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## SIGNIFICANT EVENTS

*Important educational and institutional developments have occurred since March 1992, the date of the last reaffirmation for accreditation. Selected events are listed below:*

### COLLEGE-WIDE

- Title III Grant (1991–1996) Activities included the Develop a Task Analysis (DATA) panel process, management information system (MIS) development, and institutional advancement.
- Annual college-wide retreats (1992–95)
- Program review process (1992– present)
- Master-planning process (1994–present)
- Compliance officer hired. (1995)
- LATTC celebrated its seventieth anniversary. (1995)
- College president retired after twenty years of service. (1995)
- Technology committee convened. (1996) Activities have included developing a strategic plan for an academic computing network and a technology center in lower level of Learning Resources Center.

### ACADEMIC AFFAIRS

- Basic skills committee formed. (1992)
- RN program received National League of Nursing accreditation. (1992)
- Tools for Success program sponsored by Miller Brewing company began. (1994) The program has awarded substantial tools to low income, high achieving vocational students.
- Counseling department assigned to academic affairs. (1995)
- Prerequisite validation process began. (1995) English, math, and ESL were the first disciplines to validate their prerequisites.
- Culinary arts department received American Culinary Federation and Educational Institute Accreditation. (1995)
- Ford Foundation grant received to establish community development and technology center. (1996)
- IBM grant to develop state-of-the-art training for apparel and textile workers—awarded jointly with Rebuild LA. (1996)
- Humanities department established with disciplines from two departments. (1996)
- College transfer center reestablished. (1996)
- Counseling offices relocated to H building to provide more privacy. (1996)
- Over \$1,000,000 in state block grant funds received for instructional equipment, library materials, and technology. (1995–96 and 1996–97)
- Shared governance agreement discussions between academic senate and administration (1996)

### STUDENT SERVICES

- Dean of student services assigned to report directly to president. (1994)

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- One-stop registration process implemented. (1992)
  - Student health center opened. (1993)
  - Student equity plan developed. (1994)
  - Extended opportunity program and services initiated community service program. (1995)
  - Matriculation state site visit (1995)
  - Disabled students programs and services state site visit (1995)
  - Classified restructuring plan fully implemented pending appeals. (1996)
  - New LACCD chancellor selected. (1996)
  - Landscape and lighting assessment failed to win voter approval. (1996)

## **ADMINISTRATIVE SERVICES**

- Emergency response plan developed. (1992)
- Staff computer training center opened. (1994)
- “FYI” newsletter began publication to improve communication. (1994/95)
- \$3,100,000 in deferred maintenance projects funded by the state. (1996)
- Several buildings wired with fiber optics in anticipation of creating an academic computing network. (1996)
- Internet installation completed. (1996)

## **DISTRICT-WIDE**

- District office moved to new location. (1993)
- District administrators association formed bargaining unit. (1995)

## **ABSTRACT**

### **STANDARD ONE: INSTITUTIONAL INTEGRITY,**

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## **PURPOSES, PLANNING AND EFFECTIVENESS**

Los Angeles Trade-Technical College fosters the integrity of the teaching-learning process. The college encourages academic freedom, accuracy, and honesty in its publications. The catalog and scheduling office has formal review and sign-off procedures that allow department heads and/or activity supervisors to make successive changes and corrections before the catalog and schedule of classes are printed. Faculty submit copies of their course syllabi to the academic affairs office by the end of the second week of the semester for use in case a student has a disagreement with an instructor or needs clarification.

The college occupies a unique position in the Los Angeles Community College District (LACCD) by offering over sixty-five vocational programs as well as general education and transfer courses to its diverse student population. The college supports affirmative action policies and has a full-time compliance officer to support affirmative action activities.

Since the last accreditation self-study, the college has been engaged in three major planning processes: the planning and advisory committee (PAC), a constituency-based group; program review, which includes the Develop a Task Analysis (DATA) panel process; and master planning. The college research analyst provides data for these activities. The PAC meets at least twice a month. Since fall 1996, meetings have been public to effect wider participation and awareness of issues. Personnel generally believe that the PAC is more reactive than proactive. The college plans to offer training in proactive strategic planning for PAC members. Program review provides faculty and staff with research data to help them make appropriate

recommendations about future program needs. Faculty and staff who had participated in program review were able to proceed swiftly through the master-planning activity of developing department

unit guides. The master plan recognizes that the most significant challenge the college faces in its expansion of services is the ability to respond to change.

## **STANDARD TWO: EDUCATIONAL PROGRAMS**

LATTC is dedicated to the task of achieving and maintaining quality educational programs. The college has maintained its services and course offerings for students despite budget constraints, but concern exists that continued constraints in budget allocations will make the current status of programs difficult to maintain.

The college curriculum committee bylaws guarantee faculty a major role in the design, approval, implementation, and revision of curriculum. The committee encourages the reevaluation of curriculum approval procedures at the district level in order to respond to the needs of students in a timely manner. Program review and advisory committees have helped programs remain current. In 1995–96, disciplines began to validate prerequisite requirements for courses.

Enhancements in programs include a Title III grant for 1991–1996, a new humanities department, combining several disciplines from the language arts and arts, philosophy, and social sciences departments, a Ford Foundation grant to establish a community development and technology center, and revitalization of the continuing education and community services programs.

## **STANDARD THREE: STUDENT SERVICES AND THE CO-CURRICULAR LEARNING ENVIRONMENT**

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Student services encompass over fifteen program areas to meet the changing needs of the population. The overwhelming majority of new students enroll through a one-stop registration process. Given the diversity of the student body, much of the college's diversity efforts focus on student success and appreciation and sensitivity to various groups. The student equity plan encourages students to succeed in non-traditional vocations.

Comprehensive services are critical to the student body, particularly since most have been identified as at-risk learners. Low staffing levels and limitations of physical and financial resources negatively impact the services provided to students, especially evening, Saturday, and off-campus students. Parking remains a major problem.

Student advisement and counseling are provided by general and special programs. The 1995 matriculation site-visit report praises the faculty mentor program but is concerned that the college has created systems to circumvent the counseling department. The college has taken some steps to respond to these concerns about comprehensive counseling services. Counselors are more involved in matriculation, transfer, and articulation. In spite of all the changes, and the dedicated and competent people involved, the resources are not adequate to provide comprehensive counseling services.

#### **STANDARD FOUR: FACULTY AND STAFF**

LATTC attempts to employ a sufficient number of faculty and staff with diversity of preparation to provide effective educational and support services to students. Because ethnic characteristics are much slower to change among faculty and administration than among students due to the inherently longer period of time that faculty and administration remain employed by the college,

the college should continue to promote staff sensitivity to multicultural issues.

A district-wide personnel commission classified restructuring plan, begun in 1984 and implemented in June 1996, has adjusted job classifications, job announcements, and pay rates. Over 290 appeals are pending. The college plans to monitor the status of campus appeals to help ensure more effective service to students.

Systematic evaluation of employees at LATTC has not improved substantially since the last accreditation self-study and varies from category to category. Additional in-service training on how to properly evaluate employees and about the benefits of an effective evaluation process are needed.

There is college-wide involvement in staff development activities. A broad-based staff development committee plans activities. A separate faculty committee plans flex activities. Faculty, classified, and administrative staff have been equally represented at the annual college retreats. Since fall 1995, employees have participated in over 480 contact hours of computer applications instruction. During the past five years, there have been several new employee orientation programs.

#### **STANDARD FIVE: LIBRARY AND LEARNING RESOURCES**

The Learning Resources Center (LRC) contains four service areas: 1) the library, 2) learning assistance, which includes an instructional resources lab, a general computer lab, and tutoring services, 3) the center for the advancement of teaching with technology (commonly referred to as media services), and 4) the Greater Avenues for Independence (GAIN) program, which includes instruction, advisement, educational support services, and a computer learning center in the lower level of the LRC. GAIN developed this computer

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learning center. It continues to manage the center, and since fall 1996 the center has been open to all students.

Budget constraints necessitate difficult choices in the selection of books and other materials. All service areas, except for GAIN, are severely restricted in purchasing new electronic products and technology that would help support the curriculum. Categorical funding sources, such as Title III, VATEA, and state block grants have supplemented the budget in recent years.

Since the last accreditation self-study, the college has incorporated several technical enhancements that will interface with the LRC. In 1995–96, the college convened a technology committee to discuss issues common to departments that use computers in instruction. The committee has developed a strategic plan to create a technology center in the lower level of the LRC connected to labs in other buildings by an academic computing network. Construction is scheduled to begin in 1997. Categorical state block grant allocations have been used to cable several buildings and purchase electronic equipment. Internet installation was completed in September 1996. The library plans to implement an electronic catalog and circulation system in spring 1997 as part of a district-wide library automation project.

## **STANDARD SIX: PHYSICAL RESOURCES**

LATTC consists of twelve major buildings with approximately 780,561 gross square feet and 586,506 assignable square footage. In general, the college facilities are functional, but many areas are outmoded. Asbestos abatement has been completed in most areas. The college has requested additional funds to complete abatement projects. Recent deferred maintenance allocations from the state will remedy some deficiencies. The college has provided emergency response training for staff selected to be building supervisors, but campus-wide drills are needed on a regular basis. Parking remains a major

problem. The college will continue to seek alternative funding for parking facilities.

Since the last accreditation self-study, several departments have created or expanded computer labs with categorical funding sources. Recent state equipment block grant allocations have enabled the college to begin developing a technology center in the lower level of the Learning Resources Center (LRC) and purchase equipment. Maintaining new equipment will be more critical, for repairing this electronic equipment requires specialized technicians.

## **STANDARD SEVEN: FINANCIAL RESOURCES**

LATTC budget allocations have not kept pace with instructional and staffing needs. Since the last accreditation self-study, the college has received supplemental funding from several other sources including a federal Title III grant awarded for 1991–96, a Ford Foundation grant to create a community planning and economic development program, VATEA funds, and recent block grant equipment and library materials funds from the state. The career/equity center currently has eight programs serving the college and community with special funds.

Long-term planning is difficult at best. Financial planning for the most part is reactive rather than proactive. The current district funding formula does not reward a college proportionally for increased enrollment. The district budget formula does not make allowances for vocational programs which rely on updated equipment and labs.

The college interactive financial management system has streamlined the purchasing of equipment and supplies. However, the total system is not expected to be complete for at least five years or until the district personnel and payroll system is streamlined.

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Alternative funding sources need to increase in order to sustain improvement in instruction and services. Aggressive fund-raising by a few programs, such as fashion and culinary arts, should be emulated. Growth and generation of foundation funds have been slow but steady. The college will encourage more active foundation support for fund-raising activities.

## **STANDARD EIGHT: GOVERNANCE AND ADMINISTRATION**

The LACCD Board of Trustees has ultimate policy-making authority for the district. It adopted a statement of ethics and conduct in 1993. Many faculty and staff believe that the board does not promote adequate financial support of LATTC instructional needs for its unique equipment and plant facilities.

The district has had three chancellors since the last accreditation self-study, and other senior-level leadership changes have occurred. These changes have created some uncertainty. Also, it is not always clear whether senior-level district administration has the authority to establish college policy. Many people are frustrated by what they consider to be an archaic paper-driven system. Payroll and personnel processing has been particularly frustrating. The college looks forward to working with the new chancellor.

LATTC had one president for twenty years. Upon his retirement at the end of 1995, the board appointed an interim president who has agreed to remain in office until a permanent president is selected. (There is an active presidential search committee.) The interim president, like her predecessor, believes it is important to keep

## **ORGANIZATION OF THE SELF-STUDY**

The organization of the self-study began in September 1995 when the college president announced that the college would be seeking

communication open. She believes in shared governance as mandated by Assembly Bill 1725 and in decision-making at the operational level.

The shared governance process continues to evolve. In 1995, the college conducted a survey regarding the perception of the PAC. Many people did not know much about the committee. The PAC meetings are now public. Some faculty and classified support staff believe that the shared governance process should be more than advisory. The academic senate endorses proportional faculty representation on the PAC to ensure curricular accountability. The college plans to resurvey the faculty and staff regarding the effectiveness of PAC since it began to hold public meetings this fall.

Faculty actively participate in various campus groups and committees as part of their professional responsibility. The college anticipates that by the time of the accreditation site-visit, the college will have a signed shared governance agreement with the academic senate.

The administration supports staff development activities for all personnel. The staff development committee includes faculty, staff, and administrative employees.

The associated students organization (ASO) participates in shared governance, and it has taken a proactive role in representing student

reaffirmation of accreditation in spring 1997. The responsibilities of chairing the self-study were assigned to a regular faculty member, who was given partial released time. The college

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accreditation liaison officer agreed to continue serving in that capacity. In announcing the self-study process, the president asked for volunteers to serve as chairpersons and members of the eight standard committees, and many people did volunteer.

The president convened a leadership group representing administrators, AFT bargaining units, and the academic senate to recommend individuals who might serve as chairpersons of the standard committees. He indicated that the self-study was to have broad representation from all segments of the college. The leadership group recommended that each committee, with the exception of educational programs, be co-chaired by a faculty member and by a classified employee and that an administrator be assigned to each committee to serve as a resource person. The president made his selections from volunteers and from recommendations of the leadership group. An advisory steering committee of chairpersons, resource administrators, the college research analyst, a district liaison, and a member of the board of trustees was formed. The presidents of the academic senate and the associated students organization joined the committee in summer 1996.

The first organizational meeting of the chairpersons and resource administrators was held in November 1995. Participants were given a packet of materials including the 1992 self-study, summary of the last accreditation site-visit report, midterm and interim reports, and information about the standards. Chairpersons were encouraged to select members for their committees from all segments of the college.

Over 100 people participated in the accreditation self-study. Committees met frequently during spring 1996. Committees developed their own systems for writing their sections of the self-study. The college research analyst attended meetings early in the process to help committees develop questions for the accreditation surveys which were distributed in March 1996. Surveys were sent to the 745 regular and hourly faculty and staff via campus mailboxes; 415 were returned (a 55

percent return rate). A random sampling of course sections, stratified by day/evening, was selected to participate in the student survey. Surveys were administered in the classroom by instructors and returned to the campus mailroom. There were 1,441 (a 12 percent random sample) valid surveys returned. There was excellent faculty cooperation, with a return rate of 98 percent.

Drafts of most reports were submitted by the end of June 1996 and reviewed by the steering committee. Drafts were revised during the summer and early fall. The self-study chairperson and an English instructor, an experienced professional editor who helped with the last accreditation self-study, edited all drafts before they were distributed to various campus offices for review by the college at large. As the review process concluded, a joint meeting of chairpersons and steering committee members resulted in additional changes. The self-study chairperson presented the findings of the self-study to the board of trustees on December 18, 1996.

## **ACKNOWLEDGEMENTS**

A very special thank you is extended to the following individuals who were involved in the accreditation self-study process and in the preparation of the final report:

Standard committee chairpersons for their leadership, diligence, judgment, and perseverance; and their committee members for their interest, time, dedication, and the concern they showed for the college during the months of deliberations.

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Resource administrators for their dependability and enthusiasm.

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## **ACCREDITATION SELF-STUDY TIMELINE**

September 1995

Selection of self-study chairperson

October 1995

Selection of co-chairpersons and resource administrators

November 1995

General meeting of co-chairpersons and resource administrators

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November 1995	Letter to faculty and staff soliciting participation on committees
November 1995	LACCD Board of Trustees representative appointed
November–December 1995	Formation of committees for each standard to include administrators, certificated, and classified staff, students, and community members
January 1996	Committee meetings began: meetings at two or four-week intervals
February 1996	Steering committee selected and action plan approved
March 1996	Distribution of accreditation survey
April 22, 1996	Half-day workshop: Judith Watkins of WASC
May 17, 1996	Drafts due from each standard
October 9, 1996	Meetings with representatives from the board of trustees, district administration, and the chancellor
November 1996	Draft reports available in college offices for comment
November 1996	Draft reports presented to steering committee
November–December 1996	Final editing
December 18, 1996	Report presented to LACCD Board of Trustees
January 1997	Printing and binding; report mailed to WASC and visiting team
February 1997	Set-up team room and documents library; arrangements made for visiting team
March 11–13, 1997	Accreditation team visit

## **DESCRIPTIVE BACKGROUND AND DEMOGRAPHICS**

### **COLLEGE HISTORY**

Los Angeles Trade-Technical College (LATTC) is a community college offering both specialized vocational programs and a full range of courses in academic disciplines. The college is an open access institution whose mission, in brief, is to

provide comprehensive educational opportunities and career training for the population it serves.

LATTC is located on a twenty-five acre site near the central business district of downtown Los Angeles. This central location makes the college accessible to a large portion of the Los Angeles area via the existing

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network of freeways and public transportation, including the Blue Line portion of the metro rail system.

In response to the needs of industry to provide post-secondary vocational training, the college began in 1925 by offering a course in power-sewing located in a manufacturing plant. This led to the development of the Frank Wiggins Trade School, named after an individual on the chamber of commerce who led in promoting the development of the Los Angeles area workforce. The school relocated to a new building on the corner of Venice Boulevard and Olive Street in 1926 and, in the inter-war period, gained a reputation for excellence through the success of its graduates in industrial careers and the dedication of its faculty and staff. During World War II, the college was extensively involved in labor force training in support of the war effort through the federal War Production Program. The end of the war and the return of the economy to civilian purposes together with the infusion of federal funds for training veterans led to an expanded demand for education and training at the college. In response to this need, the college added academic subjects to its curriculum. In 1949, it officially became Los Angeles Trade-Technical College, offering the associate degree in vocational disciplines. LATTC moved to its current location on the corner of Washington Boulevard and Grand Avenue in 1957. In 1969, the college became part of the newly formed Los Angeles Community College District (LACCD). Currently, LATTC is one of the nine colleges that make up the LACCD, one of the largest community college districts in the nation.

The college has evolved in response to the needs of the private and public sectors and its community. Currently, the college offers associate degrees or certificates of completion in over sixty-five distinct vocational disciplines. It also offers a full academic curriculum and associate degrees in liberal arts general education and through the Program for Accelerated College Education (PACE). The college is predominately vocational with over 55 percent of students having a vocational educational goal and with 57 percent of courses having significant vocational content. Substantial college resources are devoted to under-prepared students, with about 14 percent of

enrollments in courses at the level of pre-collegiate basic skills.

## COLLEGE SERVICE AREAS

LATTC has a dispersed enrollment pattern, distinguishing it from other colleges in the LACCD and from the traditional community college. The college is more like a magnet institution than a traditional community college serving a specific community or area. This is confirmed by evidence gathered from biennial student surveys, which consistently report that, in comparison to other colleges in the LACCD, LATTC students spend more time traveling to the college and are more likely to attend LATTC because of the quality of specific programs and its reputation for excellent instruction. Thus, the college's service area is divided into primary, secondary, and tertiary service zones. The primary area consists of an area within a five mile radius around the college from which the college derives approximately 55 percent of its enrollment. The college draws an additional 20 percent of its enrollment from the area within a six to ten mile radius around the college. The remaining 25 percent of enrollment is derived from beyond the ten mile radius, the area corresponding to the tertiary service area. The central location of the college, its accessibility via the freeway system and public transit, and its reputation for high quality programs have all contributed to this diffuse pattern of enrollment.

Data from the 1990 census has been used in college planning to develop a demographic profile of the primary service area. The ethnic distribution is 56.01 percent Hispanic, 25.56 percent African-American, 9.76 percent Asian, 7.88 percent white, 0.43 percent American Indian, and 0.37 percent Other. English language proficiency of the population is at a relatively low level. The majority of the age eighteen to sixty-four population speak Spanish at home (54.20 percent), as compared to Los Angeles County (31.59 percent), and of the individuals speaking Spanish at home, nearly half (49.16 percent) indicated limited English speaking ability. Educational attainment is skewed toward lower levels of educational completion: 28.33 percent of

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the population over age eighteen have education below the ninth grade level compared to 14.97 percent for Los Angeles County. The primary area is also characterized by a high incidence of poverty, with approximately 26.18 percent of households below the poverty line in the primary area as compared to 15.07 percent for Los Angeles County.

## **ENROLLMENT AND STUDENT CHARACTERISTICS**

### ***Enrollment***

From fall 1990 to fall 1996 college enrollment averaged 12,870 students. Peak enrollment in this period was 13,920 in fall 1991 with the low point occurring in fall 1994 with 11,959 students. In fall 1996 enrollment was 12,472. Trends in weekly student contact hours (WSCH) over this period displayed a similar pattern.

Several explanations have been offered for the decline in enrollment which occurred from fall 1992 to fall 1996: The increase in student fees and the imposition of a differential fee for students holding a baccalaureate degree, the disruptions resulting from the Northridge earthquake, and the increasing competitive disadvantage (resulting from under-maintained and outdated facilities and less service orientation) that the LACCD faces in comparison to neighboring districts. Although there is some validity associated with each explanation, there has not been a comprehensive study to identify which of these (or possibly other) factors affected enrollment and the degree to which they contributed to its decline. Nevertheless, the college has recently implemented a variety of approaches to increase enrollment (such as increased course offerings, "demand scheduling," late start classes, and direct mail advertising) and appears to be recovering some of its losses.

### ***Student Characteristics***

Current and historical data offer insight on several key student characteristics. Historical data and charts on the distribution of student gender, age, ethnicity, primary language, enrollment by time of day, educational attainment, educational goal, unit load, grades received, and retention are displayed at the end of this section. Other student information is taken from surveys and research reports. The information is divided into four parts: student demographics, enrollment characteristics, economic resources, and student outcomes.

### ***Student Demographics***

Since fall 1990, the college has achieved much greater gender balance. The enrollment of females increased from 42.61 percent in fall 1990 to 48.60 percent in fall 1996. The age distribution of the college population has shifted to younger age groups. The percentage of students in the eighteen to twenty-four age group increased from 37.62 percent in fall 1990 to 40.30 percent in fall 1996, while the percentage of students in the twenty-five to thirty-four and thirty-five to forty-four age groups both declined.

The ethnic composition of the student population has also shifted. The Latino percentage increased from 41.99 percent in fall 1990 to 49.10 percent in fall 1996 while the percentage African-American decreased slightly over this same period from 29.79 percent to 29.30 percent. Both the white and Asian groups declined in percentage terms: the white percentage dropped from 10.57 percent to 7.10 percent while the Asian percentage dropped from 13.46 percent to 11.40 percent over this period.

The distribution of primary language has changed slightly. Over the period from fall 1990 to fall 1996, the percentage of students reporting English as their primary language declined from 59.34 percent to 57.70 percent. Correspondingly, the percentage of students reporting Spanish as their primary language increased from 28.54 percent to 31.00 percent over this period. The other language groups remained relatively constant.

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Student enrollment by time of day has shifted to a higher proportion of day only enrollment. In fall 1990, 45.92 percent of students were day students. This proportion had increased to 56.30 percent by fall 1996. Similarly, evening only enrollment declined from 45.16 percent in fall 1990 to 31.80 percent in fall 1996. Also, a higher percentage of students are concurrently enrolling in both day and evening classes (8.92 percent in fall 1990 as compared to 11.90 percent in fall 1996).

Somewhat related to trend in age, the student population has increasingly been composed of high school graduates or those with high school equivalency. High school graduates increased from 57.84 percent in fall 1990 to 59.30 percent in fall 1996. During this period, the proportion of students with less than a high school education decreased from 17.96 percent to 16.70 percent. Also, in response to the differential fee for college graduates, the percentage of students holding associate and baccalaureate degrees declined from 8.20 percent in fall 1990 to 6.20 percent in fall 1996.

LATTC students have been increasingly focused on short-term job preparation. The proportion of students declaring career/job preparation as their educational goal increased from 45.02 percent in fall 1990 to 51.10 percent in fall 1996. There has been a decline in the proportion of students declaring degree or certificate acquisition from 21.70 percent in fall 1990 to 12.60 percent in fall 1996. Moreover, the proportion of students declaring transfer as a goal also increased from 12.19 percent in fall 1990 to 14.00 percent in fall 1996. The percentage of students who have not decided an educational goal has also declined from 14.84 percent to 10.70 percent over this period.

There has been a slight increase in student unit load. The percentage of students in the twelve or more unit group increased from 19.75 percent in fall 1990 to 22.60 percent in fall 1996 while the proportion in the six to eleven and one-half unit group declined slightly from 26.36 percent to 25.70 percent over the same period. Related to the decline in evening students, the proportion of students in the one-half to five and one-half unit

group declined from 31.77 percent to 27.90 percent over this period.

### ***Student Outcomes***

The aggregate grade distribution of LATTC students has shifted slightly. The percentage of A grades increased from 19.36 percent in fall 1990 to 21.79 percent in fall 1994, while the percentage of F grades declined from 6.20 percent to 4.97 percent over this period. Also, the percentage of W (withdraw) grades increased from 18.50 percent to 20.01 percent in this period.

The aggregate college retention and success rates have remained relatively unchanged at about 80 percent and 67 percent, respectively, from fall 1990 to fall 1994. Transfers to California public institutions have remained fairly constant since the 1990–1991 academic year, averaging 167 per year. The traditional transfer rate measure, which divides transfers by college enrollment are under 5 percent. The college's transfer readiness rate, the percentage of students who are eligible to transfer to a CSU within five years of their initial enrollment at the college, was estimated at 61.4 percent.

Despite the lower enrollment, there has been an upward trend in the number of associate degrees earned: 442 were awarded in 1991–1992 and 594 in 1995–1996. Similarly, certificates of completion have also increased from 742 to 814 over this period. Outcomes for the increasing number of career/job oriented students have also been measured. For these students, whose objective is not to obtain a degree or certificate, it was found that about one-fourth left the college after completing an advanced (second semester) vocational course.

Additional data on institutional outcomes are reported through the college program review process. Using a longitudinal methodology, aggregate graduation rates have been estimated to range from 7.4 percent, based on all enrolled students, to 36.2 percent for full-time students in a specific educational program. Program-specific graduation rates are reported through program review. Labor market outcomes and the value-

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added worth of a degree or certificate have also been measured. LATTC students in 1990–1991 earned, on average, about \$19,074 in their first year after they left the college and \$22,656 the third year after college. For all students earning a degree or certificate, first year earnings were \$17,048, which increased to \$25,420 by the third year after college. Detailed breakdowns of earnings are being reported as part of program review.

### ***Economic Resources***

LATTC students also typically devote a significant amount of time to employment while they are attending the college. Approximately 39 percent of the students work full-time; another 10 percent work between thirty and thirty-nine hours per week. The income of students is also limited, with 59 percent reporting annual household income of \$15,000 or less. Another indicator of limited financial resources is the waiver of registration fees. In fall 1995 approximately 47 percent of all enrolled students received a fee waiver.

### ***Faculty and Staff Composition and Trends***

The instructional staffing pattern at LATTC has shifted toward a higher percentage of hourly faculty since fall 1991. In fall 1991 there were 171.8 regular full-time equivalent (FTE) instructional faculty decreasing to 154.7 in fall 1995. Hourly instructional faculty FTE increased from 104.6 in fall 1991 to 115.5 in fall 1995. Hourly faculty made up 35.1 percent of total faculty in fall 1991; they made up 39.7 percent of total faculty in fall 1995.

The total number of college employees declined from 784 in academic year 1990–1991 to 731 in 1994–95. However, during this period the ethnic distribution of all faculty and staff shifted towards greater minority and female representation. In 1990–1991, females made up 39.3 percent of all college employees; this percentage increased to 42.0

percent by 1994–1995. Total minority representation (consisting of Asian, black, and Hispanic groups) increased from 53.1 percent of college employees in 1990–1991 to 57.2 percent in 1994–1995.

Progress toward the college's affirmative action goals was made between 1990 and 1994. In 1990 minorities made up 44 percent of the executive, administrative, managerial group. This increased to 47.4 percent by 1994. Minority representation in full-time faculty increased from 39 percent in 1990 to 45.1 percent in 1994. An increase in representation also occurred in hourly faculty from 36 percent in 1990 to 43.2 percent in 1994.

The total faculty at LATTC in fall 1994 consisted of 195 regular faculty and 243 hourly. The non-instructional staff was distributed as: 19 in executive, administrative, managerial, 28 in professional/non-faculty, 106 in secretarial/clerical, 35 in technical/paraprofessional, and 19 in skilled crafts. The tables at the end of this section show the gender and ethnic distributions in these employee groups.

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# RESPONSES TO RECOMMENDATIONS OF THE 1992 ACCREDITATION VISITING TEAM

## **RECOMMENDATION 1:**

*It is recommended that the college proceed immediately in implementing program evaluation and assessment of institutional effectiveness and should use the information from these processes to identify institutional priorities and to allocate resources. The college should ensure that program evaluation, planning, and the budgeting process are integrated activities, guided by institutional goals and strategies related to the master plan.*

## **RESPONSE**

The college adopted a program review model in fall 1992. The model, which applies to all college instructional and support programs/units, is designed to parallel the accreditation cycle. It is a two-step process. The first step includes self-evaluation of a program by all its personnel and the preparation of an in-depth report, as specified in program review guidelines. The second step is verification of the report by the college program review committee. The college research analyst prepares a data packet and helps participants interpret the data. He also compiles additional information as requested.

The Develop a Task Analysis (DATA) panel process is an adjunct activity usually conducted before program review. The DATA panel process, developed as a Title III grant objective, is designed to increase student retention and to improve instruction. It evaluates program and course content against occupational and academic standards.

The college began master planning in fall 1994. Maas, Rao, Taylor and Associates were employed

by the district to develop a district master plan which includes individual college master plans. The consultants met with all departments, interested staff, and students to develop unit planning guides and a series of master plan themes.

Many people have been involved in these review processes. The persons who participated in the program review and DATA panel processes were able to proceed purposefully through the master-planning process.

## **RECOMMENDATION 2:**

*It is recommended that the college review and re-design its formal communications process to ensure that all staff have an opportunity to become more knowledgeable about planning, operations, and governance matters.*

## **RESPONSE**

During the past five years, the college has attempted to clarify and improve its communications process. The college staff bulletin remains the major communications organ, and it now features more information about the planning and advisory committee (PAC), master planning, staff development opportunities and activities, and operations issues. It is distributed weekly during the academic year via their mailboxes to all faculty members, activity supervisors, department heads, and administrators. Also, all major offices have mailboxes to ensure that college information can be efficiently distributed campus-wide. The staff bulletin is posted on department and other bulletin boards on

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campus. College personnel and students can submit information for inclusion in the bulletin.

Administrative services has initiated another college newsletter, "FYI," a bimonthly newsletter which first appeared in December 1994/January 1995. Its purpose is to inform employees about how administrative areas support instructional programs. It has the same distribution as the staff bulletin.

The Los Angeles Trade-Technical College (LATTC) electronic information system has been developed during the past five years with support from a Title III grant. The system features commonly needed administrative data to assist in decision-making. Staff may search for information which pertains to their activity or to general college data. Current modules include accounting, budget, current enrollment by section, document tracking, organization and position management, and purchasing. A new staff computer training center has been developed, and a full-time instructor has been hired to train employees how to use the system and to teach software applications. Most department offices have access to the information system and to e-mail. Not all employees, however, have direct access, because not all employees have computers at their desk or office. The college has investigated several electronic calendars, but it has not found one that meets its needs. Staff development programs also attempt to give employees opportunities to become more knowledgeable about college affairs. Annual college-wide retreats have supported planning and governance activities. Administrators, faculty, and classified staff have been equally represented at these retreats. Student leaders have also attended. Several college-wide committees have convened as a result of the retreats: the cultural diversity committee, the basic skills committee, and the new employee orientation committee.

The shared governance model ensures college-wide participation. The PAC, a constituency-based group, is the primary shared governance committee. PAC minutes are distributed to activity supervisors and department heads, and they are posted on bulletin boards throughout

campus. In an effort to improve communication and awareness, PAC meetings became public sessions in fall 1996.

The college is aware that the formal communication process needs to improve. Fifty-seven percent of the faculty and staff who responded to the accreditation survey believe that college newsletters and bulletins keep them well informed. Only 38 percent who responded agree that e-mail is an effective method of communication. Only 32 percent who responded agree that, generally, college information is communicated clearly and effectively.

### **RECOMMENDATION 3:**

***In order to maintain high-quality programs, it is recommended that the college and foundation seek new sources of funding and equipment from industry, governmental agencies, and other community resources, or it may need to scale back some program offerings.***

### **RESPONSE**

The college president and senior-level administrators have held three foundation-sponsored business luncheon meetings with community and business leaders since October 1992, for the purpose of developing a relationship with corporate leaders in the surrounding business community and to identify a membership pool for a business advisory council. At this time, the college is not planning additional activities because of perceived disinterest on the part of the council members. The interim president has put foundation directors in touch with support groups at the state and district level in an effort to explore more effective ways of raising funds.

The college participated in a Title III grant from October 1991 to September 1996, receiving an average of \$478,498 per year. This grant enabled the college to improve student retention programs,

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revise curriculum, develop management information systems, purchase equipment to support these activities, and establish wider relationships with the community.

LATTC has received funds from major grants in 1996. In January 1996, the college received a two-year \$220,000 Ford Foundation grant to establish a community development and technology center. The center was also awarded a U.S. Department of Commerce planning grant to build Neighborhood Knowledge Los Angeles (NKLA), a community development Internet site. The center also was recently awarded a \$400,000 HUD university-community outreach center grant.

In addition, the college was one of twelve recipients, along with Rebuild L.A., of a grant from IBM to fund California's first state-of-the-art facility to provide technology training for apparel and textile workers. Gerber Garment Technology Inc. and Lead Tech provided the software.

#### **RECOMMENDATION 4:**

*The college should encourage all vocational programs to use input from advisory committees more consistently to evaluate and update the course content and delivery methods and to take greater advantage of the resources offered by advisory committees.*

#### **RESPONSE**

Advisory committees are an important and integral part of department efforts to monitor the currency of program content. For example, fashion department advisory committees help acquire equipment, donate time and materials, and assist with field trips, scholarships, and equipment repair. The culinary arts committee has supported program-specific accreditation efforts, fund raisers, and equipment purchases. The *Los Angeles Times* newspaper has supported tech-prep activities by allowing a college video crew to tape

at its facilities. Assistance has been provided in revamping the refrigeration and air conditioning curriculum. Advisory committee members have mentored and provided industry contacts for cabinet making students. The carpentry advisory committee recommended that students be involved in the construction of a residential or commercial structure. As a result, the college formed a partnership with Habitat for Humanity—Los Angeles. In the past two years, students have participated in building nine homes.

#### **RECOMMENDATION 5:**

*It is recommended that the college review its delivery of basic skills and ESL instruction in order to assure that this program is meeting the needs of students and that it is well-integrated into the instructional program of the college.*

#### **RESPONSE**

In spring 1992, the college formed a basic skills committee with broad representation. Its efforts have resulted in improvements in delivery of basic skills instruction and support services. For example, the committee identified and compiled a list of the basic skills or pre-collegiate courses which are designed to prepare students for college-level work. These courses are non-degree applicable (NDA), but they are offered for college credit. For several semesters, these courses have been listed in the general information section of the schedule of classes.

A basic skills subcommittee examined several paper and computer assessment instruments to identify tests aimed at the lower levels of ENL and ESL. In summer 1996, chairpersons from the math and language arts departments met with student service personnel to discuss the process of selecting an appropriate test instrument and how matriculation services could facilitate the purchase of test materials. Sample tests have been

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collected, and the college is hopeful that a test will be selected by the end of the year.

Efforts have been made to revise the six-tier ESL program. ESL faculty members developed and offered three-unit experimental 99J and 99K courses, designed to correlate with English 21 and English 64 respectively, in fall 1992 and spring 1993. However, their experience demonstrated that students who enrolled were not prepared to successfully master the course work in the three-unit model. Therefore, they reverted back to the six-unit writing course offerings.

Other college activities have helped to ensure that the basic skills program is meeting the needs of students. To help improve student retention, faculty in English, math, and ESL disciplines validated course prerequisites and revised course outlines for the English composition series English 64 through English 102, Math 101 through Math 115, and all ESL courses. The completion of this initial validation process should ensure that students have appropriate competencies to progress successfully in their college courses.

Expansion of computer-assisted instruction (CAI) improved the basic skills program. Learning assistance now offers one-half and one-unit open-entry CAI courses to supplement regular basic skills courses. The Greater Avenues for Independence (GAIN) program is now making its CAI programs available to any student on campus. Instructors in learning assistance and in GAIN can tailor a particular program to the specific needs of students and classroom instructors.

#### ***RECOMMENDATION 6:***

***Consideration be given to the integration of counseling services with other student services, and that the negative image of counseling services be addressed.***

#### **RESPONSE**

Several actions address this recommendation. The counseling department elected a new chairperson in 1994. The present chairperson assumed office in 1995. (A large turnover in staff has occurred through retirements, death, and transfers among colleges in the district. All but two of the counselors are different.)

The college has addressed four major concerns of counselors: the reorganization of the reporting structure to academic affairs, the hiring procedures for hourly counselors, the counselor/student ratio, and the reconfiguration of their office space to provide privacy and confidentiality. In 1995, the administration agreed to the counseling department's request to report to a dean of academic affairs. Counselors now have offices which provide for more privacy and confidentiality. In spring 1996, the counseling office moved to the H building from its previous location in the R building. The transfer center, once part of the R building, is now located on the second floor of the A building. The college has hired two tenure-track replacement counselors and has hired a third counselor (FTE) as a substitute for one on sabbatical leave. One of the new counselors is the college articulation officer, and the other is the college transfer center counselor.

The counseling department completed a program review in 1995. Staff members attended a two-day retreat as part of this process. They worked with the college research analyst to develop a student satisfaction survey. The survey results indicated that those students who meet with a counselor are satisfied with the assistance counselors provide. The program review report highlights the many issues still faced by the counseling department. They remain concerned about the counselor/student ratio. The department is focusing on team building and the development of more efficient ways of delivering information and services to students. Counseling staff participate in various college committees. The articulation counselor is a member of the curriculum committee.

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As noted in the 1995 matriculation site-visit report, more work needs to be done to integrate counselors into matriculation activities.

**RECOMMENDATION 7:**

*It is recommended that the college study the effectiveness of the current college organizational structure to ensure that student services is an equal partner with instruction and administrative services in college decision-making.*

**RESPONSE**

Since August 9, 1994, the dean of student services has reported directly to the president, rather than to the vice-president of administration. As a member of senior-level administration, the dean of student services participates in senior staff meetings and discussions. This reorganization helps to ensure that student services is an equal partner with instruction and administrative services in college decision-making. Also, the dean of student services is now a member of the PAC.

**RECOMMENDATION 8:**

*It is recommended that the college train staff members responsible for personnel evaluation to produce fair, timely, and accurate evaluations.*

**RESPONSE**

The college purchased a video/workbook training program, "Mastering Performance Reviews," (designed exclusively for college and university managers and supervisors) and hired a consultant to conduct two training sessions in July 1994 for

department heads, administrators, activity supervisors, and classified supervisors.

The workshops were announced in the staff bulletin and in memos sent to activity supervisors. Many people responsible for evaluating staff did not attend the sessions. Recent informal interviews indicated that some people do not remember receiving notification. Yet the workshops were well received. Participants provided positive, constructive feedback.

Similar workshops on a regular basis have not been implemented. Such training needs to be offered again; consideration should be given to make the training mandatory, if union contracts permit. All employees ought to understand performance review rationale to understand their own performance review. All employees should be invited to participate in future workshops, not just people responsible for evaluating staff. Sixty-six percent of faculty and staff who responded to the accreditation survey believe that their performance review is a serious attempt to evaluate how well they are doing their job; forty-one percent believe there has been adequate follow-up on their last performance review. Such low satisfaction suggests that additional training should result in more accurate, fair, and timely performance reviews and subsequent increases in the percentage of employees who believe that their performance reviews are accurate, fair, and timely.

**RECOMMENDATION 9:**

*It is recommended that the Learning Resources Center (LRC) develop a strategic plan, with time-lines and activities, for staffing, program, budget, equipment and LRC materials acquisition, maintenance and replacement of equipment, integration with college-wide academic and support services, and for providing all students greater accessibility to LRC services. This plan should also incorporate development and*

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*utilization of a district-wide database and connection with other libraries and learning resource databases.*

## **RESPONSE**

The college spent several years building consensus to develop the lower level of the LRC into a computer lab. For several years, the administration met with departments which had already integrated computers into their instruction to discuss sharing resources. It became apparent that more students could have better access if equipment and resources could be shared. In 1994-95, the basic skills committee endorsed developing the lower level of the LRC into a technology center. In spring 1996, a technology committee was formed; one of its first actions was to endorse the same idea. The committee has developed a strategic plan for a technology center in the LRC, networked with other campus computer labs. The center will house approximately 200 PCs and will be available to all students and personnel during extended hours. Committee accomplishments to date include: hiring an architect to draw plans for submission to the state, approval of architectural plans by the state, infrastructure expenditures, and academic computing network organization.

The next step in fully using the LRC is to develop a strategic plan for the first and second floors of the building to ensure that services and resources will meet the needs of students in the future. Space will become available as equipment and resources currently in the learning assistance computer and instructional resources labs are moved to the technology center. Personnel from all LRC components participate in the technology committee. The college anticipates that they will continue to contribute to re-engineering other areas of the building.

The library staff have been participating in a district-wide library automation project for over five years. In spring 1997 the online catalog and circulation subsystems should be operational with

access to the Internet. District libraries will then share information about resources and will be better able to provide assistance to all segments of the college community.

## **RECOMMENDATION 10:**

*It is recommended that the college conduct a thorough study of all facilities to include airborne particle abatement, toxic fume elimination, hazardous material disposal, elimination of air hoses and electrical cords lying on walkways, installations of safety eye wash and shower stations, and installation of adequate work-level lighting.*

*Instructors must more closely monitor student safety habits such as the use of safety glasses, face shields, dust masks, and protective clothing, including safety shoes, where required.*

## **RESPONSE**

The college developed a safety and occupation health program in August 1995 to improve the working conditions of college personnel and to develop an awareness among employees of the hazards related to chemical substances used in specific jobs. This program covers three areas: injury and illness prevention, hazard communications, and bloodborne pathogens. Asbestos abatement has been completed in most areas. Currently, funds are available for three more abatement projects totaling approximately \$615,000, and plans for two of these projects are near completion. The college has requested additional funds from the state to continue its abatement efforts. The college has plans to install energy-efficient lighting.

Since the last accreditation self-study, instructors in automotive, culinary arts, carpentry, cosmetology, health occupations, and science

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have modified the safety education programs which they conduct during the first week of each semester. Students read and must sign a safety agreement as an acknowledgment that they understand that safety is a required part of their training. The respective departmental offices keep the safety agreements on file. The college has placed eyewashes strategically throughout the automotive, printing, and science laboratory areas and is in the process of placing them in the cosmetology and manufacturing technology areas. Instructors report any classroom student safety incidents to the college safety and police service.

In 1994, the California State Office of Energy Assessment completed a preliminary lighting audit and determined that LATTC was a candidate for lighting improvements. As a result, the state is conducting a complete engineering survey. The college anticipates that the survey will be completed by the end of 1997 and hopes that state funding for lighting improvements for the entire campus will be allocated during the next five years.

**RECOMMENDATION 11:**

*It is recommended that the Los Angeles Community College District re-examine its allocation method for state instructional equipment (SIE) replacement funds to more nearly reflect the amount of instructional equipment to be maintained or replaced at each of the colleges and to meet the intent of the funding.*

**RESPONSE**

The Los Angeles Community College District did not receive SIE money for several years. In 1995–96, the state awarded one-time block grant funds for instructional equipment, library materials, and technology; the district allocated these funds based on its traditional formula of final FTES. For a portion of the 1996–97 state block grant funds, the district amended its allocation formula and distributed funds based 50 percent on lecture FTES and 50 percent on lab

WSCH. As a result, the college received more money because of its many lab courses. The college believes that college administrators participation on district committees charged with allocating funds helped to amend the traditional allocation formula. The college will continue to advocate for an allocation formula that will enable it to replace more instructional equipment, particularly in lab areas.

**RECOMMENDATION 12:**

*It is recommended that the college prepare a facilities master plan for its campus development which would house the programs and services encompassed in the educational master plan. Such a plan should include the physical development of the entire campus and also include the proposed new parking structure.*

**RESPONSE**

The district contracted with the consulting firm of Maas, Rao, Taylor and Associates to develop master plans district-wide. The master plan, currently in draft form, includes a chapter each on the facilities plan and technology plans. Although the master plan implies that the college facilities need to be restructured for the future, it does not address implementation strategies for the physical development of the entire campus.

At the time of the last accreditation self-study, the college was negotiating with Los Angeles City to build a multiple-use structure that included parking. Unfortunately, negotiations were not successful, and the college still lacks a new parking structure. The college had planned to include parking as part to the landscape and lighting assessment which failed to receive voter approval in November 1996.

**RECOMMENDATION 13:**

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***It is recommended that the college support the district chancellor and the board of trustees in their efforts to increase the reserves of the district in order to assure the fiscal survival of the district and the college.***

#### **RESPONSE**

The district uses a formula to allocate general fund dollars. This process is determined by the LACCD Board of Trustees and the chancellor. The college shared governance structure is not part of the process. The college is unable to effect an increase of the district's reserve. Furthermore, for the past three years the budget allocated to LATTC has been insufficient to fully fund the college. The college has a record of being fiscally responsible, optimizing resources, and increasing WSCH. College personnel serve on district-wide committees, such as the fringe benefits committee, that attempt to reduce costs.

#### ***RECOMMENDATION 14:***

***It is recommended that the planning and advisory committee (PAC) evaluate its current performance in light of its charge so that its role in developing and recommending general policies and philosophy will enhance the budget review process.***

#### **RESPONSE**

The PAC is a constituency-based group responsible for developing philosophy and recommending policies on all major issues pertaining to the planning, staffing, budget, resource allocation, operations, and mission of the college. Members are committed to shared governance. They seek input from and share information with their constituents informally and at regularly scheduled meetings, such as the

academic senate and AFT meetings. PAC minutes are distributed to activity supervisors and academic department heads. The minutes are posted on department bulletin boards and other bulletin boards on campus. In fall 1996, PAC meetings became public, and attendance has been excellent. Also in fall 1996, a subcommittee was formed to develop PAC restructuring recommendations.

PAC members held a retreat in February 1993 to clarify their role in shared governance. A major outcome of the retreat was the development of subcommittees to provide the college community with more opportunities to participate in decision-making. Interest in these subcommittees was strong at first, but they are currently inactive.

The PAC held a second retreat in December 1994 to discuss self-evaluation. After the retreat, a survey on PAC effectiveness was developed and distributed in fall 1995. Of the approximately 800 surveys distributed, 121 were returned in time to be analyzed. In general, many people did not know much about the PAC. Of the people who did know about the PAC, slightly more people thought unfavorably of the group than favorably. Only 14 percent of those who responded to the survey indicated that the PAC has improved budget allocation.

#### ***RECOMMENDATION 15:***

***It is recommended that the college create ways to equalize the governance work load for faculty rather than rely exclusively on volunteers. It is also recommended that the college improve formal communication about institutional activities and decisions related to governance.***

#### **RESPONSE**

The college directly supports faculty participation through several programs. At the time of the last accreditation site-visit, the academic senate had no released time. In summer 1992, the senate president

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received .20 FTE released time. In 1995, released time was increased to .80 FTE for the senate president, vice-president, secretary, and treasurer. Since fall 1996, the academic senate has had 1.0 FTE released time to conduct senate business. The newly elected academic senate leadership has taken a proactive stance. It is hoped that this will lead to the involvement of additional faculty in governance issues, particularly in light of the anticipated shared governance agreement between the senate and the college.

Faculty members who write program review reports earn eighteen hours of flex credit. (The program review process requires participation by all faculty within departments/disciplines.) Staff development has funded faculty trips to investigate non-traditional instructional delivery. The knowledge gained from such trips has helped faculty participate more fully in college-wide committees, such as the technology committee. Title III funded faculty in the English, math, and ESL disciplines to validate course prerequisites and revise course outlines. Title III also funded faculty member training in the Develop a Task Analysis (DATA) panel process, so that they could be more effective in revising curriculum and in making decisions about resource allocations.

Improvement of college communication is addressed in response to Recommendation 2.

**RECOMMENDATION 16:**

*It is recommended that the board of trustees develop and adopt a written board code of ethics. It is also recommended that the board consider developing a process and a schedule for board self-evaluation.*

**RESPONSE**

The Los Angeles Community College District Board of Trustees adopted a written "Board Statement of Ethics and Conduct" on November 3, 1993. In June 1995, the board also adopted a self-evaluation checklist for use in its evaluation process. This process is internal and not subject to public scrutiny.

**RECOMMENDATION 17:**

*It is recommended that a written statement of delineation of functions and duties between the bargaining unit (AFT) and the academic senate be adopted.*

**RESPONSE**

Efforts to develop a delineation of functions have not been successful. The AFT and academic senate leadership have held several meetings, but they have not reached formal agreement. It is anticipated that by the time of the accreditation site-visit, the college district will have signed a shared governance agreement with the district academic senate and the college will have, subsequently, signed an agreement with the college academic senate clearly defining their responsibilities in shared governance.