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LOS ANGELES
TRADE TECHNICAL COLLEGE

OCTOBER
2017

FOLLOW-UP
REPORT

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Los Angeles Trade Technical College

Follow-Up Report

Submitted by:

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

Submitted to:

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

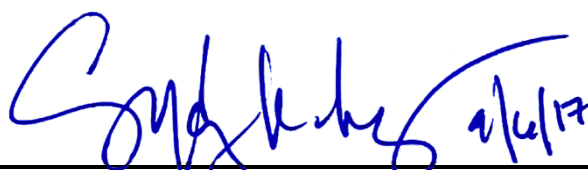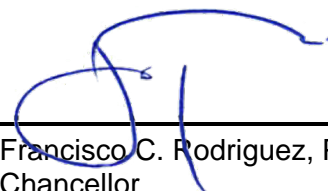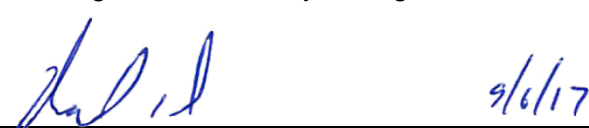**Date Submitted**
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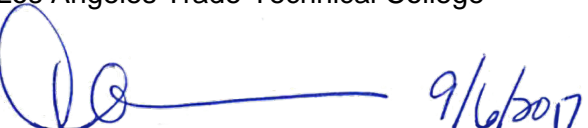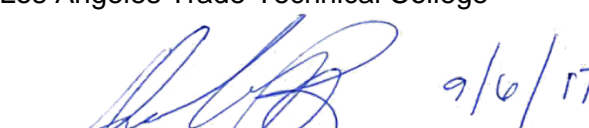
CERTIFICATION OF FOLLOW-UP REPORT

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

From: Laurence Frank, President
                Los Angeles Trade-Technical College
                400 W. Washington Boulevard
                Los Angeles, CA 90015

I certify that there was broad participation/review by the campus community and believe this Report accurately reflects the nature and substance of this institution.

Signatures:

Sydney K. Kamlager Date	Francisco C. Rodriguez, Ph.D. Date
President, Board of Trustees	Chancellor
Los Angeles Community College District	Los Angeles Community College District
Laurence Frank Date	Martin Diaz Date
President	President, Academic Senate
Los Angeles Trade-Technical College	Los Angeles Trade-Technical College
Leticia L. Barajas Date	Kenadi Le Date
Accreditation Liaison Officer	Faculty Effectiveness Coordinator
Los Angeles Trade-Technical College	Los Angeles Trade-Technical College
Carole Anderson Date	Sadie Batres-McNish Date
Chapter President, AFT Faculty Guild, Local 1521	President, Associated Student Organization
Los Angeles Trade-Technical College	Los Angeles Trade-Technical College

(signature) 9/6/17

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

(signature) 9/6/17

Michelle Cheang   Date
Deans Representative, IBT Local 911
Los Angeles Trade-Technical College

(signature) 9/20/17

Justin G. Sanders   Date
Facilities Classified Representative, SEIU
Local 99
Los Angeles Trade-Technical College

Vacant   Date
Supervisory Employees Representative,
SEIU Local 721
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Ramiro De Leon   Date
Los Angeles/Orange County Building and
Construction Trades Council
Los Angeles Trade-Technical College

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STATEMENT OF REPORT PREPARATION

Background

A 13-member External Evaluation Team (Team) visited Los Angeles Trade-Technical College (LATTC) from March 7, 2016 to March 10, 2016. In the Accrediting Commission for Community and Junior Colleges (ACCJC) action letter dated July 8, 2016, the Commission notified LATTC President Laurence Frank that it acted to reaffirm the College's accreditation for eighteen months, and that the College is required to submit a Follow-Up Report (FUR) by October 2017 on the issues identified in the College and District teams' findings of noncompliance (C0.1). This FUR addresses this requirement and provides evidence to demonstrate that the College is effectively addressing the concerns identified in the action letter and is in compliance with the Accreditation Standards.

Process of Report Preparation

Los Angeles Community College District Report Preparation Process

The Los Angeles Community College District takes an integrated approach to accreditation. While each college has its own governance processes for addressing accreditation, all colleges participate in addressing District accreditation recommendations and in ensuring that the District meets all accreditation standards. The main venue for discussing accreditation issues is the District Accreditation Committee. The District Accreditation Committee is comprised of the college Accreditation Liaison Officers, the college faculty accreditation leads, a college president, and representatives from the Educational Services Center (D0.1). 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 met over the past year and reviewed progress made on the recommendations. The progress was further communicated to the Board of Trustees through the Institutional Effectiveness and Student Success Committee (D0.2; D0.3; D0.4). The report addressing the District recommendations were 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 District Accreditation Committee for approval (D0.5).

The final District responses were provided to each college for review and approval through the college governance processes. Each college completed the report by adding their responses to college-specific recommendations and augmenting the District response to reflect the college implementation of district-wide actions. The complete and appended reports were approved through the college approval processes.

Los Angeles Trade-Technical College Report Preparation Process

Los Angeles Trade-Technical College's (LATTC) 2017 Follow-Up Report (FUR) was prepared under the direction of the Accreditation Liaison Officer (ALO), Leticia Barajas, Vice President of Pathway Innovation and Institutional Effectiveness. Vice President Barajas worked in conjunction with the College leadership (the president, vice presidents, deans, faculty leadership, and classified staff leaders) and engaged the College community in the process of writing the report through presentations at participatory governance meetings (C0.2). Narratives, data, and documents for the FUR were compiled and prepared by College leadership and the Faculty Effectiveness Coordinator (FEC).

On May 16, 2016, the LATTC College Council voted and approved the Council to assume the charge of the Accreditation Steering Committee's duties so that the Council would be the coordinating committee for accreditation-related matters (C0.3). This change has provided the College Council the direct opportunity to address accreditation as part of regular college planning to promote student success. On October 17, 2016, the Council voted to establish its 2016-2017 goals, with one of these being monitoring the *Quality Focus Essay* and the development, review, and approval of the FUR (C0.4).

On May 25, 2016, the Program Review-Assessment Committee (PRAC) voted to adopt LATTC's *Quality Focus Essay Action Project #2: The Quality Assessment Project* (QFE AP2) goals as part of its committee goals for 2016-2017 (C0.5). QFE AP2 deals with Program Review and Assessment, areas overseen by PRAC that directly address College Recommendations 1, 3, and 6. As co-chairs of the PRAC, the ALO and FEC ensured that the committee addressed the appropriate College Recommendations in its work throughout 2016-2017.

Review and Approval of Report

On March 20, 2017, the Accreditation Liaison Officer (ALO) and Faculty Effectiveness Coordinator (FEC) provided a report to the College Council on the progress of the Follow-Up Report (FUR) and Accreditation updates (C0.6). On April 11, 2017, the ALO and FEC provided a report to the Academic Senate on the progress of the FUR and Accreditation updates (C0.7). On June 2, 2017, the draft FUR was posted on the LATTC Accreditation website for the college community to review (C0.8). The LATTC Academic Senate voted to approve the final draft of the FUR on June 5, 2017 (C0.9). The LATTC College Council voted to approve the final draft of the FUR on June 9, 2017 at its annual retreat (C0.10).

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 responses to District and college recommendations were presented to the Board through the Institutional Effectiveness and Student Success Committee on August 23, 2017 (D0.6). The Board of Trustees reviewed and approved the nine college reports on September 6th, 2017 (D0.7). The final reports were 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.

RESPONSE TO COLLEGE RECOMMENDATION 1 (COMPLIANCE)

In order to meet Standard, the assessment of program learning outcomes (PLO's and SAO's) throughout the institution must be accelerated to comply with College processes to ensure, that assessment results are analyzed, used to improve institutional effectiveness, and broadly communicated. (I.B.2; I.B.8; I.C.3; II.A.3)

Closing out the Previous Fall 2013-Spring 2016 Assessment Cycle

On May 13, 2016, Los Angeles Trade-Technical College (LATTC) sent the Commission a supplemental report that included information about the College's progress in completing its Fall 2013-Spring 2016 Assessment Cycle (C1.1). In accordance with its assessment processes and timeline for its 2013-2016 Cycle, the College completed all outcomes assessments in June 2016. The LATTC Assessment webpage reflected the completion status of all 93 program and 32 service area outcome assessments (C1.2).

2016-2017 Reflection Year to Focus on Quality

LATTC adopted a revised 2016-2017 Program Review process and timeline to focus on strengthening and improving the quality of its Program Review and Assessment process and close the loop on 2014-2015 (C1.3). This decision resulted from Program Review-Assessment Committee (PRAC) discussions and the University of Southern California's Center for Urban Education's (CUE) meta-evaluation recommendations regarding LATTC's Program Review and Assessment Cycle (C1.4). The College used 2016-2017 as a reflection year to review and revise outcome statements, curriculum maps, implement the eLumen software platform, and determine the elements of a new Program Review-Assessment Cycle. The response to College Recommendation 3 provides further details about LATTC's eLumen implementation. The response to College Recommendation 6 provides further information about LATTC's work on a new Program Review-Assessment Cycle.

2016-2017: Year of Reflection Activities

On June 7, 2016, the College launched the revised 2016-2017 Program Review timeline with an all-day forum called Faculty Effectiveness Day where over 120 faculty attended and participated (C1.5). During the first half of the day, USC's Center for Urban Education's team engaged faculty in activities to review syllabi and explore equity and classroom culture communicated in syllabi (C1.6). During the second half of this day, program faculty worked together to close the loop on 2014-2015 goals; complete Program Review and reflection on 2015-2016; and set goals for 2016-2017 (C1.7).

On August 17, 2016, the College held a similar forum for service and administrative areas, called Services Effectiveness and Engagement Day. On this day, service and administrative unit staff completed closing the loop; engaged in Program Review and reflection; and set goals for 2016-2017 (C1.8).
At Faculty Convocation Day on August 25, 2016, the College informed faculty members about the results of the Accreditation action letter and the External Evaluation Report. One of the breakout sessions was devoted to the topic of accreditation and the faculty role in addressing College Recommendations (C1.9).

Revising Outcome Statements and Curriculum Maps to Improve Quality

Based on the results of the previous two assessment cycles, the College recognized the need to revise and improve learning outcome statements and curriculum maps before launching a new Program Review and Assessment Cycle. It identified the issue and actions to address this in its *Quality Focus Essay Action Project 2: The Quality Assessment Project* (C1.10). The PRAC formed a workgroup (Outcomes Workgroup) tasked with developing criteria for evaluating the quality of learning outcomes (C1.11). On September 7, 2016, the PRAC reconstituted the Outcomes Workgroup with new 2016-2017 members to continue the work of drafting evaluating criteria (C1.12). The Workgroup met on November 2, 2016 to review and choose criteria for the PRAC to consider. On December 7, 2016, the PRAC reviewed the Workgroup's proposed criteria and decided on five evaluating criteria. The committee also agreed to have Institutional Effectiveness (IE) facilitate learning outcome sessions to train program faculty on how to apply these evaluating criteria to review and revise learning outcomes for quality (C1.13).

The PRAC worked with CUE to develop forms and tools that will become part of an LATTC Program Review-Assessment handbook (C1.14). CUE presented a training for the PRAC members and some other key faculty leaders on how to use the learning outcomes evaluation criteria to review and revise learning outcomes (C1.15). This training was modified by IE and the Faculty Effectiveness Coordinator for use in facilitated learning outcomes sessions that began in February 2017 (C1.16). Information about the sessions was provided to the College community, PRAC, College Council, and the Academic Senate through reports and presentations at committee meetings (C1.17). By August 2017, all programs participated in facilitated learning outcomes revision sessions.

As a result of faculty feedback and research by IE and CUE, the PRAC also decided to revise the curriculum map mastery alignment scale from four levels (Introduced, Developed, Practiced, and Mastered) to three levels (Introduced, Reinforced, and Mastered) to make it clearer for faculty to complete curriculum mapping (C1.18). The four-level scale was confusing for faculty who did not see a substantial difference between "developed" and "practiced".

On August 24, 2017, during department meetings at Faculty Convocation, program faculty finalized approval of their revised program learning outcomes (C1.19). IE inputted these revised learning outcomes into eLumen in preparation for the new Program Review-Assessment Cycle that launched Fall 2017. By October 2, 2017, instructional programs submitted revised curriculum maps with revised course student learning outcome statements in accordance with the deadline set by the PRAC (C1.20; C1.21).

RESPONSE TO COLLEGE RECOMMENDATION 3 (COMPLIANCE)

In order to meet Standard, the College should implement methods that allow the college to consistently examine and document patterns of learning and achievement within all programs, disaggregating data along the lines of standard demographic characteristics, mode of delivery, and other relevant sub-populations of students. (I.B.5; I.B.6)

eLumen as the method for disaggregation

Los Angeles Trade-Technical College (LATTC) acquired the eLumen software platform in 2015 to improve how it collects disaggregated student achievement data. In Summer 2016, Institutional Effectiveness (IE) completed inputting action plan data into eLumen; and in Fall 2016, the College completed its data migration into eLumen.

eLumen Pilot

To prepare for college-wide eLumen implementation, the College conducted a pilot of the system in Fall 2016 for outcomes assessment. The pilot allowed the College to test eLumen's features; refine system set-up; obtain information needed to prepare college-wide implementation; give the Program Review-Assessment Committee (PRAC) information to inform development of a new Program Review and Assessment Cycle; and ensure data integrity at the student and program level (C3.1). Information about the status of the eLumen pilot was provided to the college community, PRAC, College Council, and the Academic Senate through newsletters, and reports and presentations at committee meetings (C3.2).

The College piloted eLumen with 38 full-time faculty members who completed outcomes assessment for 70 different Fall 2016 courses in 22 different disciplines, covering most of the instructional departments and pathways (C3.3). Eighteen of these faculty members signed up to pilot eLumen at Faculty Convocation on August 25, 2016 when the pilot was announced. On September 28, September 29, and October 11, IE held orientation workshops for the piloting faculty to outline timeframes and address questions. Twenty-three faculty members attended the orientations, and two faculty received individual orientations (C3.4).

In November 2016, IE conducted four training workshops for the pilot faculty covering creating assessments and entering student scores and action plans into eLumen (C3.5). The deadline to complete each pilot task in eLumen was December 23, 2016. On January 19, 2017, twenty-one of the piloting faculty met to reflect and report on their pilot experience and provide feedback to PRAC and IE for revising and improving the eLumen trainings, guides, and the process for implementing eLumen college-wide (C3.6). Afterward, IE sent a follow-up survey to acquire detailed feedback from the pilot faculty (C3.7).

As a result of the eLumen pilot, the College demonstrated it can improve how it collects disaggregated data and use that information to meaningfully examine student learning and achievement (C3.8).

RESPONSE TO COLLEGE RECOMMENDATION 6 (COMPLIANCE)

In order to meet the Standard, the College should ensure programs are following the approved program review process in a timely manner, as identified by the College. Program reviews should utilize appropriate data to support assessment of student learning outcomes and identify continuous improvement actions. (II.A.3)

Following an Approved Program Review Process

Since 2009, all Los Angeles Trade-Technical College (LATTC) programs completed Program Review annually. The College follows the approved Program Review timeline. An archive of all completed Program Reviews is available on the LATTC Program Review-Assessment Committee (PRAC) website at: http://comm.lattc.edu/prc/pr-archives/ (C6.1).

During the 2016-2017 academic year, as discussed in the response to College Recommendation 1, the College adopted a revised 2016-2017 Program Review timeline. By Fall 2016, all instructional, service, and administrative areas completed closing the loop on 2014-2015; Program Review and reflection for 2015-2016, and set goals for 2016-2017. The completed Program Review and Reflections and Closing the Loop forms were posted on the PRAC website (C6.1).

2016-2017 Reflection Year to Focus on Quality and Ensure Program Reviews Utilize Appropriate Data

Using 2016-2017 as a transitional Program Review year to focus on quality and plan for a new cycle aligns with the goal of the *LATTC Quality Focus Essay Action Project 2: The Quality Assessment Project* to increase the effectiveness of the College's Program Review and Assessment process. The College is working to ensure consistency and depth of its Program Review across instructional programs to clearly and consistently connect the implementation of institutional changes to Program Review and assessment of outcomes that lead to improved student learning. Please refer to the response to College Recommendation 1 for further information on the transitional Program Review year.

The College recognized that, in many instances, resource requests were driving Program Review. Some programs were approaching Program Review as an opportunity to request resources rather than to meaningfully self-examine strengths and weaknesses. Discussions at the Planning and Budget Committee and the PRAC led the College to unlink the resource request component from Program Review in the transitional year. This was done to ensure faculty review student achievement and learning outcomes data to evaluate program effectiveness in achieving stated goals, and to have resource requests align with needs identified from reviewing that data (C6.2).

Planning for a New Program Review Cycle

In Fall 2016, the PRAC began discussion on guiding practices for a new Program

Review cycle; considered what the new Program Review and Assessment cycle would encompass; and agreed that Program Review should be conducted along pathways (C1.12). The committee compared the USC Center for Urban Education's (CUE) LATTC meta-analysis report recommendations and the committee's own ideas for guiding LATTC program review practices. Common themes that emerged were leadership, reflection, simplification, alignment, and quality improvement (C6.3).

In Spring 2017, the PRAC discussed and decided to pilot Program Review with select faculty and programs that completed the Fall 2016 eLumen Pilot (C6.4). Institutional Effectiveness (IE) worked with CUE to draft components for Program Review based on research into what other institutions use (C6.5). IE also worked with CUE to research and draft a Program Review and Assessment process based on a 4-year cycle that could work for the College (C6.6). LATTC had been doing Program Review on an annual basis, and a longer cycle would provide more time for programs to implement action plans and get meaningful data on the effectiveness of those strategies.

On May 17, 2017, faculty who volunteered to pilot Program Review met to review and provide feedback on the draft Program Review questions and components (C6.7). On May 31, 2017, PRAC considered this feedback and recommended that the Chairs provide feedback at a special Academic Council meeting (C6.8).

On June 15, 2017, the department Chairs met to discuss and provide feedback on a Program Review cycle and process. They agreed on a 4-year comprehensive Program Review cycle with an annual reflection activity for reviewing data and tracking progress towards long-term goals. The Council also wanted to stagger the comprehensive program review by Pathways to align it with the new Educational Master Plan's goals to fully implement pathways (C6.9). The meeting concluded with the Chairs volunteering their pathway areas to complete the new Pathway Program Review process in three staggered rounds (C6.10).

In August 2017, Institutional Effectiveness continued developing the components for a Pathway Program Review and Annual Reflection with feedback from the AFT Chapter Chair and the LATTC Academic Senate President (C6.11). The new Pathway Program Review was announced at Faculty Convocation on August 24, 2017 (C6.12). Advanced Transportation& Manufacturing; Design & Media Arts; and Health & Related Sciences pathways will complete comprehensive Pathway Program Review (PPR) in 2017-2018. All other pathways and their programs of study will do the Annual Reflection. In 2018-2019, Construction, Manufacturing & Utilities; Liberal Arts; and Applied Sciences will complete PPR, with all other pathways doing Annual Reflection. In 2019-2020, Culinary Arts, Cosmetology, and Business & Public Services pathways will complete PPR, with all other pathways doing Annual Reflection.

RESPONSE TO COLLEGE RECOMMENDATION 8 (COMPLIANCE)

In order to meet the Standards, the team recommends that the College review its evaluation process for all positions and ensure that all staff and faculty, including post-tenure faculty, are evaluated systematically and at stated intervals. Actions taken following evaluation are formal, timely, and documented. (III.A.5)

Accountability

On March 14, 2016 the College President and the vice presidents agreed to have the vice presidents be held accountable for evaluations not completed in their areas as part of their annual performance evaluation, and correspondingly, all deans, managers and supervisors will be held accountable (C8.1). To ensure accountability and completion, the District generated a database of Los Angeles Trade-Technical College (LATTC) faculty and staff with outstanding evaluations due. Monthly reports are District-generated to inform the evaluation plan for faculty and staff. These monthly reports are then designated by vice president area and distributed for follow-up by the vice president (C8.2).

Updated Tracking System

The District Human Resources division worked with District IT to update the District's enterprise system, SAP, to enhance the tracking of personnel evaluations effective Spring 2017. All academic personnel were added to the system, and starting Spring 2017, evaluations were uploaded and stored digitally rather than by hard paper copy.

LATTC has completed 165 faculty and staff evaluations in accordance with the stated intervals (C8.3). Together, the College and the District have taken actions to review its evaluation processes and ensure that evaluations will occur systematically with all actions documented. Please see the response to District Recommendation 2 (Compliance) for further information on the SAP system update and the District's role in ensuring all personnel evaluations are completed, documented, and timely.

RESPONSE TO DISTRICT RECOMMENDATION 1 (COMPLIANCE)

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

The District has policies for hiring that are established in Board Rule Chapter X Article III (D1.1). The previous adjunct hiring process allowed for the development of local processes that were not consistent across all colleges. Following the ACCJC's comprehensive visit, the District Academic Senate (DAS), in collaboration with the Chancellor and the District's Human Resources Division as representatives of the governing board, jointly agreed to a uniform hiring procedure for all adjunct positions. The District Academic Senate approved the hiring process on May 11, 2017 (D1.2; D1.3). Other participatory governance groups were consulted as well. The revised adjunct hiring process was included in the HR Guide (D1.4) which was approved in September 2017. A Frequently Asked Questions (FAQ) document was developed to assist colleges in the implementation of this new process (D1.5).

As part of the new process, a centralized web-based adjunct recruitment system that creates applicant lists by discipline was developed and is maintained by the District Human Resources Division for dissemination to the colleges and other district hiring locations (D1.6). The revised process includes a hiring selection committee with an Equal Employment Opportunity (EEO) officer, for screening and interviewing applicants. The Human Resources Division also developed templates for posting adjunct positions (D1.7). The templates include duty statements, minimum qualifications, and application processes and are accompanied by a style guide to ensure conformity in the appearance of postings. The new process provides consistency for the recruitment and selection of adjunct faculty with the goal of ensuring a diverse and highly qualified list of applicants. All hiring processes throughout the district are confidential, and all evidence for this section has been de-identified to protect that confidentiality.

The new process was implemented for adjuncts hired for fall 2017. The online application portal includes requests from every college for disciplines in need of adjunct faculty (D1.8). The Human Resources Division validated adjunct hiring lists and distributed the lists to department chairs throughout the spring and summer semesters (D1.9; D1.10). Selection committees reviewed the lists through the online portal to determine which candidates to offer interviews (D1.11). All interviews were conducted as defined in the adjunct hiring process and included faculty and EEO membership. The uniform guidelines were used in the hiring of all new adjuncts for fall (D1.12).

Department Chairs at Los Angeles Trade Technical College were informed of the new process at Academic Senate meetings held in Spring 2017 (D1.C1).

RESPONSE TO DISTRICT RECOMMENDATION 2 (COMPLIANCE)

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

Following the site visit, the Human Resources Division began an analysis of the current evaluation tracking processes. It found that the process did not include the ability to upload the evaluation as a digital record, which left a gap in the tracking mechanism. Additionally, the District enterprise system, SAP, did not include academic personnel as part of the evaluation tracking. This led to paper records that were sometimes incongruent with the SAP system and two separate means of tracking evaluations. The impact was District records sometimes reflected fewer completed evaluations than college records.

The District has completed an update of the SAP system to enhance tracking and congruence in the evaluation process. The system is now used for all personnel (classified and academic employees) as the system of record for evaluations. In addition, the system has been updated to include the ability to upload evaluations (D2.1; D2.2). The digitizing of evaluation forms ensures that all official records are in agreement and that the SAP system can serve as the official record. The SAP system can now track the percentage of evaluations that have been received and provide reports to managers to assist in completing evaluations (D2.3). The system is programmed to track evaluations in accordance with the contractual guidelines in bargaining agreements. The system of submitting digital copies of evaluations for the official record and for tracking purposes went into effect for evaluations due January 1st, 2017 moving forward. This process will capture all evaluations as they are due.

All Colleges have implemented the evaluation process developed in the SAP system. As of September 2017, the District has uploaded to the new system 62.6% of employees in accordance with the stated intervals.

RESPONSE TO DISTRICT RECOMMENDATION 3 (COMPLIANCE)

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

The Human Resources Division has worked with collective bargaining groups to add Student Learning Outcomes (SLO) and Service Area Outcomes (SAO) language to job descriptions, job duty statements, and evaluation forms. LACCD academic supervisors (Deans) operate under a collective bargaining agreement (D3.1). On June 10, 2017, the union and the District entered into a Memorandum of Understanding to include the results of the assessment of learning and/or service outcomes in the evaluation of all Deans (D3.2). The evaluation form was immediately put into practice (D3.3).

All unrepresented management and executive level administrators have also had SLO and/or SAO assessment integrated into the evaluation process. The revised evaluation forms ensure that learning and/or service outcomes are a component of the evaluation process (D3.4; D3.5).

Each college has implemented the new evaluation process for academic supervisors and managers. The process begins with common language in administrative job announcements that make clear the role of administrators in using learning and/or service outcomes to improve academic and service programs. All Colleges have used the revised job description for all new academic administrators (D3.6; D3.7). All colleges have evaluated current administrators based on the revised job duties and evaluation processes. This includes utilizing the revised evaluation form that mandates a review of the administrator's use of learning and/or service outcomes. All administrative evaluations are up to date and are available in the personnel files for review.

RESPONSE TO DISTRICT RECOMMENDATION 4 (COMPLIANCE)

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

The visiting team indicated that the District and the colleges share responsibility for technology resources and that this led to situations in which technology resources and planning were inconsistent across the colleges. As an example, the team noted that while the District Office has onsite and offsite backups, only some of the colleges had offsite backup systems. In addition, business continuity plans were inconsistent as were the technology resources needed to implement such plans. The District has worked to develop a comprehensive Business Continuity plan that is consistent across all colleges and for the District centralized functions. The plan utilizes the California Community College System Office Information Security Center Template as the framework for a robust disaster recovery process.

The plan was developed through the District Technology Committee constituted by all college IT managers and the District Chief Information Officer. Based on the state template and multiple district-wide technology assessments (D4.1; D4.2), the committee refined the recommendations to fit the specific staffing, governance, and technology infrastructure of the District. The committee approved a district-wide business continuity and disaster recovery plan on July 14th, 2017 (D4.3). The plan was codified in Administrative regulation B-37, which was approved by the Chancellor on July 24, 2017 (D4.4).

While the plan puts in place a consistent process for ensuring reliable access, safety, and security of district and college technology and data, the District has worked to further identify improvements in technology systems, hardware, and processes that will offer even further protection and continuity. As part of a district-wide technology project, the Board requested an assessment of college and district technology needs (D4.5) and the development of a Strategic Execution Plan (D4.6) that would improve technology systems such that all colleges are operating at the same standard. The plan included improvements of storage systems, firewall security, and servers that were used in the development of the business continuity and disaster recovery plan.

The completed technology assessment indicated a need for enhanced data storage processes. The Strategic Execution Plan included enhancement to data storage that would lead to segregated onsite storage, local offsite storage, and offsite emergency backups (D4.7). The District has already begun implementation of these improvements with the District and each college adopting a new segregated backup storage system that ensures that all data and systems have a backup separated from the general system. These storage systems bring all colleges up to the same standard for security, and training has been provided for college IT employees on the use of the systems (D4.8).

The second phase of the back-up plan includes the development of offsite backups for all colleges. The District has sought industry experts in the development of these planned upgrades. As part of an overall technology assessment strategy, the District will

be contracting with a consultant to conduct an evaluation of current IT policies and processes at the college and district level (D4.9). This evaluation will include final recommendations for the use of offsite cloud or physical back-ups. The technology solution will be implemented uniformly across all colleges to add another layer of security.

The District also plans to enhance business continuity and minimize downtime through the purchase of additional servers that could be used as a cold site in the event of catastrophic event or as a warm site in the event of minor outages. These servers will allow the district to maintain enterprise functions in the event that the primary datacenter is inoperable. The purchase of these servers is included in the Strategic Execution Plan with funding identified. The technology assessment strategy noted above will assist the District in identifying the most appropriate location for the secondary site. Additionally, the District has already developed performance/product standards for servers (D4.10). The result of these actions will be uniform server functionality across the district and colleges and the ability to mobilize district resources in support of any college in the event of an emergency.

Through initial assessments it has been made clear that there is a need for a greater standardization related to IT systems. The technology assessment strategy will include an evaluation of current IT organizational structure, policies, processes, and staffing at the college and district-level. This evaluation will be used to determine what additional policies, regulations, and processes should be adopted to bring the District to a higher industry standard for IT operations, cyber security, and business continuity.

RESPONSE TO DISTRICT RECOMMENDATION 6 (COMPLIANCE)

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

As part of the ongoing efforts to correct audit findings, the District developed corrective action plans. The corrective action plan for technology controls was developed following the 2015 Audit indicating that the District would increase segregation of duties and further implement Security Weaver (D6.1). The segregation of duties issue has been addressed with additional hiring of a Software Systems Engineer who developed and improved the processes related to security and change management. Over the past year, the District Information Technology Team refined internal controls to establish a list of users who should have administrative and other elevated (Super User) access within the district enterprise systems (SAP) (D6.2). The District has redacted names and usernames for security purposes. Full reports are available upon the visit. The team conducted further reviews of roles and implemented processes and procedures to segregate duties. Additionally, the District Information Technology Division established a new process to limit the use of shared user IDs to ensure that access is appropriate to the user's job responsibilities. In August 2016, the District engaged in its regularly scheduled audit. The auditing firm found significant improvements related to technology controls over the areas of security and change management (D6.3).

Past corrective action plans related to the audit findings for TBA hours have included training with no changes in internal procedures. The District worked to develop a new corrective action plan (D6.4) that involves increased central review and control over the TBA reporting. This plan was shared with Chief Instructional and Student Service Officers in a joint meeting on May 20, 2016, for final revision and approval (D6.5). The validation process includes periodic reviews of TBA courses to ensure that required curricular and attendance records are present. While the colleges still retain the autonomy to schedule TBA courses, the District assumes the role of verifying that all state requirements are satisfied prior to submitting final FTES reports. At the end of each semester, the Division of Educational Programs and Institutional Effectiveness will audit attendance records for compliance. Scheduled sections not meeting requirements will not be submitted for apportionment.

The corrective action plan was presented at a districtwide meeting to ensure all personnel involved were aware of the new processes (D6.6). The plan was put into action for the 2015-2016 FTES reporting. All colleges worked with the District to ensure that sections included the correct documentation prior to submission. The external audit report found no deficiencies with TBA documentation and reporting, indicating that the reoccurring finding regarding TBA hours had been addressed (D6.7). One course was identified as being used to address a student time conflict and was not related to the documentation of TBA hours.

RESPONSE TO DISTRICT RECOMMENDATION 8 (COMPLIANCE)

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

The District completed an assessment of load banking across all colleges and noted the liability in the financial statements (D8.1). Through collaboration with the college offices of academic affairs, the District has developed a system that, each semester, requires the colleges to submit required detailed information to calculate the district-wide load banking liability resulting from load banking at the colleges (D8.2, D8.3). The load banking information will be regularly reported to the Accounting Department and recorded as a liability in the District's books for use in the District's financial statements at the end of the fiscal year.

RESPONSE TO DISTRICT RECOMMENDATION 10 (COMPLIANCE)

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

In the evaluation of Board policies, the team determined that there were no policies that clearly identified the process for the selection and the evaluation of the chancellor. Board Rule Chapter X, Article III articulates hiring processes, including those for college presidents. Section 10309 was added to the Board Rule to clearly define the process for the selection of the Chancellor (D10.1). The revised Board Rule was approved by the Board on March 8th, 2017 and is in effect for the next selection process (D10.2; D10.3).

The evaluation of the Chancellor was added to Board Rule Chapter X Article I, Human Resources Services (D10.4). Section 10105.13 defines the process of the evaluation of the Chancellor stating:

> The Board shall conduct an evaluation of the Chancellor of the District at least annually. Such evaluation shall comply with any requirements set forth in the contract of employment with him/her as well as this policy. The Board shall evaluate the Chancellor using an evaluation process developed and jointly agreed to by him/her and the Board.

> The criteria for evaluation shall be based on board policy, the Chancellor's job description, and overall priorities developed in accordance with board policy.

The Board Rule was approved on March 8th, 2017 (D10.2; D10.3). The evaluation process went into effect immediately and will be used in the annual evaluation of the Chancellor.

RESPONSE TO DISTRICT RECOMMENDATION 11 (COMPLIANCE)

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

The District has had a long established process for the regular review of policies and Board Rules defined in C-12 (D11.1). The previous process had called for District executive staff to review all Board rules on a triennial basis and to bring all proposed changes to the Board for approval. The procedure did not require the review of Board rules in instances when no changes were recommended. The recommendation from the visiting team stressed the need to revise the process to include a regular review even when no changes are recommended. In May 2016, administrative regulation C-12 was updated to include the provision that the Board review all policies on a triennial basis regardless of whether changes were recommended (D11.2). Specifically, the regulation indicates:

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

To ensure that all current Board Rules have been reviewed by the Board in the past three years, the Office of General Counsel provided all unchanged Board Rules for approval to the Board on December 7th, 2016 (D11.3; D11.4). To date, all Board Rules have been reviewed and approved by the Board at least once in the past three years, and the Office of General Counsel will continue its practices of tracking the review of all policies and procedures to ensure that triennial reviews occur (D11.5).

The District has also used this recommendation as an opportunity to improve all of its policies through a process of continuous quality improvement. The Office of Educational Programs and Institutional Effectiveness in consultation with the Office of General Counsel will be working toward the adoption of the Community College League of California model policies. The District has developed a crosswalk of the model policies to current policies beginning with Chapter 2 (D11.6) and assigned the revision of District policies to appropriate consultation groups. The District plans on integrating the model policies over the course of the next 18 months and believes that these efforts will provide additional uniformity to the District policies and a greater ability to respond to legislative changes from the state.

APPENDIX A: EVIDENTIARY DOCUMENTS

Statement of Report Preparation:
C0.1-ACCJC Reminder Action Letter 10-15-2017
C0.2-Academic Senate, College Council, Meetings Follow-Up Report Discussed
C0.3-College Council Minutes 05-16-2016
C0.4-College Council Minutes 10-17-2016
C0.5-PRAC Minutes 05-25-2016
C0.6-College Council Minutes Presentation 03-20-2017
C0.7-Academic Senate Minutes Presentation 04-11-2017
C0.8-Screenshot Follow-Up Report LATTC webpage
C0.9-Academic Senate Minutes 06-05-2017
C0.10-College Council Retreat Agenda 06-09-2017

D0.1-Accreditation Committee Charge
D0.2-Accreditation Response Plan
D0.3-LACCD Accreditation summary
D0.4-IESS District Accreditation Update
D0.5-DAC Agenda 5-9-2017
D0.6-IESS Agenda 08-23-2017
D0.7-Board Agenda 09-06-2017

College Recommendation 1 (Compliance):
C1.1-LATTC Supplemental Report 05-13-2016
C1.2-Screenshot Link LATTC Assessment webpage
C1.3-PRAC and Academic Senate Minutes, 2015-16 Program Review, and 2014-15 Closing the Loop
C1.4-Revised 2016-17 Program Review Timeline Decision
C1.5-Faculty Effectiveness Day Agenda 06-07-2016
C1.6-CUE Syllabi Handouts
C1.7-Sample Instructional Closing the Loop Program Review
C1.8-Services Effectiveness and Engagement Day Agenda Closing the Loop Program Review 08-17-2016
C1.9-August 2016 Convocation Agenda Handouts
C1.10-Quality Focus Essay
C1.11-PRAC Minutes 03-01-2016
C1.12-PRAC Minutes 09-07-2016
C1.13-PRAC Learning Outcomes Criteria Meeting 12-07-2016
C1.14-Outcomes Evaluation Forms Appendices
C1.15-PRAC Meeting 02-08-2017
C1.16-Learning Outcomes Sessions
C1.17-College Council Academic Senate PRAC Meeting Minutes
C1.18-PRAC Minutes 03-27-2017
C1.19-Sample Signed revised PLOs Approvals
C1.20-Programs Revised List and Example
C1.21-PRAC Minutes 05-30-2017

College Recommendation 3 (Compliance):
C3.1-eLumen Pilot

C3.2-PRAC, College Council, and Academic Senate minutes, handouts, and Effectiveness Newsletter
C3.3-eLumen Pilot quickfacts report
C3.4-eLumen Pilot orientation
C3.5-eLumen trainings guides
C3.6-eLumen Pilot reflection report
C3.7-eLumen survey feedback
C3.8-Example Disaggregation Using eLumen

College Recommendation 6 (Compliance):
C6.1-Program Review webpage
C6.2-PBC PRAC Minutes
C1.12-PRAC Minutes 09-07-2016
C6.3-PRAC Minutes 09-07-2016, 10-05-2016
C6.4-PRAC Minutes 03-29-2017
C6.5-Draft Program Review Questions Components
C6.6-Draft-Program Review Assessment Cycle
C6.7-Program Review Pilot Meeting
C6.8-PRAC Minutes 05-31-2017
C6.9-LATTC Educational Master Plan Framework
C6.10-Academic Council Meeting 06-15-2017
C6.11-Draft Pathway Program Review
C6.12-Convocation2017 SEMP PowerPoint

College Recommendation 8 (Compliance):
C8.1-Manager Performance Evaluations
C8.2-Monthly-Evaluations-Due-Report
C8.3-Record of Completed Evaluations

District Recommendation 1 (Compliance):
D1.1 Ch. X - Article III
D1.2-DAS Agenda 05-11-2017
D1.3-Adjunct Recruitment Process
D1.4-HR GUIDE
D1.5-FAQ Adjunct Hiring Process
D1.6-Recruitment Portal
D1.7-Example Template PT HEALTH (DR-1)
D1.8-List of Disciplines Posted
D1.9-Example Email to Colleges
D1.10-Example De-identified applicant list
D1.11-Process for Reviewing Applicants
D1.12-New Adjunct Hiring List to date
D1.C1-LATTC Academic Senate Minutes 04-11-17, 03-07-17

District Recommendation 2 (Compliance):
D2.1-Evaluation Alert System User 3 0 Manual
D2.2-LACCD_EASY enhancements release - 3.0
D2.3-Evaluation Report

District Recommendation 3 (Compliance):

D3.1-Local911_2014-17 Agreement
D3.2-Signed Teamster MOU
D3.3-Deans Evaluation with SLO Assessment
D3.4-Basic Other Academic Administrator
D3.5-FORM HR E-210C LACCD Summary Evaluation of College President Academic Vice Chancellor
D3.6-Associate Dean, Strong Workforce
D3.7-Dean of Special Programs and Services

District Recommendation 4 (Compliance):
D4.1-District Technology Assessment Summary
D4.2-CCCCIO Assessment
D4.3-LACCD College and ESC IT Systems Backup and Disaster Recovery Standards and Procedures
D4.4-Administrative Regulation
D4.5-FMPOC 40J Technology Update
D4.6-Strategic Execution Plan Timeline
D4.7-Backup Plan Update Presentation and Timeline
D4.8-Backup Strategy
D4.9-LACCD IT Infrastructure and Organization Assessment
D4.10-Server Standards

District Recommendation 6 (Compliance):
D6.1-2014-2015 Audit p.82-84
D6.2-LACCD SAP Privileged Access Report
D6.3-2015-2016 Audit p.96-98
D6.4-TBA Validation Process
D6.5-CIO CSSO Joint Council Agenda 5-20-16
D6.6-Corrective Action - Audit - August 2016 Presentation
D6.7-2015-2016 Audit p.126-128

District Recommendation 8 (Compliance):
D8.1-Financial Statements
D8.2-Load Banking Memo
D8.3-Load Banking work sheet 2017

District Recommendation 10 (Compliance):
D10.1-Ch. X - Article III
D10.2-March 8 2017 Board Agenda
D10.3-March 8 2017 Board Minutes
D10.4-Ch. X - Article I

District Recommendation 11 (Compliance):
D11.1-Admin_Reg_C_12 Previous Version
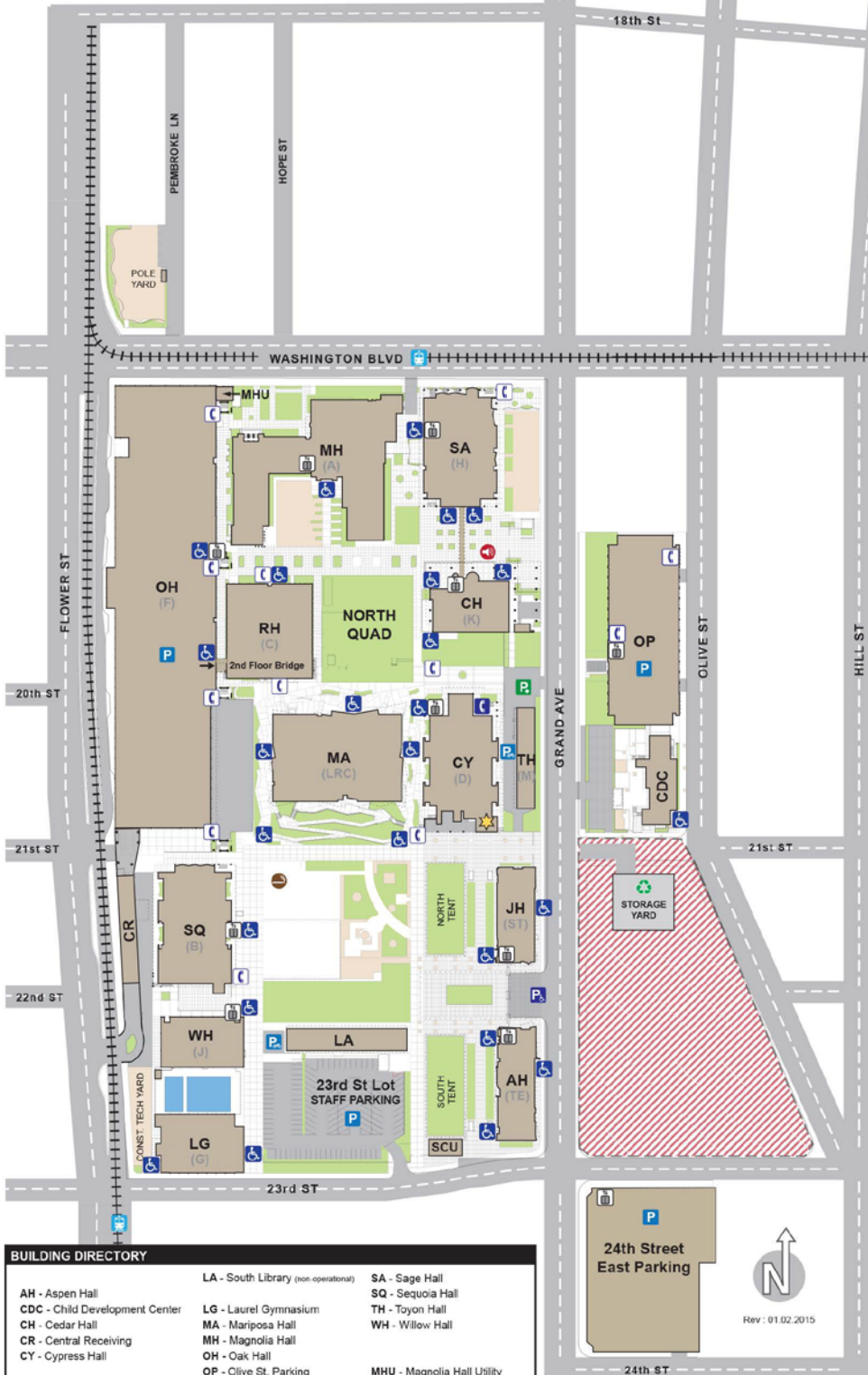D11.2-Admin Ref C 12
D11.3-Board-Agenda December 7 2016 item C-5
D11.4-Board Minutes December 7 2016
D11.5-Board Rule Tracking
D11.6-Example Crosswalk

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A Community College

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MHU

MH (A)

SA (H)

FLOWER ST

20th ST

OH (F)

RH (C)

NORTH QUAD

CH (K)

OP

2nd Floor Bridge

GRAND AVE

OLIVE ST

HILL ST

21st ST

MA (LRC)

CY (D)

TH (M)

CDC

CR

SQ (B)

NORTH TENT

JH (ST)

STORAGE YARD

21st ST

22nd ST

CONST. TECH YARD

WH (J)

LA

SOUTH TENT

23rd St Lot
STAFF PARKING

AH (TE)

SCU

LG (G)

23rd ST

24th Street
East Parking

N

Rev : 01.02.2015

24th ST

Building listings

AH – ASPEN HALL
(Formerly TE Building)
Behavioral/Social
  Sciences/Child
  Development
English/English as a
  Second Language
Mathematics

CDC BUILDING
Child Development Center

CH – CEDAR HALL
(Formerly K Building)
Bookstore
Business
Cooperative Work
  Experience Education
Fitness Center
Sciences

CY – CYPRESS HALL
(Formerly D Building)
College Sheriff
Design and Media Arts
Physical Plant Office

JH – JUNIPER HALL
(Formerly ST Building)
Academic Affairs
Administrative Services
Admissions & Records
Business Office
CalWorks/GAIN
Career Center
Compliance Office
Counseling Center
EOPS/CARE
Financial Aid
Human Resources
Information Center
International Student
  Program
President's Office
Public Relations
PUENTE
Student Services
UMOJA
University Transfer Center
Workforce & Econ. Dev.

**LG – LAUREL
GYMNASIUM**
(Formerly G Building)
Gymnasium

MA – MARIPOSA HALL
Academic Connections
Academic Technology
Assessment
Bridges to Success
  Center
Copy/Mail Center
Disabled Student
  Programs &
  Services (DSPS)
Distance Education
Info Tech (IT)
Labor Center
Learning Skills and
  Noncredit Library
Library
Open Computer Labs
Staff Lounge
Student Health Center
Tutoring Center
Veteran Student Center

MH - MAGNOLIA HALL
(Formerly A Building)
Cosmetology
Nursing Program

OH – OAK HALL
(Formerly F Building)
Language Arts/Humanities
Machine Shop (CNC)
Advanced Transportation
  & Manufacturing
Welding

RH - REDWOOD HALL
(Formerly C Building)
Architectural Technology
Associated Student
  Organization (ASO)
Office of Student Life
Worksource Center

SA – SAGE HALL
(Formerly H Building)
Cafeteria
Culinary Arts
Early College Academy
Garden Room

SQ - SEQUOIA HALL
(Formerly B Building)
Apprenticeship
Construction Maintenance
  & Utilities

WH – WILLOW HALL
(Formerly J Building)
Athletics
Health & Exercise
  Science (Kinesiology)

Please
NO SMOKING

On Campus?
Scan QR Below

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tap the location icon

LEGEND
Sheriff's Office
Construction Area
Designated Smoking Area
Designated Free-Speech Area
Metro Rail Stop
Public Pay Phone
Emergency Blue Phone
Elevator
Accessible Entrance
Accessible Drop-Off
Student Parking (unless otherwise noted)
Motorcycle Parking
Sheriff Parking

BUILDING DIRECTORY
AH - Aspen Hall
CDC - Child Development Center
CH - Cedar Hall
CR - Central Receiving
CY - Cypress Hall
JH - Juniper Hall
LA - South Library (non-operational)
LG - Laurel Gymnasium
MA - Mariposa Hall
MH - Magnolia Hall
OH - Oak Hall
OP - Olive St. Parking
RH - Redwood Hall
SA - Sage Hall
SQ - Sequoia Hall
TH - Toyon Hall
WH - Willow Hall
MHU - Magnolia Hall Utility
SCU - South Campus Utility