

Abstract of the Self-Study Report

LATTC is a dynamic institution striving to meet the challenges of 21st century higher education and industry. It offers the Los Angeles community a proud 77-year history of education and services and its evolving programs and services are designed to address current and emerging academic and workforce demands. Since the 1997 Self-Study, LATTC has focused on realizing its mission of offering "...a unique education that fosters creativity, critical thinking, and applied learning experiences."

LATTC is creating a grounded and visionary institution responsive to current academic, vocational and workforce-training needs of students, and planning for future generations of students and industries. LATTC is committed to offering an excellent, viable, and diverse educational environment for students, and all members of the campus community.

The college continues to meet the challenges in terms of campus continuity, of key positions filled by interim administrators new to the positions and/or the campus. These currently include the positions of Interim President, Interim Vice President of Academic Affairs, Interim Associate Dean of Academic Affairs, and Interim Dean of Enrollment Management. There are presently two unfilled administrative positions: Dean of Academic Affairs and Dean of Administrative Services. The secretary to the President's Office, a fifteen-year campus member, familiar with LATTC processes, procedures, climate, personnel and Accreditation Self-Study history, retired in November 2002.

In addition, the campus Accreditation Liaison Officer was unexpectedly transferred to South West College in the fall of 2002, and an Interim Vice President of Academic Affairs assumed the ALO responsibilities in October 2002.

The college Accreditation Self-Study process, although initiated in the fall of 2001, did not have the benefit of an early start, and gained momentum in the spring of 2002.

Institutional Developments

Substantive, if preliminary, efforts at creating and integrating systematic college planning and budgeting processes, are in place, in response to the 1997 Accreditation Site Visit and 1999 Focused Mid-Term Report, and the needs of the campus community.

Since the 1997 Self-Study, LATTC has been active in creating a new vision and a new mission statement, reflective of LATTC's renaissance. In addition, the college is creating new college master plans, revitalizing and redesigning program review, and proactively increasing collaboration between administration, student services and academic affairs.

The college is fully aware that a lack of sequentially developed master plans has disadvantaged the college. Working in conjunction with professional consultants, the college has actively pursued designing master plans to guide college planning and budgeting, including a Facilities Plan (2001), an Educational Master Plan (January, 2003), and a Technology Plan (2003). The college fully recognizes that these master plans are being generated out of sequence, due to fiscal

necessity. LATTC is currently focused on the challenges of integrating planning and budgeting with recently developed or in-process master plans.

Within the next few years LATTC, guided by these integrated master plans and supported by the passage of local bond measure, Proposition A on April 5, 2001, will transform itself into a core member of downtown Los Angeles, the burgeoning Figueroa Corridor community, and a thriving urban center of higher education.

Significant educational and institutional developments, initiatives, community partnerships and events since the 1997 Self-Study include the following:

- *Facilities Master Plan Projects*
Projects in progress include the Dunn Edwards building renovation and the selection of architects for the South Campus Construction Project.
- *LATTC/Lowe's Partnership*
LATTC was selected as the fall 2002 recipient for Lowe's Educational Scholarship Program in vocation-related trade disciplines.
- *Oxford University Accepts LATTC Student*
LATTC science student, Alex Shaw, is accepted at Oxford University, England in the Post-Graduate Program for Informatics.
- *Online Correctional Science Program*
The premiere of the first on-line Correctional Science, two-year Liberal Arts associate arts degree program, designed in conjunction with the California Correctional Peace Officers Association's ([CCPOA](#)) Policy Institute (September 2002). Future online courses at LATTC will include Astronomy English, Math, History, Physics Psychology, and Speech.
- *Jet Propulsion Laboratory (JPL)/NASA Partnership*
\$300,000 grant for science, math, and engineering from NASA, through a partnership with JPL.
- *University of Southern California (UCS)/ NASA Partnership*
NASA program provides high-technology science equipment for Astronomy1 and 2 classes taught at USC by a LATTC faculty member.
- *Shammas Group, Nissan Motors*
Job Training is provided for LATTC students.
- *LATTC Foundation*
Steve Needleman was elected as foundation president. The LATTC Foundation was reorganized, new board members elected, and the foundation mission and goals reexamined to ensure LATTC continued vitality.

- *Figueroa Corridor*
LATTC president, Dr. Daniel Castro, joined the downtown Los Angeles, Figueroa Corridor, business development organization.
- *International Student Exchange*
International Pacific College in New Zealand accepted an LATTC student as a foreign exchange student (fall 2002).
- *China Partnerships*
Friendship Agreement with various colleges and high schools in China established.
- *South Korea Partnership*
LATTC has established *Friendship Agreements* with various colleges in South Korea. LATTC Interim President, Dr. Daniel Castro will visit these campuses in April 2003.
- *Bonneville Power Administration Partnership*
A partnership with the federal government agency, Bonneville Power Administration, headquartered in Oregon, will provide LATTC student employment opportunities.
- *Middle College High School Program*
In its second year (2001-2002), over 731 students from 15 Los Angeles Unified School District (LAUSD) high schools received high school and college credit through three six-week intersessions.
- *TEACH Project*
An alternative instructional program designed for working individuals to attend college full-time and attain a teaching credential.
- *Puente Project*
The Puente Project goal is to work with students to increase the number of educationally underserved students who enroll in four-year universities.

The primary mission of LATTC throughout its 77-year history is to help students develop the technical ability and working experience required by the current and future industries that will employ them, to assure its viability as a training ground in preparation for the evolving demands of industry, and to offer general education courses and academic programs for students preparing to transfer to a four-year institution or to attain an associate arts, or associate science degree.

Given the history of LATTC, the anticipated higher education needs of students, and 21st century workforce demands, a faculty concern is the college's commitment to comprehensively addressing both vocational and academic programs in defining the future of LATTC.

Standard One: Institutional Mission

Los Angeles Trade-Technical College has clear statements of its mission and vision. Both the Mission Statement, revised in 2001, and the Vision Statement, created in 2002, are vital, inclusive documents reflective of recent changes in the college's student population, academic programs and facilities. The mission statement defines the student population LATTC intends to serve as those who reflect the global diversity of the Los Angeles region, and directs that resources be allocated for programs that foster creativity, critical thinking and applied learning experiences as well as those that are rigorous and technologically current.

The college's budget planning and program review processes are interconnected, with the college's mission statement guiding the allocation of resources and discussion of programs to be offered. Although LATTC is one of nine colleges in the LACCD, it is unique in its applied vocational programs, which appeal to a geographically as well as culturally diverse range of students.

Plans to integrate the revised mission statement into the campus culture include treating it as a "living" document that reflects the college's desire to develop partnerships with all sectors of college and public communities and to provide service-learning opportunities to strengthen the urban community.

The college's recent Facilities Master Plan, which will guide the use of \$138 million bond funds to rebuild the aging college, and the Educational Master Plan, expected to be completed in early 2003, both derive their goals and objectives from the college's mission statement. It is expected that future reviews of the statement will include the flexibility to consider the needs of new and emerging student populations in the Los Angeles area.

Standard Two: Institutional Integrity

Los Angeles Trade-Technical College strives to present itself accurately in all media, including print, electronic and digital formats. Appropriate faculty and staff prior to publication review information about programs, courses, educational resources and student services. Information about academic freedom and standards of conduct are included in several publications. In addition, the college's current philosophy supports the exchange of information and ideas between the commission and the college.

Some minor errors plaguing recent class schedules and brochures – many related to the adoption of a compressed calendar in 2001 – have been addressed. The college clearly engenders support for faculty and student academic freedom; however, in many cases references to standards of behavior and the consequences of violating those standards for both faculty and students are unclear. Also, in some cases expectations surrounding the issue of academic dishonesty are not clearly defined, and access to information about the subject is limited. The college's relationship with the commission is expected to become more positive as the campus becomes better equipped to handle a change in philosophy from teacher-centered to learner-centered.

A process for reviewing information listed in print, on the college's website and in CD-ROM versions of the college catalog is being implemented. Plans call for enhancing access to needed information about student discipline and misconduct. Institutionalizing the change from teacher-centered curriculum to learner-centered curriculum will require extensive, open discussions among faculty, staff, students and administration. The Planning and Advisory Committee will ensure integrity in all representations of the college's mission, programs and services.

The policy of the LACCD and LATTC is to provide equal opportunity to all qualified employees and applicants for employment, as listed in the college catalog and schedule of classes.

Standard Three: Institutional Effectiveness

The institutional effectiveness of Los Angeles Trade-Technical College was sorely undermined by the lack of stable leadership between 1995, which marked the end of president Tom Steven's 19-year tenure, and 2000, marked by the appointment of Interim President Dr. Daniel Castro. As a result, evaluation and planning activities drifted until recently. For example, most of the recommendations from the last program review sequence, completed in 1998-1999, were left unimplemented.

At this time, college, district and occasional regional or programmatic needs drive institutional research activities, conducted by the college's Office of Research and Planning (ORP, created in 2001) and/or the District Research and Reporting Unit. The college remains relatively "invisible" to the public and surrounding communities.

In the past the college has not sufficiently utilized its program review process to adjust and improve its programs; however, the college's current review, which began in fall 2002, will certainly make use of the data collected for program enhancement and improvement. Data collected by the ORP already has had a major impact across the campus, from program planning to enrollment management to class scheduling to grant procurement to writing the Educational Master Plan.

The college has made a tremendous effort to rekindle its information and planning activities since 2001, including faculty, staff, administrator, and student surveys that have provided valuable planning information. Efforts to market the college and increase exposure have, as yet, met with limited success.

The recently completed Facilities Master Plan, the soon-to-be-completed Educational Master Plan and a Technology Master Plan slated for completion in 2003, will require evaluation tools to remain effective blueprints for the college's future. It has been suggested that the college explore the integration of these plans into a strategic planning process to help define the college's overall direction. Planning and budgeting efforts need to be integrated with the program review process into one coordinated, continuous process ensuring that every college program is reviewed every five years. The college also is making plans to increase its visibility in the community.

Standard Four: Educational Programs

Los Angeles Trade Technical College, in keeping with its mission, provides educational programs that are rigorous, technologically current and designed to promote student success in vocational/technical education, career and workforce advancement, university transfer, life-long learning and participation in a democratic society. The college stresses the importance of industry standards and where applicable, professional board certifications for any vocational or occupational programs. The Curriculum Committee ensures that new programs have coherent design, length and breadth, and program growth or discontinuance is considered in the budget and planning process.

The college offers a wide range of flexible and individualized learning opportunities, including the first stages of a complete online degree program, that allow students to complete programs in a timely manner. The college relies on sound data about students and potential students to inform the planning process in developing and evaluating courses and educational programs.

New programs are designed to meet student requirements. Recent state budget cuts as well as the college's recent transition to a compressed calendar, however, have created anxiety over the college's ability to serve the increase in student population, especially as more and more programs require "state-of-the-art" computers, equipment, labs and facilities. The college is active in introducing and evaluating new forms of technology to enhance instruction and facilitate student learning, and continues to strengthen ties to the community by providing high-quality contract education to meet the needs of industry partners.

Plans call for the development of a uniform program review process including a rational program discontinuation process, continued implementation of the Facilities Master Plan (particularly in those areas requiring infrastructure to support the completion of a Technology Plan), as well as the establishment of an online advisement process.

Standard Five: Student Support and Development

Los Angeles Trade Technical College's admissions policy is clearly outlined in college materials, and all courses with the exception of contract education courses and special programs such as Nursing, PACE or CalWORKs, are open to any student. Although both phone and online registration is available, most students continue to register for classes in person. LATTC provides a broad array of quality support services to students, who also are given opportunities to serve on campus committees and participate in college governance. The college creates and maintains a climate supporting diversity.

Despite changes in policies and procedures over the last few years affecting the continuity and quality of services to students, nearly 70 percent of students surveyed found Admissions and Records services to be helpful and the staff to be pleasant, knowledgeable and available. The college catalog, class schedules and student handbook are comprehensive, and new students receive these materials during orientation. Financial Aid applications are now processed within 72 hours and Student Services has become more automated and therefore more efficient.

Future plans include keeping staff up-to-date on the latest technologies, centralizing service delivery to create more efficient access to programs and services, reviving the Enrollment Management Committee, providing formal training on student grievances, more actively supporting student involvement in committee and governance activities, and fully utilizing Internet lines to facilitate the use of computers in areas such as Admissions and Records, Articulation, Assessment and Counseling among many others.

Standard Six: Information and Learning Resources

The LATTC college library, in tandem with other campus information and learning resources, is integral in supporting the mission of the college and ensuring institutional effectiveness and the continuous enhancement of campus instruction. Online databases provide extensive, current sources of information and research supporting campus programs. More than thirty major information and learning resource computer labs, developed primarily through specially funded programs, block grants and vocational equipment funds, are available for student use.

The college is engaged in technological expansion and is incorporating new technology in all areas. Maintenance issues must be addressed in order for faculty to feel comfortable incorporating new technology into the curriculum. Infrastructure as well as additional funding is needed to provide additional computer workstations in the library, and a functional security system is essential. Services such as bibliographic instruction, information competency courses, and online reference and processing are not offered at this time due to funding and staffing constraints. Most faculty do not have convenient access to the Internet, severely limiting effective faculty, staff, administration and student communication.

A Technology Plan is needed to help direct resources and ensure the most appropriate and effective technologies are in use. Plans also call for revitalizing the library's mostly outdated collection of 80,000 volumes, providing remote access to the library's electronic databases, offering training in relevant media service areas for campus personnel, and ensuring Internet access for faculty and staff.

Standard Seven: Faculty and Staff

In keeping with its mission to provide a high quality educational program, Los Angeles Trade Technical College employs qualified faculty, administrators and support staff. Each individual is hired through a competitive process designed to identify the best candidate for the position. Thanks to a district-wide reform and decentralization process, the college has some flexibility in developing faculty selection guidelines and now reviews only those district applications indicating an interest in working at the LATTC campus.

A systematic evaluation of all employees is prescribed and conducted in accordance with agreements between the Los Angeles Community College District and its six employee bargaining units. Most faculty evaluation efforts are focused on full-time faculty; however, the use of part-time faculty is essential to the college curriculum, as it allows flexibility in staffing as well as opportunities to place in the classroom experienced vocational and trade faculty employed full-time in their fields. A Staff Development Committee provides varied opportunities

for all personnel to improve professional expertise and skills, and the committee ensures that staff development information is widely disseminated and accessible.

Planning efforts include examining the evaluation process, and providing staff development training in effective evaluation, skills and outcome assessment and course and curriculum development.

Standard Eight: Physical Resources

Los Angeles Trade Technical College occupies a 27-acre site with approximately 780,000 square feet of gross building area. Most buildings on campus are over 30 years old, meaning the college's physical plant department must deal with the almost daily challenge of the mechanical and structural deterioration of these buildings. Since the 1997 Accreditation Self-Study, many maintenance, repair and replacement projects have been accomplished with the use of state and federal funds.

Significant improvements are in store for the LATTC physical plant during the 2003-2005 fiscal years, following recent improvements such as the addition of air conditioning to campus buildings and the completion of infrastructure projects such as roofing, painting, new irrigation systems and a new telephone system. The college's new Facilities Master Plan provides numerous opportunities for the college to partner with the local business community and other external organizations, as well as providing a blueprint for the construction of 65,000 square feet of state-of-the-art classrooms and office buildings on the campus using \$138 million from a recent bond measure.

Planning efforts will focus on continuing to build the college's computer-based internal communications infrastructure, updating the Emergency Response Plan and revising the Capital Construction Plan to fit state guidelines for funding.

Standard Nine: Financial Resources

Los Angeles Trade Technical College is fiscally stable, with no cash flow or reserve problems. Financial planning is linked to the college's institutional goals through the Educational Master Plan, which is used as a guide to direct allocation of resources. An Operational Plan, which functions as a "needs assessment" for the college's departments and programs, provides input to the budget each fiscal year, and as the college accrues savings or receives additional funds, classroom offerings are restored to support an acceptable growth rate.

College administrators closely monitor the college budget and expenditures, taking action to curtail spending when indicated by quarterly analysis. The Facilities Master Plan and the Educational Master Plan will serve as guides for the redevelopment of the college over the next five years, and provide a vision for the college over the next 30 years. Although current fundraising efforts generate only a small amount of funds, they are necessary for programs and projects that receive little basic program support or that have emergency needs.

Planning efforts include continuing to monitor class size, class offerings and expenditures, developing strategies to recover costs incurred by Specially Funded Programs and to receive grants for existing programs, and supporting collaborative efforts with the Los Angeles Trade-Technical College Foundation.

Standard Ten: Governance and Administration

The Board of Trustees for the Los Angeles Community College District is comprised of seven publicly elected members who serve four-year terms of office. They are elected in odd numbered years and are staggered, four and three. The board conducts public meetings at various sites within the geographical boundaries of the district.

The Chancellor and Vice Chancellors meet regularly with the presidents of the nine colleges in the district to review allocation of district resources. The president of Los Angeles Trade-Technical College is responsible for consulting with the shared governance committees on campus and implementing district policies and regulations while maintains the academic and fiscal integrity of the institution.

The Board of Trustees ensures the quality of the district's educational programs through board rules and administrative regulations that set standards, and establishes criteria and asserts faculty rights and responsibilities for curriculum. The board relies as well on the colleges and their Academic Senates to monitor the quality of the curriculum. Using the college's history and emphasis on vocational programs as a foundation, an Assessment Report issued in early 2002 contained suggestions for college leadership to revitalize the campus climate and recognize the college's unique position within the Los Angeles educational community.

Over the next few years, the district office and college staff intend to collaboratively review board rules, administrative regulations and other policy and procedure documents, and through the district's consultation process recommend changes where needed. In addition, it is recommended that a plan for strengthening new board member orientation be completed. Plans call for recommendations from the recent assessment report to be implemented as well, including holding a college-wide retreat where all constituent groups review, discuss and plan activities consistent with the mission of the college.

Organization of the Self-Study

Introduction

Los Angeles Trade-Technical College is pleased to submit this Institutional Self-Study for Reaffirmation of Accreditation.

The campus-wide, collegial participation in the creation of LATTC's Accreditation Self-Study has promoted a collaborative campus environment resulting in the successful completion of the LATTC Self-Study document. Over 100 staff and faculty members participated in the process from late fall 2001 to the present.

Training

The Accreditation Liaison Officer (ALO) attended an ACCJC Training session in the summer of 2002.

LATTC collaborated with two additional district colleges known collectively as the *Cityside Colleges*. The coordinated effort, spearheaded by Gary Colombo, Chancellor appointed District Accreditation Liaison, brought together Los Angeles Trade-Technical College, East Los Angeles College, and Los Angeles City College in preparation of the campus Self-Study and the ACCJC spring 2003 site visit. This provided CitySide ALOs and Self-Study Co-Chairs the opportunity to communicate, support, and compare campus Self-Study developments.

Gary Colombo, Accreditation Liaison and LACC Academic Senate President, coordinated two district-wide CitySide Standards Steering Committees workshops on November 9, 2001, and March 15, 2002, and four group meetings on August 1, 2001, August 28, 2001, February 19, 2002, and October 25, 2002. These workshops and group meetings facilitated communication, collaboration and knowledge sharing among the three campuses and the district, in preparation for the spring ACCJC site visits.

LATTC hosted a CitySide and district-wide ACCJC Self-Study Workshop on November 30, 2001. The Standards Steering Committee Members were invited and encouraged to attend the training workshop featuring ACCJC Associate Director, Darlene Pacheco.

Selection of LATTC Self-Study Co-Chairs

After many weeks of campaigning for a Self-Study Chair, a probationary library faculty member and standard member was asked to assume the responsibilities, as a partial reassignment. The 60 percent Self-Study Co-Chair position was accepted, concurrently with a 40 percent library faculty position, beginning in the fall 2001, with the understanding that the ALO and Self-Study members would assist in recruiting a seasoned campus member to assume the remaining 40 percent of the 1.0 total position. The new Self-Study Co-Chair invited the Counseling Vice-Chair, an active LATTC faculty member for over twenty years, to join at 40 percent, as Self-

Study Co-Chair in February 2002. The Self-Study Co-Chairs shared the 1.0 position respectively 0.8, and 0.2, in the fall of 2002.

Selection of Steering Committee Standard Chairs and Members

Recruitment for Self-Study Standards was achieved via the initial Self-Study, fall 2001 sign-up meeting and subsequent Self-Study meetings held in the spring of 2002. Self-Study recruitment was an ongoing process through the fall of 2002. The LATTC ALO, Self-Study Co-Chairs, and Standard Chairs recruited committee members from faculty, staff, students and administrators. The Self-Study Co-Chairs held weekly Self-Study luncheon meetings in various campus sites, including the Staff Development Lab, LRC 265, LRC 110, and the Math Lab, catered by LATTC Culinary Arts students.

The Standards were co-chaired by a broad array of campus representatives including faculty, staff and administrators. Two to three active campus members chaired each of the ten Self-Study Standards, to govern the organization of the committee and the production of respective standard reports. Presentations and direct invitations were made to the ASO. The Associated Student Organization President agreed to join as a Standard Member.

Self-Study Campus-wide Participation

The campus process began with an Accreditation Flex Day faculty workshop in September 2001, under the direction of the former Accreditation Liaison Officer and Vice President of Academic Affairs, and the Associate Dean of the Office of Research and Planning. Faculty were offered an opportunity to learn about the accreditation process and volunteer on the ten standard committees as co-chairs and members. A subsequent meeting was held on November 15, 2001 to encourage all campus members to join the Self-Study process.

The ALO and the Self-Study Co-Chairs held regular organizational meetings, in addition to the CitySide meetings to discuss the design, the timeline and execution of the campus Self-Study. The new ALO and the Self-Study Co-Chairs met weekly to discuss the Self-Study's organizational and administrative details, in addition to the fall 2001 meetings and weekly campus-wide Self-Study luncheon meetings held from the Winter 2002 through November 2002.

The Self-Study Co-Chairs participated in the August, 2002 Faculty FLEX Day activities by hosting three "LATTC Accreditation Self-Study Workshops in the Learning Skills Center. The Counseling Department Chair invited a Self-Study Co-Chair to present a Self-Study summary during a Counseling Department meeting in October 2002.

In the spring of 2002, the ALO, the Self-Study Co-Chairs, the Dean of the Office of Research and Planning, the Interim Associate Dean of Academic Affairs met regularly to discuss Self-Study organizational and planning strategies to build campus awareness of and participation in the Self-Study, in preparation for the spring 2003 ACCJC site visit. In addition to weekly meetings, an accessible LATTC Accreditation website <http://www.lattc.edu/dept/tisp/accred/index.cfm>, offered members and others accreditation Self-Study questions and information, demographical data, related links, members lists. An

Accreditation *Around the World* Self-Study timeline was created to support Self-Study members and inform the campus and the community of the Self-Study process

<http://www.lattc.edu/dept/tisp/accred/timeline.cfm>.

Weekly Self-Study working luncheons were held on Thursdays, from 11:30 p.m. to 1:00 p.m., to accommodate faculty, students and administrators, in the LRC 110 or 265, Staff Development Lab, and the LRC Mathematics Lab. Standard Members received weekly printed meeting flyers, distributed to campus mailboxes, telephone message reminders regarding meetings, and emails with announcements and meeting agenda attachments. Meeting announcements and Self-Study events and information were also included in the weekly campus Staff Bulletin.

The Self-Study Luncheon meetings were specifically held in labs offering computer and web access, working tables and projection systems to facilitate Self-Study information gathering and sharing. Campus members contributed and volunteered in various, essential ways to the Self-Study process, including acting as Self-Study Steering Committee Co-Chairs, Standard Members, editors, information resources, and providing document production support.

In addition, in the fall of 2002, an online, password-based discussion forum link was added to the Accreditation Self-Study home page to facilitate information sharing via the web. The Self-Study Co-Chairs worked closely with the campus graphic arts designer in November and December to coordinate related Self-Study document artwork, graphic design and page layout, in preparation for printing.

The Self-Study process was human resource and educational technology-driven. Members integrated the use of email, and websites and more to communicate, research, discuss, and share information and the Self-Study collective process.

Data Gathering

The LACCD produced a student survey in 2000. The Dean of the Office of Research and Planning, LATTC, provided demographic and economic data, and designed and, a Faculty/Staff/Administrator Survey (2002).

Integration of LATTC Self-Study, LACCD Self-Study, and Multi-College District Accreditation Project

Discussion of the Multi-College District Accreditation Project (MCPD) policies and processes, initiated by ACCJC policy in 1999 policy and process, and the resulting interrelationships, dynamics and responsibilities, is located in the Abstract section of the Self-Study Introduction.

Self-Study Campus-Wide Draft Review

After weekly Self-Study meetings with Standard Co-Chairs and Standard Members throughout the spring and fall of 2002, the Standard Co-Chairs, in collaboration with the Self-Study Co-Chairs and editors, consolidated the final Self-Study draft.” A review of and *sign-off* of the Self-Study Standards Draft was held during the weekly Accreditation Self-Study Luncheon Meeting

on November 7th, which was announced via a campus-wide email, flyers to Standard members, and the campus weekly Staff Bulletin. Subsequently the approved draft was distributed via email to all Self-Study Standard Members.

The Academic Senate President was sent the Steering Committee-accepted Self-Study, via an email attachment, the week prior to a presentation of the Self-Study draft to the Academic Senate on November 12, 2002 for distribution and review by members. During this meeting the Self-Study document, the December, 2002 board presentation, and the spring 2003 site visit process were briefly discussed. The Academic Senate President requested and received Academic Senate approval for a subsequent Self-Study review follow-up meeting on November 22nd. The Self-Study Co-Chair again reviewed the documents and answered questions with the present Academic Senate members.

The week prior to the November 19, 2002 presentation, the Self-Study Co-Chairs submitted to PAC members, via email, the Steering Committee-approved Self-Study draft. On November 19, 2002 the Self-Study Co-Chairs presented the draft to the PAC for review and discussion.

After campus internal analysis and approval, the campus ALO, and the Self-Study-Co-Chairs presented the Self-Study Steering Committee-approved draft to the LACCD Board of Trustees for review on December 9, 2002, in preparation for a presentation to the Accreditation Self-Study board subcommittee, in conjunction with CitySide college Self-Study Chairs, on December 18, 2002.

During the December campus review period, the Self-Study document was sent campus-wide via email with an announcement regarding the additional availability of the Self-Study draft in print in the following accessible campus locations:

- Academic Affairs Office
- President's Office
- Administrative Services Office
- Student Services Office
- Library
- Plant Facilities Office
- Equal Employment Opportunity Program (EEOP) Office
- LATTTC AFT Los Angeles Faculty Guild Chapter President's Office
- LATTTC Los Angeles Staff Guild Chapter President's Office
- Associated Student Organization (ASO) Office

The campus will hold a series of Town Hall meetings in the Grand Theater in the winter and early spring of 2003, to review and discuss the spring 2003 accreditation team site visit.

The LATTTC Self-Study process faced several constraints. The Self-Study Co-Chairs divided the position, while concurrently managing other position responsibilities; the campus struggled with the impact of an Interim Vice President of Academic Affairs and ALO, who unexpectedly transferred to South West College in the fall of 2002, at a critical stage in the campus Self-Study.

The next Interim Vice President of Academic Affairs and new Self-Study ALO quickly stepped in *midstream* simultaneously and assumed both of these positions in October 2002.

The Triangle Report broadly refers to the need for the college to work more effectively as a community. The LATTC Self-Study is evidence of the vision of a vibrant, collegial, campus community.

LATTC is grateful to the campus community for active, extended participation and commitment to the Self-Study process, by a diverse array of campus members. The dynamic blending of faculty, staff, students, and administrators was inspiring and productive, and a product of group process. As with group exchanges created from genuine dialogues and disparate, as well as complementary exchange of views, information, perspectives, and history, the LATTC Self-Study experience was at times contentious, and ultimately effective and collaborative.

The Self-Study document was forwarded to the LACCD Chancellor and Board of Trustees for review and signatures on December 18, 2002.

Los Angeles Trade-Technical College
Accreditation Self-Study
Standard Committees and Members

Standard One: Institutional Mission

Co-Chairpersons:	Sang Baik	- classified staff
	Dr. Raul Cardoza	- administration
	Leige Henderson	- administration
	Elton Robinson	- faculty
Members:	Mary Caitlin	- student, ASO President
	Linda Cole	- counseling faculty
	Tayebeh Meftagh	- faculty
	Lois Sidenfaden	- classified staff

Standard Two: Institutional Integrity

Co-Chairperson:	Carole Lung	- administration
	Larry Pogoler	- faculty
Members:	Sonia Lopez	- counseling faculty
	Renee Madyun	- faculty
	Gladys Smith	- administration

Standard Three: Institutional Effectiveness

Co-Chairperson:	Cathy Brinkman	- faculty
	Janet Maker	- faculty
Members:	Roberto Aguilar	- student
	David Barrajas	- student
	Jan Gangel-Vasquez	- faculty
	Alexandria Giardino	- faculty
	Eva Schwarz	- faculty
	Dr. Bradley Vaden	- administration, adjunct faculty
	Deidre Wood	- faculty

Standard Four: Educational Programs

Co-Chairpersons:	John Buonauro	- faculty
	Cynthia Morley-Mower	- administration
Members:	Paula Banda	- counseling faculty
	Madeline Coreas	- faculty
	Ken Desjardins	- faculty
	David Esparza	- counseling faculty
	Tessie Fernando	- classified staff
	Ray Gonzlez	- faculty
	Ralph Guthrie	- faculty
	Hyein Kim	- faculty
	Jim Lewis	- faculty
	Donna Lichtman	- faculty, DSP&S
	Ayesha Lindsey	- faculty
	Lisa Moreno	- faculty
	Barbara Odom	- student
	Ron Parker	- faculty
Soroya Roosta	- faculty	
Gary Szymanski	- faculty	

Standard Five: Student Support & Development

Co-Chairpersons:	Lynn Apodaca	- administration
	Ashraf Hosseini	- counseling faculty
	Sheila Tishler	- counseling faculty
Members:	Theresa Banks	- classified staff
	Valerie Cole-Eke	- classified staff
	Tom Dawkins	- counseling faculty
	Bernice Denard	- faculty
	Dr. Theda Douglas	- administration
	Eduardo Escobedo	- counseling faculty
	Abbie Patterson	- administration
	Leann Roque	- classified staff
	Beatriz Ruiz-Silva	- faculty
	Abbie Sandico	- classified staff
	Helen Tobar	- student
	Ester Usaha	- classified staff
	Mary Vasquez	- student

Standard Six: Information and Learning Resources

Co-Chairpersons: Timothy Denton - faculty
Kenneth Nakano - administration

Members: Jamil Ahmad - faculty
Paulette Bailey - faculty
Lourdes Brent - counseling faculty
Mary Hochman - faculty
Joyce Livingston - library faculty
Bill Troost - media faculty
Mauricio Zelaya - classified staff

Standard Seven: Faculty & Staff

Co-Chairpersons: Kevin Dudley - classified staff
Chini Johnson-Taylor - counseling faculty, A.S. President
Letia Royal - EEO Officer

Members: Helen Beaird - classified staff
Giovanni Del Rosario - faculty
Leslee Koritzke - administration, adjunct faculty

Standard Eight: Physical Resources

Co-Chairpersons: Dan Encinas - administration
Xenia Wright - faculty

Members: Mary Ann Breckell - administration
Pauline Carrillo - faculty
Tania Gonzalez - classified staff
Leslie Kite - library faculty
Bill Smith - classified staff

Standard Nine: Financial Resources

Co-Chairpersons: Cris Arzate - classified staff
Mary Ann Breckell - administrator
Clarence Marks - faculty
Rosemary Royal - administrator

Members: Melvin Berger - classified staff
Ursula Flores - student
John McDowell - faculty, AFT Chapter President
Clifford Montour - faculty
Shirley Wilson - classified staff

Standard Ten: Governance & Administration

Co-Chairpersons: Billie Ambers - counseling faculty
Dr. Raul Cardoza - administration

Members: Richard Barron - classified staff
Shawn Cyrus - faculty
Louis Hahne - faculty
Peter Sidenfaden - classified staff