number of Courses	841	864	807
Number of Courses Assessed	824	837	455
Number of Programs	126	143	139
Number of Programs Assessed	126	137	134
Number of Institutional Outcomes	5	5	5
Number of Institutional Outcomes Assessed	5	0	5

Analysis of the data:

Courses assessed: The number of courses offered increased 3% between Year 1 and 2, and decreased 7% between Year 2 and 3, for a total decrease of 4% over three years. The assessment rate in Year 1 was 98%, 97% in Year 2, and 56% in Year 3. The assessment rate decreased 1% between Year 1 and 2, and 41% between Year 2 and 3, for a total decrease of 42% over three years. In Year 3, the College implemented eLumen as its new assessment management system. Due to the learning curve for faculty to learn the new technology, the captured course assessment rate decreased 41% between Year 2 and 3. However, the College will increase these numbers towards 100% courses assessments completed in eLumen with continued training and workshops for faculty in Year 4 and going forward.

Programs Assessed: The number of programs offered increased 14% between Year 1 and 2, and decreased 3% between Year 2 and 3, for a total increase of 10% over three years. The program assessment rate for Year 1 was 100%, 96% in Year 2, and 96% in Year 3. Although the course assessment rate decreased in Year 3, the program assessment rate held at 96% between Year 2 and 3 because the College uses eLumen's course to program mapping feature where program learning outcomes are assessed by aggregating aligned mapping of course learning outcomes to program outcomes.

All 5 ILOs are currently assessed every 1.5 years. They were assessed in Year 1, but not year 2, and they were assessed again in Year 3.

LICENSURE PASS RATE
(Definition: The rate is determined by the number of students who passed the licensure examination divided by the number of students who took the examination.)

Program Name	Institution Set Standard	Actual Performance			Difference			Stretch Goal	Difference		
		Y1	Y2	Y3	Y1	Y2	Y3		Y1	Y2	Y3
Nursing, NCLEX	85%	76%	95%	82%	-9%	10%	-3%	90%	N/A	N/A	-8%

Program Name	Institution Set Standard	Actual Performance			Difference			Stretch Goal	Difference		
		Y1	Y2	Y3	Y1	Y2	Y3		Y1	Y2	Y3
Cosmetology/ Barbering/ Esthetician practical	85%	90%	88%	86%	5%	3%	1%	95%	N/A	N/A	-9%
Cosmetology/ Barbering/ Esthetician written	70%	72%	73%	75%	2%	3%	5%	75%	N/A	N/A	0%

JOB PLACEMENT RATE

(Definition: The placement rate is determined by the number of students employed in the year following graduation divided by the number of students who completed the program.)

Program Name	Institution Set Standard	Actual Performance			Difference			Stretch Goal	Difference		
		Y1	Y2	Y3	Y1	Y2	Y3		Y1	Y2	Y3
ACCOUNTING	48%	70%	75%	71%	22%	27%	23%	85%	N/A	N/A	-14%
BUSINESS MANAGEMENT	30%	75%	61%	67%	45%	31%	37%	71%	N/A	N/A	-4%
OFFICE TECHNOLOGY/ OFFICE COMPUTER APPLICATIONS	19%	60%	54%	62%	41%	35%	43%	64%	N/A	N/A	-2%
LABOR AND INDUSTRIAL RELATIONS	53%	70%	85%	82%	17%	32%	29%	95%	N/A	N/A	-13%
COMPUTER INFORMATION SYSTEMS	25%	65%	60%	55%	40%	35%	30%	70%	N/A	N/A	-15%
ELECTRONICS AND ELECTRIC TECHNOLOGY	47%	67%	70%	71%	20%	23%	24%	80%	N/A	N/A	-9%
INDUSTRIAL SYSTEMS TECHNOLOGY AND MAINTENANCE	59%	80%	92%	94%	21%	33%	35%	95%	N/A	N/A	-1%
ENVIRONMENTAL CONTROL TECHNOLOGY (HVAC)	64%	86%	86%	87%	22%	22%	23%	95%	N/A	N/A	-8%
DIESEL TECHNOLOGY	54%	75%	82%	84%	21%	28%	30%	92%	N/A	N/A	-8%
AUTOMOTIVE TECHNOLOGY	42%	67%	72%	73%	25%	30%	31%	82%	N/A	N/A	-9%
AUTOMOTIVE COLLISION REPAIR	30%	76%	55%	69%	46%	25%	39%	65%	N/A	N/A	4%
CONSTRUCTION CRAFTS TECHNOLOGY	46%	78%	77%	83%	32%	31%	37%	87%	N/A	N/A	-4%
LABORATORY SCIENCE TECHNOLOGY	47%	70%	92%	70%	23%	45%	23%	95%	N/A	N/A	-25%

Program Name	Institution Set Standard	Actual Performance			Difference			Stretch Goal	Difference		
		Y1	Y2	Y3	Y1	Y2	Y3		Y1	Y2	Y3
MANUFACTURING AND INDUSTRIAL TECHNOLOGY	39%	67%	74%	78%	28%	35%	39%	84%	N/A	N/A	-6%
CIVIL AND CONSTRUCTION MANAGEMENT TECHNOLOGY	72%	91%	96%	94%	19%	24%	22%	95%	N/A	N/A	-1%
WATER AND WASTEWATER TECHNOLOGY	59%	81%	86%	91%	22%	27%	32%	95%	N/A	N/A	-4%
COMMERCIAL ART	39%	93%	66%	76%	54%	27%	37%	76%	N/A	N/A	0%
GRAPHIC ART AND DESIGN	33%	78%	80%	80%	45%	47%	47%	90%	N/A	N/A	-10%
NURSING	53%	86%	92%	86%	33%	39%	33%	95%	N/A	N/A	-9%
FASHION	47%	67%	73%	73%	20%	26%	26%	83%	N/A	N/A	-10%
CHILD DEVELOPMENT/ EARLY CARE EDUCATION	49%	74%	70%	75%	25%	21%	26%	80%	N/A	N/A	-5%
NUTRITION, FOODS, AND CULINARY ARTS	41%	74%	70%	77%	33%	29%	36%	80%	N/A	N/A	-3%
PARALEGAL	26%	46%	40%	50%	20%	14%	24%	50%	N/A	N/A	0%
COSMETOLOGY AND BARBERING	29%	59%	61%	71%	30%	32%	42%	71%	N/A	N/A	0%

ANNUAL FISCAL REPORT DATA

General Fund Performance

Category	Reporting Years since Comprehensive Review		
	2018-19	2017-18	2016-17
Revenue	707,656,356	683,499,572	648,918,659
Expenditures	683,830,788	667,618,279	666,175,726
Expenditures for Salaries and Benefits	574,207,897	566,876,508	557,491,315
Surplus/Deficit	23,825,568	15,881,293	(17,257,067)
Surplus/Deficit as % Revenues (Net Operating Revenue Ratio)	3.4%	2.3%	(2.7%)
Reserve (Primary Reserve Ratio)	21.6%	18.8%	17.0%

Analysis of the data:

The above trend shows the Reserve has steadily increased for the past 3 fiscal years.

Other Post-Employment Benefits

	2018-19	2017-18	2016-17
Actuarial Accrued Liability (AAL) for OPEB	696,537,302	690,480,715	733,358,891
Funded Ratio (Actuarial Value of Plan Assets/AAL)	16.3%	14.3%	11.4%
Annual Required Contribution (ARC)	N/A	N/A	N/A
Amount of Contribution to ARC	35,413,966	35,453,915	28,346,435

Analysis of the data:

Although the AAL is actuarially determined with myriad of factors, the District is committed to continuously contribute the pay-go amount plus 1.92% of the total full-time salary expenditure in order to steadily increase the Plan Assets.

Enrollment

	2018-19	2017-18	2016-17
Actual Full-Time Equivalent Enrollment (FTES)	98,139	100,045	107,984

Analysis of the data:

During the transition to Student Centered Funding Formula (SCFF), this new formula provides a hold-harmless provision wherein Community Colleges will receive no less in total apportionment funding than they received in FY2017-18 with adjustments for COLAs through FY2021-22. Even with this provision, the District received approximately $20 million of additional revenue due to the SCFF calculation.

Financial Aid

	2016	2015	2014
USED Official Cohort Student Loan Default Rate (FSLD - 3 year rate)	22%	24%	30%

Analysis of the data:

The above trend shows the Default Rate is improving for the past 3 years. Districtwide average has the same trend and the Default Rates are 13% (2016), 15% (2015), and 19% (2014).

Quality Focus Project #1 – PACTS, Goal 1 – Mission Statement

Goal 1: Update Mission Statement to reflect the broad educational mission of the College, its intended student population, types of degrees/certificates offered, and commitment to PACTS for student learning and achievement

- *Draft new mission statement for review and approval through the participatory governance process*
- *Approve mission statement through all relevant committees and stakeholders*
- *Integrate new mission statement into the website, webpages, social media, and printed materials*

Status: Complete

Goals, Outcomes, and Data:

The LATTC mission statement was reviewed and updated as part of the development of the College's Strategic Educational Master Plan (SEMP) spanning a five-year period. The College engaged many campus stakeholders in discussing and drafting the new mission statement beginning with the Planning and Budget Committee retreat on January 26, 2017 (QF1.1.1) and a group activity at the Day of Dialogue on March 16, 2017 (QF1.1.2). The revised mission statement was initially approved by the College Council on March 20, 2017 (QF1.1.3).

It was further refined (including through a Day of Dialogue on April 20, 2017 (QF1.1.4)) and incorporated within and was approved along with the SEMP by the: (1) Educational Policies Committee on May 30, 2017 (QF1.1.5), (2) the Academic Senate on June 5, 2017 (QF1.1.6), (3) the College Council on April 23, 2018 (QF1.1.7), (4) the LACCD Institutional Effectiveness Board Committee on January 23, 2019 (QF1.1.8), and (5) the LACCD Board of Trustees on February 6, 2019 (QF1.1.9).

The mission statement (in the approved SEMP (QF1.1.10)) reflects the degrees and credentials offered; the Pathways to Academic, Career, and Transfer Success (PACTS) framework; and desired student achievement as stated as follows: "*Los Angeles Trade Technical College advances communities through pathways to academic, career, and transfer success that empower students to achieve career technical certificates, associate degrees, transfer, and employment.*"

The mission statement is located on the College's website on the "About LATTC" page (QF1.1.11), has been included in key printed materials such as the college catalog (QF1.1.12) and recently completed Viability Study and Business Plan for the Acquisition of Land (QF1.1.13) for example.

> **_Changes in Student Achievement and Learning:_**
>
> The college developed PACTS as a comprehensive approach to greatly increase student competency attainment, certificate and degree completion, and transfer and career success. The PACTS model has greatly differentiated the college since its inception. Including PACTS as an integral part of the college's mission ensures full and continued, long-term implementation.

Evidence:

QF1.1	1	Planning and Budget Committee Retreat Notes 1-26-17
QF1.1	2	Day of Dialogue PowerPoint Presentation 3-16-17
QF1.1	3	College Council Meeting Minutes 3-20-17
QF1.1	4	Educational Policies Committee Meeting Minutes 5-30-17
QF1.1	5	Day of Dialogue Presentation 4-20-17
QF1.1	6	Academic Senate Meeting Minutes 6-5-17
QF1.1	7	College Council Meeting Minutes 4-23-18
QF1.1	8	LACCD Institutional Effectiveness Board Committee Meeting Minutes 1-23-19
QF1.1	9	LACCD Board of Trustees Meeting Minutes 2-6-19
QF1.1	10	Approved LA Trade-Technical College Strategic Educational Master Plan
QF1.1	11	About LATTC Webpage Screenshot
QF1.1	12	LATTC 2018-20 College Catalog General Information Section
QF1.1	13	Viability Study and Business Plan for the Acquisition of Land

Goal 2: Realign resources and organizational structure for PACTS implementation
- *Examine and address human resource needs to fully implement PACTS*
- *Examine existing facilities and their use patterns to make changes as needed to maximize the PACTS framework*
- *Examine budget to develop and implement a funding model for PACTS full implementation*

Status: In Progress

Goals, Outcomes, and Data:

PACTS has been implemented at LATTC in three phases. The Pathway Resource Model was initially piloted with the three, longest standing pathways (*Phase 1 Pathways*) at the College which are: Design and Media Arts (DMA); Advanced Transportation and Manufacturing (ATM); and Construction, Maintenance, and Utilities (CMU). These pathways began in 2014, with faculty and administrators in these pathways volunteering to serve as "incubators" to test new practices and strategies for improving student outcomes.

Once refined, the plan was to roll out these practices and strategies to subsequent pathways. The *Phase 2 Pathways*, which were formed in 2015/2016, are Applied Science (AS), Health and Related Sciences (HRS), and the Liberal Arts and Humanities (LAH). The *Phase 3 Pathways* were officially launched in Fall 2017 and include Cosmetology (COS), Culinary Arts (CA), and Business and Civic Engagement (BCE).

Currently, the College has 9 pathways (QF1.2.1), 8 of which consist largely of career-technical education (CTE) programs of study, with the LAH Pathway focusing on liberal arts education including math, English, history, and behavioral and social sciences disciplines. This pathway also serves as the home for "undeclared students" who have not yet selected a program of study.

While the formation of pathways is easily mapped in terms of timeline of their start dates, the development of the Pathway Resource Model (e.g., staffing, facilities, budget) has been less linear; and all planned tasks have been initiated, but are in different points of completion (See Pathway Development Status Table below).

Human Resources

Originally the Pathway Resource Model, with regard to human resources, included an embedded counselor (later renamed "Pathway Counselor") and a Pathway Navigator. As the pathways were being implemented, an additional position, Student Services Assistant, was added to respond to providing basic student services (e.g., financial aid, registration, etc.).

Pathway Counselor

Pathway Counselors were initially recruited from the pool of full-time counselors who volunteered to help develop the roles and responsibilities of the position (QF1.2.2).

By the end of 2015, 5 of the 9 pathways (ATM, CMU, DMA, HRS (until 2016) and LAH) employed full-time Pathway Counselors. Currently, 2 more pathways (AS and BCE) share 1 full-time Pathway Counselor (hired in Spring 2018) and HRS, COS and CA have adjunct hourly counselors.

Pathway Navigator

The Pathway Navigator has been a new position to the College and to the Los Angeles Community College District (LACCD) and was inspired by North Seattle College's (NSE) Career and College Navigator positions.

At LATTC, the Pathway Navigator is a faculty position (QF1.2.3) that works with the Pathway Team (e.g., Pathway Chair, pathway instructional faculty, Pathway Counselor, and pathway staff) to help students navigate the pathway; access resources by connecting students with wrap-around supportive services within the pathway, college, and community; and connect them to employment opportunities.

The position supports and assists students' educational experience from the time they enter a pathway to the time they complete a program of study. The first two Pathway Navigators were hired in Spring 2016 in the ATM and DMA Pathways. In 2017, a faculty member was assigned as the Pathway Navigator for CMU.

Student Services Assistant

In 2018, LACCD created a new position which has been added as part of the Pathway Resource Model/Team—the Student Services Assistant (SSA). The SSA serves as a resource to potential and current students by providing general and procedural information and guidance related to a variety of student support services such as admissions and records, registration, financial aid, career and educational planning, job placement, and veteran services in a multi-service setting designed to encourage better service utilization and increase the probability of student success (QF1.2.4). Three pathways—Business and Civic Engagement, Cosmetology, and Culinary Arts—currently have assigned SSAs. Efforts are underway to hire new or reclassify existing staff (including re-training) to assume the Student Services Assistant role in remaining pathways. In addition to the SSA positions, Student Services staff consistently and routinely visit each pathway to provide resources and information to students.

The human resource aspects of the Pathway Resource Model continue to be explored. Questions about the appropriate pathway staffing continue to provide challenges. For example, there are questions about the number and/or full-time equivalent (FTE) Pathway Counselors, Pathway Navigators, adjunct hourly counselors and SSAs needed in each of the pathways. Not all pathways are of equal size and complexity in terms of the number of faculty, students, and programs of study within them—thus each will have unique staffing needs. Further, there is considerable overlap in the roles and responsibilities of Pathway Team members.

In Spring 2019, as part of the College's Guided Pathways Initiative work, the College engaged in a Day of Learning exercise which highlighted this need. A list of over 40 duties was provided and the 40-50 faculty and staff in attendance used adhesive dots to indicate whether a role/task was the primary responsibility of the Pathway Chair, Pathway Counselor, Pathway Navigator, SSA, or other staff. The result of the exercise was a confirmation that there is a lack of consensus about the roles and duties of the Pathway Team members. (QF1.2.5)

Through the Guided Pathways work at the College, stakeholders are committed to clarifying the job duties and job descriptions in 2019/20 through a series local, district, and state Guided Pathways meetings, retreats, and professional development activities. Once this clarification is obtained, the college will develop a plan for filling pathway-specific positions.

Facilities

The Pathway Resource Model also includes space allocations and physical resources. Ideally each pathway should have a "Pathway Office," a centralized space located in the building where the majority of pathway classes are held. The process of relocating deans and counselors presented a challenge since instructional deans oversee at least 2 pathways. As a result, the Pathway Offices are not staffed similarly when it comes to the dean.

The facilities process began with the Phase 1 and 2 Pathways in 2015/16 and continues to date. The ATM, DMA and LAH Pathway Offices were completed in 2015/2016. Although the CMU Pathway has a Pathway Counselor and Pathway Navigator, it was not feasible to locate them in a central location; however, they are in the same building. The AS, BCE and HRS Pathway Offices were established in 2018/2019. The Culinary Arts and Cosmetology Pathways both have office space identified, however they do not yet have a full Pathway Team.

In Fall 2018 the Work Environment Committee made a request of the LACCD Board of Trustees to rename the buildings on campus to more accurately reflect the pathways. The buildings, which were previously named by a letter of the alphabet (K Building, D Building, etc.) and then by trees (Cedar Hall, Magnolia Hall, Juniper Hall, etc.) will now be called "Schools" followed by the pathway name such as: School of Advanced Transportation and Manufacturing, School of Business and Civic Engagement, School of Applied Science, etc. (QF1.2.6).

Budget

Pathway budgets were established for the first time in the college's 2017-18 academic year budget. The Pathway Resource Model budgets were discussed in senior leadership meetings, as well as in Planning and Budget Committee meetings beginning in May, 2017 (QF1.2.7). This included developing a methodology for allocating resources between Pathway administration and support and instruction within each discipline that comprises the pathway including pro-rating Pathway Chair salaries, supplies, etc. (QF1.2.8) (QF1.2.9). However, this methodology has not yet been uniformly applied to all 9 pathways.

Currently, a pathway budget had been established for 7 of the 9 pathways (refer to table below) (QF1.2.10). Additionally, there are differing levels of budget completion. For example, the Liberal Arts Pathway budget only includes clerical staff and a portion of administrators' salary. The college will be refining the pathway resource allocation methodology and utilizing it in the budget preparation process for the 2020-21 academic year, resulting in a consistent budget for all 9 Pathways.

The following table, at a glance, depicts the pathway development and current maturity of Pathway Resource Model for each of the 9 pathways at the College.

Table: Pathway Development Status

Pathway	Phase	Pathway Counselor	Pathway Navigator	Student Services Assistant	Pathway Facilities	Pathway Budget
Advanced Transportation and Manufacturing (ATM)	1	Full-time	X		X	X
Applied Science (AS)	2	Shared, Full-time			X	X
Business and Civic	3	Shared,		X	X	

Engagement (BCE)		Full-time				
Construction, Maintenance, and Utilities (CMU)	1	Full-time	X		X	X
Cosmetology (COS)	3	Adjunct		X	X	Includes instruction
Culinary Arts (CA)	3	Adjunct		X	X	X
Design and Media Arts (DMA)	1	Full-time	X		X	X
Heath and Related Sciences (HRS)	2	Adjunct			X	
Liberal Arts and Humanities (LAH)	2	Full-time			X	Budget includes clerical position(s) only

Changes in Student Achievement and Learning:

PACTS is a comprehensive, institution-wide pathway approach for increasing student academic, career, and transfer success. Therefore, it is highly likely through the realignment of resources and establishing an organizational structure that enables full implementation of the PACTS at scale and for all students, achievement and learning will be significantly increased.

Replicability and Further Expansion to Other Areas of the College:

The full implementation of PACTS, and accompanying resources and organizational structure, is institution-wide impacting all areas of the college.

Evidence:

QF1.2	1	LATTC 9 Pathways and Programs of Study
QF1.2	2	Pathway Counselor Job Description – Position Announcement
QF1.2	3	Pathway Navigator Job Description – Position Announcement
QF1.2	4	LACCD Student Services Assistant Position Description
QF1.2	5	Results of Day of Learning Guided Pathway Exercise
QF1.2	6	Campus Map
QF1.2	7	PBC Minutes 5-11-17
QF1.2	8	Pathway Resource Model Worksheet - Template
QF1.2	9	Pathway Resource Model Worksheet – Design and Media Arts
QF1.2	10	Example Pathway 2018-19 Budgets

Quality Focus Project #1 – PACTS, Goal 3 – Professional Development

Goal 3: Expand professional development to facilitate organizational culture change and provide professional development and coaching to administrators, faculty, and staff to assist them in understanding, integrating and implementing PACTS and its numerous strategies and innovations

Status: 3.1 and 3.2 (Complete); 3.4 (In Progress)

Goals, Outcomes, and Data:

Through the support from a grant from the Ford Foundation, and later funded through an innovation award the College received because of its PACTS innovations, LATTC contracted with the Center of Urban Education (CUE) at the USC Rossier School of Education to develop and implement a comprehensive plan for continued and expanded professional development to enrich the leadership capacity of the College as it relates to PACTS implementation. This began with "change laboratories" (described in Action Step 3.2) (QF1.3.1) and culminated with the first PACTS Leadership Academy (QF1.3.2).

The first PACTS Leadership Academy was held from August 2017 through May 2018 to provide high quality professional development for LATTC's faculty and staff. Eighteen faculty and staff applied and were accepted into the inaugural class of the PACTS Leadership Academy. This ten-month initiative provided these current and emerging leaders with the knowledge and skill sets needed to ensure the full promise of PACTS. Participants in the Academy were required to:

- Participate in monthly academy meetings at USC
- Collaborate on applied PACTS projects related to participants' roles and responsibilities
- Read literature on leadership and related topics
- Carry out various tasks and assignments (e.g. reflection journal, new outreach materials, etc.)

The goals of the PACTS Leadership Academy were to:
- Embed established PACTS principles and innovations across and within participants' program or pathways (e.g., PACTS plans, orientations, etc.)
- Facilitate the development of new knowledge and practices that PACTS requires (e.g., how to coordinate and create collaborative working relationships between the counselors and the faculty)
- Collaborate vertically (e.g., with senior administrator/governance bodies) and horizontally (e.g., faculty and staff from participants' pathway/department) to implement PACTS
- Facilitate and run effective meetings
- Develop tools and strategies for giving and receiving feedback within formal and informal contexts
- Foster a professional learning community within participants' pathway or program
- Develop tools and strategies for talking about race and equity
- Develop participants' identity as a leader
- Foster effective practices for collecting and analyzing different kinds of data

Beginning in August 2014, 7 CUE researchers and doctoral students embedded themselves on LATTC's campus to document and support the launch of PACTS in the first 6 pathways. The CUE staff attended meetings related to PACTS implementation as both observers and facilitators/participants. These meetings immersed CUE into the details of implementation and facilitated the process evaluation conducted over the next 3 years. CUE stepped beyond the typical "data collection, analysis, and assessment" method of evaluation and instead applied an innovative method of implementation science, which incorporated strategies of support aimed directly at real and practical implementation. CUE researchers became part of the team at LATTC while still helping to inform and support PACTS practitioners from a third-party, academic perspective.

The primary participatory evaluation occurred in change labs facilitated by CUE. Change labs were structured spaces where CUE researchers and LATTC practitioners conducted joint inquiry into the processes, practices, and outcomes of the PACTS initiative. These change laboratories served as a primary venue for: (a) delivering interventions and trainings on critical topics of practice and (b) documenting learning and change process as experienced by LATTC practitioners. According to the final report from CUE, change labs represented the most complex and fruitful aspects of the CUE-LATTC relationship. The content of the change labs was shaped in large part by the LATTC community, not prescribed by CUE. At the same time, the labs provided a space for CUE to perform serious and frank interrogation of campus practices, and for LATTC practitioners to develop the skills to address problems in implementation. Participant evaluations of the change labs were uniformly positive and noted that CUE researchers were sincerely invested in positive campus change.

The change labs addressed on-the-ground specific issues and implementation challenges rather than general topics about pathways. They were tailored to build capacity among pathways and department chairs on basic leadership skills, including data use, instructional leadership, principles of change, leading productive meetings, and facilitation. LATTC leaders took advantage of these opportunities to develop skills for themselves and their colleagues.

The issues arising from the change labs led to the development of the PACTS Leadership Academy described above. Additionally, in Fall 2018, CUE implemented another professional development series that focused on enhancing leadership and facilitation skills of LATTC faculty and staff. Five sessions were held: Group Facilitation, Mapping Classrooms and Processes, Equity Minded Communication, Community Building and Advanced Facilitation.

All of the professional development activities CUE implemented are described in the CUE Developmental Evaluation Report (QF1.3.1).

Other strategies and activities the College has undertaken to increase professional development (discussed more fully and evidences in the *Self-Identified Plans Arising #5* section of this report) includes re-purposing the monthly, whole-campus professional development session from "Days of Dialogue" to "Days of Learning"; assessing faculty, staff, and administrator professional development needs; and constructing a comprehensive professional development plan to be completed by the end of Fall semester 2019 with implementation beginning Spring 2020.

Changes in Student Achievement and Learning:

Organizations that invest in professional and leadership development are more successful with better outcomes than those who do not. This also applies to community colleges. Likewise, with expansion of professional development activities at the college, in general and specifically aimed at increase student achievement and learning, LATTC will increase institutional and student success.

Replicability and Further Expansion to Other Areas of the College:

The college's professional development activities have been broad-based and several, such as the Days of Learning, are designed to include all employees and students at the college. With implementation of a comprehensive professional development plan, activities and opportunities will be available to meet the diverse needs of campus constituents and will increase their capabilities and capacities for increasing institutional and student success.

Evidence:

| QF1.3 | 1 | CUE Developmental Evaluation Report |
| QF1.3 | 2 | PACTS Leadership Academy |

Quality Focus Project #2 – Quality Assessment, Goal 1 - Alignment

Goal 1: Improve learning outcome alignment with internal and/or external competencies.
- *Review and update outcome statements*
- *Review and update course alignment to program*
- *Create a quality review process*
- *Develop an Assessment Toolkit*

Status: In Progress

Goals, Outcomes, and Data:

The 2016 Institutional Self Evaluation Report highlighted the need to strengthen the quality of the College's assessment practices. The objective of this Quality Assessment Project is to increase the effectiveness of the College's assessment process in using learning outcome assessment results to inform decision-making that supports student learning and achievement.

On May 1, 2018, the Academic Senate approved revised Institutional Learning Outcomes (ILOs) that were updated to improve their quality (QF2.1.1). The Program Review Assessment Committee revisited the ILOs in Fall 2019 to update and integrate them into institutional pathway core competencies, called PACTS Competencies (QF2.1.2). PACTS stands for Pathway to Academic, Career, and Transfer Success, which is the name for College's guided pathways model (QF2.1.3) This will better align the ILOs with the College's pathway-focused mission (QF2.1.4). The current ILOs are assessed by a climate survey. After the College updates and finalizes the PACTS Competencies by Fall 2020, it will discuss whether it will develop rubrics to assess them or if it will assess them via eLumen's alignment and attainment mapping feature. This feature allows the College to map courses and their learning outcomes to institutional and program learning outcomes and indicate the attainment level for each.

The Office of Institutional Effectiveness (OIE) facilitated learning outcome sessions for each pathway starting February 2017 to train faculty on how to apply the Program Review Assessment Committee-approved evaluating criteria to review and revise learning outcomes to improve their quality (QF2.1.5). On August 24, 2017, during department meetings at Faculty Convocation, program faculty finalized approval of their revised program learning outcomes (PLOs) (QF2.1.6). Programs of study revised their PLOs as needed through program review and the curriculum process. With the adoption of eLumen for outcomes assessment, PLOs will be assessed via alignment and attainment mapping in eLumen, therefore rubrics will not be created for each PLO as originally planned when Action Project #2 was conceived.

In Spring and Fall 2017, the Liberal Arts Pathway faculty revised the general education learning outcomes (GELOs) and approved and submitted them on October 1, 2017 (QF2.1.7). The College revisited the GELOs in Fall 2019 as part of its review of the institutional learning outcomes (ILOs) to update and integrate the GELOs and ILOs into PACTS Competencies (QF2.1.8). This will better align the GELOs and ILOs with the College's pathway-focused mission (QF2.1.4). GELOs will be assessed via alignment and attainment mapping in eLumen, therefore rubrics will not be defined for each GELO as originally planned when this project was conceived. This mapping will be completed before program review. After the College updates and finalizes the PACTS Competencies by Fall 2020, it will discuss whether it will develop rubrics to assess them or if it will assess them via eLumen's alignment and attainment mapping feature.

By October 2, 2017, instructional programs submitted revised curriculum maps with revised course student learning outcome statements (SLOs) in accordance with the deadline set by the PRAC on May 31, 2017 (QF2.1.9). Curriculum maps will be updated whenever SLOs and PLOs are revised. Updates to maintain curriculum maps will be completed by faculty prior to scheduled program review. This process will ensure curriculum gaps are addressed in order to support student attainment of program outcomes.

This Action Project was written prior to the College setting up eLumen. Although the original idea was to map PLOs to institutional-level outcomes, the College eventually configured the Outcome Mapping Preference in the eLumen system settings to have SLOs map to both PLOs and institutional-level outcomes, and not for SLOs to map to PLOs and then PLOs to institutional-level outcomes based on feedback from the College's eLumen Customer Success Manager (QF2.1.10) (QF2.1.11). When the College updates and finalizes PACTS Competencies by Fall 2020, it will determine whether to develop rubrics to assess them or if it will assess them via eLumen's mapping feature. If the College chooses mapping, course SLOs, and not PLOs, will be mapped to the PACTS Competencies in 2020-2021.

In Spring 2019, the College distributed a Default SLO Assessment Scorecard to all course sections in eLumen. In the assessment scorecard, faculty indicate whether for each SLO, if each student "Meets Expectations," "Does Not Meet Expectations," or "NA" (was not assessed) for each outcome (QF2.1.12). Starting in Fall 2020, faculty can set up customized assessment rubrics in eLumen if they wish to use their own custom rubrics for assessment instead of the Default SLO Assessment Scorecard.

In accordance with the LATTC Assessment Guidelines, faculty are to engage in dialogue to complete Action Plans in eLumen each September that are informed by a review of aggregated assessment data in eLumen and faculty dialogue (QF2.1.13). To support this work, the College funded a department and discipline coordinator training by an eLumen representative held on June 4, 2019 covering department and discipline coordinator functions in eLumen (QF2.1.14). OIE created the LATTC Assessment YouTube channel with training videos for those who need further support and for those who cannot attend in-person trainings. In Fall 2019, OIE provided individual training for eLumen coordinators and department faculty to show them how to view aggregated assessment data, reflections, and enter Action Plans in eLumen since this was the first time the faculty used eLumen to enter Action Plans.

By utilizing eLumen for assessment, the College will be able to produce detailed reports to better monitor student learning (QF2.1.15). As the College continues to utilize eLumen, there will be more data available for more detailed reports about student learning and progression.

On April 11, 2019, Student Affairs staff and leadership engaged in a training session to review and revise service area outcomes (SAOs) (QF2.1.16) and revised SAOs were submitted (QF2.1.17). Administrative Services will hold a retreat in Fall 2019 to revisit its SAOs and consider utilizing a key performance indicator framework as a way to assess and track quality and effectiveness.

Depending on the SAOs and the assessment tools used, the College will not require that a rubric be available for each SAO. Instead, criteria benchmarks for success must be indicated for each SAO and indicator when service areas complete program review.

Beginning in Fall 2016, the Program Review Assessment Committee (PRAC) developed criteria

for evaluating learning outcomes with the assistance of the University of Southern California Center for Urban Education (QF2.1.18). From Spring 2017 to Fall 2017, the Office of Institutional Effectiveness (OIE) organized trainings and worked with program faculty in each pathway to revise learning outcomes in preparation for the 2017-2021 program review assessment cycle (QF2.1.19). All revised outcomes were sent to OIE to input into eLumen.

The Program Review Outcomes Assessment Coordinator, who currently serves as the PRAC Faculty Co-Chair, reviews learning outcomes through curriculum technical review and applies the PRAC learning outcomes evaluation criteria to check the quality of learning outcome statements and provide feedback to faculty. On August 16, 2018, the Curriculum Committee held a training for department Chairs that covered the updated learning outcomes process (QF2.1.20). The process went into effect in Fall 2018.

Going forward, the Los Angeles Community College District will implement the eLumen curriculum platform to replace its current curriculum management system. This is planned to go live in Fall 2020. The use of eLumen for curriculum in addition to assessment will further streamline and align the quality review process for learning outcomes.

Assessment guides and training materials are compiled in an online eLumen and Assessment Toolkit on the LATTC Assessment Webpage that can be accessed in the Employees portal page on the College website (QF2.1.21). This online Toolkit will be continuously updated to maintain currency.

Changes in Student Achievement and Learning:

Quality and integrated outcome statements, assessments, program review processes are crucial for monitoring student achievement and learning, identifying areas for improvement, and developing specific strategies and activities for increasing student success. Activities the College has completed through this Action Plan will lay the foundation for systematic assessment and improvement of student learning, competency attainment, and achievement.

Replicability and Further Expansion to Other Areas of the College:

Assessment and program review procedures and systems are being implemented college-wide and include all departments at the College.

Evidence:

QF2.1	1	Academic Senate Minutes 5-1-18
QF2.1	2	PRAC Minutes 9-14-19
QF2.1	3	LATTC PACTS Pyramid
QF2.1	4	LATTC SEMP
QF2.1	5	Learning Outcome Training PPT 3-10-17
QF2.1	6	Convocation Day Agenda 8-24-17 and Sample Revised PLOs
QF2.1	7	GELOs Approved 10-1-17
QF2.1	8	PRAC Minutes 10-2-19
QF2.1	9	PRAC Minutes 5-31-17
QF2.1	10	Screenshot eLumen System Settings 8-1-19
QF2.1	11	eLumen Curriculum Map Samples

QF2.1	12	Default Assessment Scorecard Sample 8-1-19
QF2.1	13	LATTC Assessment Guidelines, Dialogue and Action Plan Section
QF2.1	14	eLumen Coordinator Training 6-4-19
QF2.1	15	eLumen Outcome Performance Report Sample 11-15-19
QF2.1	16	SAO Training 4-11-19
QF2.1	17	Revised SAOs and Revision Meetings Schedule
QF2.1	18	Learning Outcome Evaluation Criteria PRAC Minutes 12-7-16
QF2.1	19	Learning Outcomes Sessions PPT 3-10-17
QF2.1	20	Curriculum Training 8-16-18
QF2.1	21	eLumen and Assessment Toolkit Webpage Screen Shot

Quality Focus Project #2 – Quality Assessment, Goal 2 – Data Collection

Goal 2: Strengthen and streamline data collection, disaggregation, and reporting.
- *Develop a new assessment calendar*
- *Complete eLumen set up and reporting tools*
- *Develop and provide professional development materials and support*

Status: In Progress

Goals, Outcomes, and Data:

The LATTC Assessment Guidelines approved by the Academic Senate on November 6, 2018, indicate that the current assessment cycle is four years, from Fall 2017 to Spring 2021, to align with the Program Review cycle. Furthermore, all courses, all sections, and all student learning outcomes shall be assessed whenever the courses and sections are offered. The assessment cycle for the College is continuous with improvement action plans completed annually in September. All outcome statements are to be assessed in the cycle (QF2.2.1).

By Fall 2018, all revised program learning outcomes (PLOs) and course student learning outcomes (SLOs) were input into eLumen (QF2.2.2). Any new and revised learning outcomes will be input as needed after they are approved and vetted through the curriculum process.

The College developed and distributed a default SLO Assessment Scorecard in eLumen to be used by all sections for outcomes assessment in Spring 2019 and onward (QF2.2.3). Starting Fall 2020, faculty have the option to customize their own assessment rubric or scorecard in the system with support from the Office of Institutional Effectiveness.

In Spring 2019, the College officially launched and used eLumen for college-wide assessment. As of July 31, 2019, 74.71% courses were assessed in eLumen for Spring 2019. The goal is to reach 100% assessment of all courses in eLumen by Spring 2021, with progress to be made towards that goal each year (QF2.2.4).

eLumen was launched in Spring 2019. The College is currently collecting assessment data in the system. eLumen will allow the College to gather data and run disaggregated student-level reports. This data will become more robust as more data is gathered and will allow faculty to implement actions that help students know more about course and program outcomes (QF2.2.5).

To support a quality assessment system, LATTC identified and trained assessment leaders to support assessment work. The College came up with the role of Pathway Outcomes Assessment Facilitators (POAFs)—pathway assessment leaders who facilitate dialogue about assessment in their pathways and serve as a resource for pathway faculty regarding the College's assessment processes and the use of eLumen. Faculty who volunteer as POAFs received professional development (flex) credit, satisfy their committee service requirement, and get priority for funding for professional development relating to assessment (QF2.2.6).

On August 30, 2018, at the Chair's Council, department chairs were asked to identify faculty to volunteer to be POAFs for their pathways. As of October 4, 2019, there are twenty-seven (27) POAFs (QF2.2.7). These POAFs also happen to serve as eLumen Discipline Coordinators. The Faculty Program Review Outcomes Assessment Coordinator facilitates regular meetings and

assessment trainings for the POAFs (QF2.2.8). Trainings have covered rubrics, eLumen, learning outcomes, and assessment leadership and planning.

Starting Spring 2019, regularly scheduled training was offered on using eLumen for assessment (QF2.2.9). Guides and YouTube videos were created for faculty to be able to complete self-study and are located in the eLumen and Assessment Toolkit webpage (QF2.2.10).

Trainings will continue to be scheduled regularly on assessment and program review topics in order to support continuous quality improvement. Satisfaction surveys on the support and training offered by the Office of Institutional Effectiveness for assessment will be administered in 2019-2020.

Assessment information, guides, and training materials are made available at the LATTC eLumen and Assessment Toolkit webpage (QF2.2.10). The Office of Institutional Effectiveness maintains the webpage.

Changes in Student Achievement and Learning:

Similar to Goal 1 of this Action Project #2, strengthening and streamlining data collection, disaggregation and reporting is instrumental for identifying areas needing improvement and monitoring the success of specific strategies and activities aimed at increasing student success. Activities the College has completed through this Action Plan will lay the foundation for systematic improvement processes particularly aimed at increasing student learning, achievement, and success.

Replicability and Further Expansion to Other Areas of the College:

Also similar to Goal 1 of this Action Project #2, this goal furthers the LATTC's implementation of assessment procedures and systems college-wide, inclusive of all departments at the College.

Evidence

QF2.2	1	Assessment Guidelines Senate Minutes 11-6-18
QF2.2	2	eLumen Outcomes Report
QF2.2	3	Default Assessment Scorecard Sample
QF2.2	4	Assessment Rates Spring 2019 and PRAC Assessment Rate Goals
QF2.2	5	Sample eLumen Outcome Performance Reports
QF2.2	6	POAF Description
QF2.2	7	POAF List 10-4-19
QF2.2	8	POAF Meetings Sign In Sheets and Materials
QF2.2	9	eLumen Trainings Sign In Sheets and Materials
QF2.2	10	Assessment Toolkit Page 10-4-19

Quality Focus Project #2 – Quality Assessment, Goal 3 - Dialogue

Goal 3: Strengthen dialogue and evidence-based action planning to focus on improving student learning and achievement.

- *Use the meta-evaluation recommendations to revisit the integrated planning process*
- *Utilize technology for ease of connecting outcome assessment results, program review, and resource requests*
- *Create an evaluation mechanism to measure the use and effectiveness of evidence-based action planning and its impact on student learning and achievement*
- *Compile and disseminate a report to establish how assessment data are utilized to plan program improvements and the outcomes of those activities each year*
- *Strengthen processes to promote, ensure, and document dialogue leading to program improvement*

Status: In Progress

Goals, Outcomes, and Data:

On May 1, 2018 the Academic Senate voted to approve a newly designed Pathway Program Review (PPR) model, a change from a program- to pathway-level evaluation, aligned with the PACTS framework (QF2.3.1).
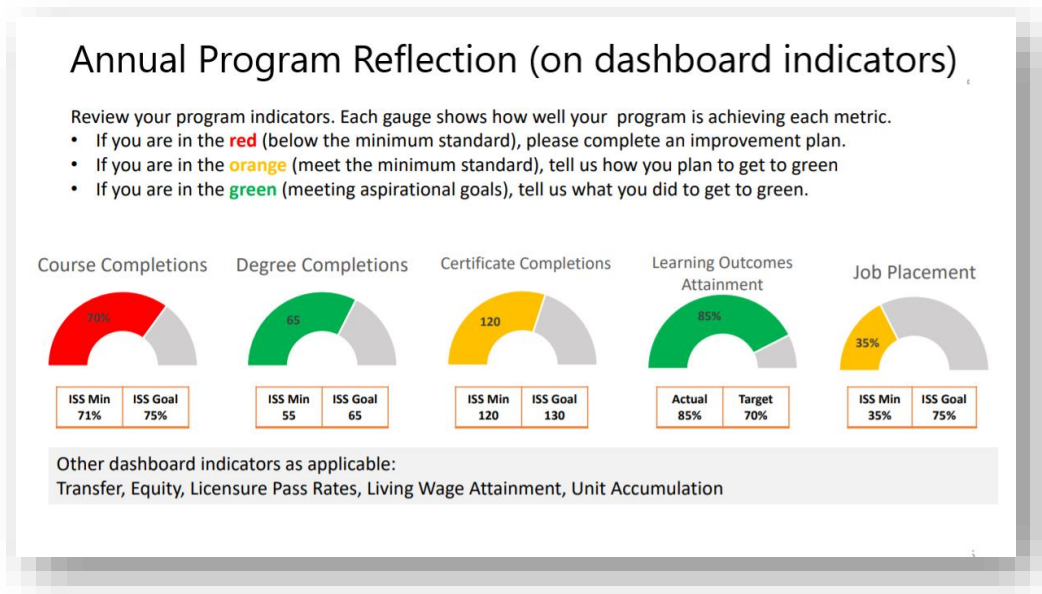
The College piloted PPR with the Advanced Transportation and Manufacturing (ATM) Pathway on November 2, 2017, the Design and Media Arts (DMA) Pathway on November 13, 2017, and the Applied Sciences (AS) Pathway on November 15, 2018 (QF2.3.2) (QF2.3.3) (QF2.3.4). The paradigm change required pathways to complete a comprehensive PPR on a staggered or annual basis. On years that a pathway does not conduct PPR, the pathway faculty within the programs of study would complete an annual program reflection.

The PPR process involved the Office of Institutional Effectiveness (OIE) presenting the data for the pathways and their programs of study and facilitating dialogue among pathway faculty and staff. Specifically, faculty were grouped together by clusters of programs that share common courses. In these clusters, faculty discussed their program data and actions to improve student achievement. OIE provided note-taking support to provide faculty with uninterrupted focus on the data dialogue process. By the end of the process, faculty created action plans for their programs and the entire pathway unit reconvened to develop a pathway-level action plan, that they would finalize a few weeks later.

The PPR pilot revealed needed improvements to the process, including identifying and focusing more on pathway-level data indicators rather than program- or discipline-level indicators. Also, it was discovered that at the program level, the dialogue was centered on instruction and regulated by classroom faculty, which created a challenge for non-classroom faculty and staff pathway members to fully contribute to the interchange and overall action planning. Subsequently, the results of the pilot revealed a lack of alignment between and reflection on the quality and role of services within the pathway; therefore, the revised strategy was to identify and focus on pathway-level indicators to provide a broader perspective and more efficient program review process.

Subsequently, the College decided to take a step back and focus on developing a program-level program review, a counterpart to the program review process, that would provide a status check in

between comprehensive program reviews. The College determined that by first developing the program review process at the program level, it could better define and distinguish between program and pathway data (QF2.3.5).

In Spring 2019, the OIE researched eLumen's program review module and determined that it was incompatible with PPR because it was not customizable to fit the facilitated dialogue and clustered grouping paradigm. Subsequently, OIE identified a different platform to fit the College's needs (QF2.3.6).

To streamline program review and assessment, annual program review will utilize dashboard performance indicators so that faculty can view an easy-to-read visualized data snapshot of whether a program is meeting or not meeting standards (QF2.3.5). Using eLumen's alignment mapping feature, course student learning outcomes (SLOs) will be mapped to program learning outcomes (PLOs). PLOs will be assessed through program review when faculty can review how student attainment of SLOs reflects their attainment of PLOs.

The College is implementing the annual program review process in 2019-20 and plans to develop a resource allocation model to be implemented in 2020-21. The College also decided to revise the staggered program review cycle so that all pathways complete comprehensive pathway review in the same year rather than staggered throughout the four-year cycle.

In Fall 2020, a report establishing how assessment data are utilized to plan program improvements and the outcomes of those activities that shows the number of changes made to existing programs and practices as a result of program review will be available. Also in Fall 2020, annual data reports showing increases in student mastery of learning outcomes, based on changes resulting from program review action plans, will be available.

Changes in Student Achievement and Learning:

Several changes in student achievement and learning will occur because of the strategies and activities implemented through this action plan at both the course, program, and institution levels as follows:

At the course level:
- Increased student learning and achievement
  - Due to improved ability to collect evidence and enhance faculty dialogue about the contribution of student learning outcomes to program learning outcomes.
  - Leading to curricular adjustments and changes in teaching practices.
  - Resulting from the College knowing when, where, and how learning outcomes are taught and assessed within programs.
- Strengthened learning outcomes that meet internal and external requirements
- Improved faculty ability to address gaps due to the capacity to report disaggregated data
  - Faculty can obtain information to help them determine appropriate changes to apply to meet student needs.

At the program level:
- Increased number of graduates who enter the workforce with the skills employers require
  - Resulting from improved faculty work and succeeding actions leading to enhanced student content knowledge and mastery of skills related to their chosen industry.
- Increased student completion
  - Resulting from non-instructional programs aligning service area outcomes with College priorities and providing a clear direction of where those services are provided and improvements can be executed.
- Alignment with PACTS enables the College to focus all instructional and student support programs and services in a concentrated and strategic manner
- Allows for identification and selection of targeted interventions to address critical areas

At the institutional level:
- Improved institutional quality
  - Resulting from informed changes in teaching practices due to enhanced dialogue surrounding student learning and assessments.
- Increased college reporting capability, transparency, and accountability.

Replicability and Further Expansion to Other Areas of the College:

Also similar to Goal 1 and 2 of this Action Project #2, this goal furthers the College's implementation of assessment and program review procedures and systems college-wide, inclusive of all departments at the College.

Evidence

QF2.3	1	Academic Senate Meeting Minutes 5-1-18
QF2.3	2	PPR Pilot ATM 11-2-17
QF2.3	3	PPR Pilot DMA 11-13-17
QF2.3	4	PPR Pilot AS 11-15-18
QF2.3	5	PRAC Meeting Minutes, PowerPoint, and Handouts 04-10-19
QF2.3	6	Program Review Platform Screen Shot