

Planning Summary

Incorporation of the Planning Agendas into LATTC College Planning

The PAC, which includes representatives from the various shared governance committees, will develop activities designed to address each standard planning agenda and recommend campus planning priorities.

Planning agendas will be reviewed and integrated into the campus master plans and administration planning and budgeting objectives, and addressed, when appropriate, as agenda items by the Academic Senate, the Los Angeles Faculty Guild and Los Angeles Staff Guild.

Standard Planning Agendas

Standard One: Institutional Mission

The institution has a statement of mission that defines the institution, its educational purposes, its students, and its place in the higher education community.

- 1.1 After the revised mission statement was approved by the LACCD Board of Trustees, the PAC representatives recognized that it was imperative to take the mission statement to their constituent groups and make it a living document impacting college planning, program review, and budgeting processes.

It is recommended that the campus widely publicize the mission statement to increase campus awareness.

The integration of the revised mission statement into the campus culture includes the president's promoting awareness by highlighting the statement in the monthly presidential newsletter, "L.A. Tech Talk" (Doc.1.4). In addition, the mission statement is prominent on the college website <http://www.lattc.edu/> (Doc. 1.7), and on the college accreditation website <http://www.lattc.edu/dept/tisp/accred/index.cfm>. It is listed on page five of the LATTC 2002-2003 college catalog, and it will be listed in all future editions of the catalog (list document).

The college's Educational Master Plan 2003 will have the revised campus mission statement as its foundation.

The college will focus on strategic planning integrating the campus Educational Master Plan 2003, the Facilities Master Plan and the Technology Plan 2003. The integrated plan's strategic goals will include measurable objectives as a basis for guiding the college, programs, and departments toward the fulfillment of the mission statement goals.

- 1.2 All future reviews of the college mission statement will include discussion of the students the college intends to serve, with attention to new populations or those that may not have been previously considered.

LATTC will ensure that programs reflect the mission statement through a regularly scheduled program review process.

In response to shared governance, the college must document and communicate the relationship between funding priorities, application processes and campus decision-making.

When reviewing funding priorities, applications and requests for future funding, the PAC and campus administration will focus on approving those that reflect the college mission statement.

The college administration will integrate the budget planning and program review processes so that resources can be allocated appropriately and in a timely fashion.

- 1.3 The Educational Master Plan 2003 will increase visibility of the revised mission statement. The goal is to incorporate the mission statement into all pertinent current and future campus publications and documents, including all editions of the campus catalog and website.

The revised college mission statement will be a basis for all campus-funded projects. In support of shared governance, the Vice President of Administration, in collaboration with PAC, the Academic Senate, and other college constituencies, will monitor the relationship between the college mission statement and the funding of campus projects.

- 1.4 The campus and district mission statements will be reviewed and revised on a continual and as needed basis to ensure consistent integration with campus programs and services.

If campus consensus indicates that significant changes are needed in the mission statement, the current statement will be reevaluated prior to 2007.

Standard Two: Institutional Integrity

The institution subscribes to, advocates, and demonstrates honesty and truthfulness in representations to its constituencies and the public; in pursuit of truth and the dissemination of knowledge; in its treatment of and respect for administration, faculty, staff, and students; in the management of its affairs and in relationships with its accreditation association and other external agencies.

- 2.1 The college must improve the process of accurately collecting, updating and linking curriculum data to the college schedule of classes and catalog.

It is recommended that published college information contain the following consistent elements to facilitate the dissemination of updated, accurate campus information:

A contact person, along with title, office location, telephone number, and email address, must be included for each department and major listed in the print, web and CD-format versions of the college catalog. Currently campus contact names and departments are listed in a separate section in the printed catalog (Doc. 2.1, p. 164) without email addresses, and other departments only list a phone number. Information in all formats must be consistent, complete and accurate.

Information in brochures, flyers, and other campus publications must correspond with information in the catalog.

All information distributed must be current and accurate. Department chairs will notify the individuals responsible for publishing the brochure, flyer, or other campus publication of any errors or revisions by email or written memo before the brochure is printed.

- 2.2 The college will take all necessary steps to ensure and maintain academic freedom in fulfillment of the educational mission of the college.

In response to academic freedom issues, the college administration must outline and demonstrate its commitment to and means of supporting the practice of academic freedom for all members of the college community.

The Academic Senate will consider reinstatement of the Academic Senate Code of Ethics in future editions of the Academic Senate Faculty Handbook.

- 2.3 The college faculty and staff will continue to present relevant data fairly and objectively to students and others. Staff development activities may assist in obtaining data and achieving these goals.

- 2.4 The college will consider articulating the range of disciplinary action regarding student violations in future editions of the college catalog.

Future editions of the college catalog may include a range of desirable student work habits and study methods, clearly state the consequences of violating the Standards of Student Conduct, and define unsatisfactory student conduct, undue disrespect, and academic dishonesty.

The college will explore defining the terms, “unsatisfactory student conduct,” “undue disrespect,” and “academic dishonesty,” in future editions of the catalog, the class schedule and other relevant campus publications.

The college will attempt to address the concern of insufficient reference to standards for faculty behavior in future editions of the Academic Senate Faculty Handbook.

Current web links to the statutes, regulations, and policies that govern the operation of the colleges and classrooms will be published in subsequent editions of the faculty handbook. The college faculty, staff, and administrators require Internet access at all times to access and review this information. The faculty and staff development office will continue to offer Web training sessions for faculty and staff and access to computers and the Internet in support of access to this information.

It is suggested that the Academic Senate Code of Ethics referred to in the 1997 Self-Study be included in future editions of the Academic Senate Faculty Handbook.

- 2.5 The college will attempt to clearly define cheating, plagiarism, and academic dishonesty and will subsequently add these terms to future editions of the LATTC college catalog. Penalties for cheating, plagiarism, and academic dishonesty will be determined by the Academic Senate and printed in all future editions of the college catalog and the faculty handbook.

Future editions of the college Code Of Ethics will attempt to address the issues of student discipline and student misconduct.

It is suggested that new faculty orientation sessions review the issues of student discipline, student misconduct, and related issues.

- 2.6 It is recommended that the college continue to actively pursue hiring pools that reflect the campus diversity. Strategies for promoting campus diversity may include the campus personnel office creating a list of resources outlining methods and sources for diversity recruitment, including relevant publications and organizations. This regularly updated information may be printed and accessed in the Vice President of

Academic Affairs' office, the Compliance office, and added as a web link to the campus website.

The college may encourage and provide materials for campus individuals attending conferences to take and share campus descriptions and promotion materials, to inform interested conference attendees to consider applying for available positions at LATTC.

A reflection of the appreciation of campus diversity is the variety of campus hosted individual events celebrating campus cultures and the many student clubs focusing on diverse populations. An extension of this may be a campus-hosted annual diversity or international day, or fair highlighting campus diversity with special events and activities.

- 2.7 The college will continue to participate in athletic programs. Faculty, staff, students, and administrators will continue to receive in-service training regarding athletic rules.

The college catalog will be updated annually by the Office of Academic Affairs to reflect the current status of the athletic offerings. The catalog and scheduling department will be advised of new policies and revisions.

- 2.8 The college needs to envision, anticipate, and plan for the future and continue to develop and maintain contact and positive relations with the commission. The college needs to maintain all of the commission's 1997 recommendations. The major shift from a teacher-centered to a learner-centered curriculum will require continued open discussions with faculty, classified staff, students, and administrators, to institutionalize these changes.

- 2.9 Program Review has recommenced as of summer 2002, with the assistance of procedures developed by the Academic Senate. Committee meeting times are scheduled to provide greater access and participation by classroom faculty.

The PAC will investigate developing procedures, and review and implement course schedules and assessment methods to identify, evaluate, and revise institutional policies and practices to ensure integrity in all representations of the college's mission, programs, and services.

The newly designed campus program review process ensures that program review is regularly scheduled and that each program will participate every five years. This will support the college mission statement that "Our programs are rigorous, technologically current, and designed to promote student success..." and that "...our programs are relevant..."

Standard Three: Institutional Effectiveness

The institution, appropriate to its mission and purposes as a higher education institution, develops and implements a broad-based and integrated system of research, evaluation, and planning to assess institutional effectiveness and uses the results for institutional improvement. The institution identifies institutional outcomes, which can be validated by objective evidence.

3A.1 Stable college leadership and vision is necessary to support institutional research in guiding and directing long term decision-making and college planning.

3A.2 The ORP undertook the following during summer and fall 2002:

A description of research information currently being provided for Academic Affairs, Student Services, and Administrative Services.

Creation of research priorities in line with the recommendations of the master planning initiatives, strategic plan, and program review process.

Evaluation of workload of the above needs and the personnel needed to fulfill the college's research needs.

Assessment of computer software and hardware to meet both the research and personnel needs of the ORP.

The district decentralization initiative included an ad hoc task force on research and planning. The task force worked through the summer of 1998 and submitted its final report containing nine specific recommendations on September 29, 1998. The report was approved by the District Chancellor and the Chancellor's Cabinet (the nine college presidents) and presented to the Board of Trustees. The DRRU will undergo a review by a joint committee of district and campus representatives to review and redefine its role in providing support and information to the campuses and district office.

3A.3 The college has created or is developing three master plans: one for facilities, one for educational programs, and one for technology. These plans will guide the college in carrying out its mission statement.

A vehicle or tool should be developed for providing periodic assessments and evaluations of the master plans to ensure they continue to support the vision and mission statements of the college.

The program review process for each college discipline or unit will provide current data that will help to monitor the effectiveness of the Educational, Facilities, and Technology Master Plans.

3A.4 The college is reevaluating its program review process. Units from the three areas of Academic Affairs, Student Services, and Administrative Services have volunteered for the initial review cycle. Program review will be integrated into faculty hiring priorities, Block and Partnership for Excellence grant applications and awards, the campus budget cycle and overall college planning.¹⁷

3.B.1 It is recommended that:

The PAC members meet regularly and communicate with their colleagues and constituents regarding PAC issues;

The PAC investigate strengthening its long term planning capabilities by creating a PAC subcommittee or an independent committee for campus long range planning;

The college follow through with the Triangle Associates report recommendations for holding retreats to create a college strategic plan;

The college create guidelines and procedures that ensure that the future campus strategic plan is implemented, regardless of changes in senior administration;

The campus pursue the creation and adoption of the future college strategic plan by encouraging the collegial and effective participation of the college community, as was accomplished with the revision of the LATTC mission statement;

The PAC ensure the implementation of the college's future strategic plan;

The college continue to utilize the staff bulletin, flyers, campus emails, college website, FLEX Day activities, the news media, newsletters, brochures and other media formats, the Staff Development office and campus Town Hall meetings to keep the college community and public involved and informed about the development and progression of institutional planning.

3B.2 The college mission statement will guide the college's strategic planning process that was begun in the summer of 2002.

The college will ensure that the master plans are integrated into the strategic planning process, and will follow through with plans for the creation of a Technology Master Plan in 2003.

3B.3 LATTC will implement systematic and coordinated campus program and services planning efforts by creating a college strategic plan with an integrated budgeting process, and by establishing concrete timelines for the creation, assessment and review of strategic and master planning efforts and ancillary planning and evaluation processes such as program review.

3C.1 Future plans call for the following actions:

The creation of a strategic plan with measurable goals and outcomes;
 The creation of measurable outcomes for the implementation of each master plan;
 The publication of achievements on a regular basis to the campus community;
 The tracking of student placement and employment.

3C.2 It is recommended that the campus commit to successfully marketing and highlighting its programs and services to the community and to the public by exploring the following methods: 1) increasing public exposure of college achievements through the news media and advertising; and 2) hiring a full-time marketing director.

3C.3 The program review process, the Educational Master Plan, the Facilities Master Plan, and the Technology Master Plan, in conjunction with the Office of Research and Planning must be all be systematically reviewed and evaluated, and revised for currency and relevancy, in order to provide a continuous, valid foundation for college planning, assessment, budgeting and resource allocation.

Standard Four: Educational Programs

The institution offers collegiate level programs in recognized fields of study that culminate in identified student competencies leading to degrees and certificates. The provisions of this standard are broadly applicable to all educational activities offered in the name of the institution, regardless of where or how presented, or by whom taught.

4A.3 Currently the degree/certificate program in Photography is listed as inactive in the college catalog. The college will investigate adding the degree/certificate program as active in the college catalog.

The college must explore creating a formal program discontinuation process for canceling campus programs that reflect the shared governance process. The college vocational programs will undergo program viability reviews to assess their labor markets, the saturation of similar programs and the measurement of employment and completion success of the students. These two-year reviews, in conjunction, with the State Academic Senate's policy on Program Discontinuance, will establish a rational procedure for the college to follow, thus reducing the amount of program completion disruption for the students.

The college understands that it is vital to monitor all programs and has revisited the entire process of campus wide program review since the last Accreditation visit.

- 4A.4 Facilities development, renovation or modernization for other areas is developing slowly to order to incorporate findings from the Educational Master Plan 2003. In addition, the college needs to continue to implement the Facilities Master Plan.

As the upcoming campus Technology Master Plan 2003 is completed it will be integrated with the other college master plans and incorporated into the planning of college renovation projects.

According to the Vice President of Academic Affairs: “What is being proposed in the area of Academic Affairs is that we provide Human Resources in line with our budgetary parameters, and that are also in line with the Educational Master Plan being developed.”

In regards to technological resources, Sang Baik, the supervisor of LATTC’s Management Information Systems (MIS) department states: “The development of a well documented technology plan will begin in spring 2003. LATTC is currently developing a strong backbone in terms of cabling, servers, switches, and databases. Once these projects are finished, then the development of the technology plan can begin.”

- 4A.5 With the advent of the updated LATTC website and LATTC distance education courses, the General Counseling Department should explore the possibility of online advisement.

The General Counseling Department will take a greater role in the orientation process for implementation, advisement and follow up.

- 4B.1 The college must focus on combining the renovated program review process and the state required departmental Vitality Reports, in order to effectively reevaluate and modify courses as necessary.
- 4B.6 It is recommended that transfer programs be more clearly identified and listed in both the “Educational Programs” and “Index” sections of the college catalog.
- 4C. 4 It is recommended that the college continue to maintain consistently high standards for students demonstrated by competency in reading, written expression, mathematics, and critical thinking.
- 4D.1 The college has recently developed a uniform program review process through the Program Review Oversight Committee, which has been meeting since November 2001. Different models were researched based on other community

college campuses and reported to the committee. The committee also cited three goals for the committee:

Develop a calendar for programs to be reviewed. The model should include yearly, representative programs from the instructional, student services and administrative programs.

Develop models for review during the spring 2002 semester, after reviewing different models by the committee membership.

Determine what staffing will be necessary to maintain the program review process.

- 4D.2 The college will continue to use facilities offered by outside agencies and to seek more opportunities for off-campus facilities. This will provide more flexibility in meeting space needs, as the completion of the planned construction and removal of campus buildings takes place over the next few years.

The college-wide retreats should be reestablished as a mandatory FLEX day, to support faculty and staff and administrators and afford campus members the opportunity to articulate and discuss the goals and agenda of the administration.

The DATA panel should be replaced by additional advisory committee meetings per year. Surveys of government agencies and industry businesses also need to be used more frequently to help our programs and faculty stay technologically abreast with changes as they occur in the fields.

The Triangle Associates Assessment Report regarding outdated course materials, as well as a reluctance on the part of some faculty to improve programs, provides a basis for the college's focus on an updated program review process, and other methods for ensuring currency and viability of courses and course materials.

Based on the reduced percentages of faculty accreditation survey respondents who believe that the college provides them with adequate opportunities to update skills and knowledge, it is suggested that the college invest further in the Staff Development office and in areas that support faculty training and knowledge building.

- 4D.4 An articulation agreement with the LACCD and nine historically Black colleges is now in progress, funded by a grant from the Chancellor's office. The Articulation officer is involved in monthly meetings with her counterparts from the district to complete this task. A formal process to establish a 2 + 2 agreement with Cal State University, Long Beach with our vocational programs is planned for a small group of majors. Expansion of the 2 + 2 program with Cal State University, Los Angeles is underway with the Automotive Department and the Engineering Technology Bachelor of Science degree.

4D.5 In keeping with the goals of the college mission statement to provide rigorous and technologically current offerings, the college will continue to encourage and provide the necessary training and support for faculty to reconfigure existing and establish new courses in an online, distance learning format.

4D.6 The college, through the use of surveys and other assessment resources, will continue to enhance its contract education offerings, developed by an academic department in consultation with the industry and company representatives regarding needs and delivery methods.

Vocational programs will continue to hold and analyze the results of annual advisory meetings to ensure present and future course content and offerings are consistent with industry standards.

4D.7 The college must invest in supporting training faculty to create more online classes and distance education based programs.

The college will continue to work towards the goal of providing Internet access to all faculty offices and that as the campus develops more electronic delivery-based systems, that the college will continue to conform with applicable commission policies and principles of good practice statements.

Standard Five: Student Support and Development

The institution recruits and admits students appropriate to its programs. It identifies and serves the diverse needs of its students with educational programs and learning support services, and it fosters a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, and success.

5.1 Despite the continued changes in administration and the proposed construction on campus, funded by Proposition A, every effort should be made to continue to facilitate and implement new services. In conjunction with these efforts, ongoing staff training on technology and information services should also be implemented.

5.2 It is suggested that the college undertake an extensive evaluation of the Online Orientation Pilot Program within the next few years.

The campus compliance officer must provide annual formal training on student grievances to all staff, through in person workshops and online information.

The fall 2002 Student Handbook will be replaced with the enhanced academic planner, which consolidates key points from the schedule of classes, catalog and the student handbook. It will be distributed to all newly matriculated students during orientation.

- 5.3 It is recommended that the college develop an updated ADA transition plan indicating how and when ADA access will be improved throughout the campus.

The college will explore updating and expanding technology into all service areas as a partial solution to addressing limited budget and staffing needs.

Developing, maintaining and updating current, well designed marketing materials will assist the college in invigorating recruitment and will provide accurate campus program information to potential students and the community.

Centralizing service delivery in order to create more efficient access to programs and services will stabilize and increase faculty and staff and provide faculty, staff and students a seamless process for obtaining information. Enhancing the allocated space for program and services through Proposition A funding will provide all relevant programs and services with necessary private counseling areas.

Enhanced collaboration between all student services areas will be supported through monthly meetings conducted by the Vice President of Student Services. In addition, reviving the Enrollment Management Committee that meets during the first weeks of the semester will ensure ongoing, seamless services for students.

Effective access regarding programs and services entails designing an architectural layout that physically and philosophically coordinates service areas. The college will investigate following through on the Facility Master Plan proposal consolidating all student services in a single building with Proposition A funding.

- 5.4 It is recommended that the college more actively support student involvement in shared governance activities relating to student support and development services. It is also suggested that the college expand its efforts to involve more students in student activities, clubs, and events.

- 5.5 It is recommended that the college research options for providing online access for assessment testing to accommodate the growing number of students who live in outlying areas and distance education students.

The college will explore the need to increase the number of computers available to students in the assessment lab.

- 5.6 To promote the consolidation of student services currently diffused campus wide, and in support of enhancing student access, the college's facilities master plan includes a large student services building, funded by Proposition A. It is designed to provide integrated student services including admissions, counseling, DSP&S, and EOP&S.

It is recommended that all student services programs develop and maintain an updated web page for their program, linked to the college website by fall 2003 to promote access to current student services information.

Telephone and web registration require diligent monitoring and adequate staffing to maintain the systems continuously.

Currently there is no formal mechanism for providing comprehensive counseling services to all students who do not come to the campus. The college will continue to explore the process of developing formal advising and counseling procedures for all students who do not come to the campus students.

- 5.7 The college should enhance marketing and outreach for more prospective Asian, Hispanic, Native American and African American students, and establish appropriate support services for them.

It is recommended that faculty awareness of and support for campus events promoting and celebrating campus cultural diversity be encouraged. Increasing faculty involvement and encouraging student attendance at events would enhance the variety of events offered. Integrating campus events promoting cultural diversity in course outlines by faculty would support campus cultural diversity.

- 5.8 It is recommended that the campus establish Honor Societies that recognize academic merit and excellence.

The campus will benefit from increasing social and cultural activities on campus promoting student involvement, expanding the diversity of clubs on campus, and importantly supporting student participation by recruiting faculty advisors and mentors to club activities. In addition, increasing student participation on decision-making committees is critical.

Increasing collaboration between the ASO, administration and the English department journalism faculty, is vital to sustaining the newly revived LATTC campus *Trade Winds* newspaper.

- 5.9 It is recommended that the Dean of Admissions and Records ensure that the transfer of older records to the new imaging scanner system be fully implemented by spring 2003. The safety and security of personnel and records in the admissions and records area will be enhanced by the installation of security cameras and by providing counter security.
- 5.10 It is recommended that monthly departmental meetings in each of the Student Services units, conducted by the Vice President of Student Services will be held to support enhanced collaboration between all student services areas.

It is also recommended that staffing level increase in response to rising enrollment and that Student Services technology is updated and maintained to accommodate current growth trends.

Standard Six: Information and Learning Resources

Information and learning resources and services are sufficient in quality, depth, diversity, and currentness to support the institution's intellectual and cultural activities and programs in whatever format and wherever they are offered. The institution provides training so that information and learning resources may be used effectively and efficiently.

- 6.1 The college will provide remote access to library electronic databases.

The college should seek alternative funding to restructure media services.

The college will develop a Technology Master Plan, which focuses on all current and projected learning resource information needs and is integrated with its Educational Master Plan 2003 and Facilities Master Plan.

CATT shall offer regularly scheduled faculty and staff training in all relevant media service areas in coordination with college staff development activities.

The college will review the role of the Learning Skills and Writing Center programs to minimize the unnecessary duplication of information and learning resources in the areas of basic skills.

- 6.2 The Library and classroom faculty shall collaborate to review and weed library materials and information resources, which are no longer relevant to educational programs and recommend new titles for possible purchase.

The college shall develop a multipurpose teaching lab that can be used to teach library skills.

The college shall develop a Technology Master Plan, which integrates with the Educational Master Plan 2003 and the Facilities Master Plan, to address current and projected information and learning resources needs.

It is recommended that the Library work in conjunction with faculty, campus and community entities to reestablish the library advisory committee to enhance library awareness, collection development and improved services to students and faculty.

- 6.3 The college will continue to encourage all departments to develop electronic classroom learning environments as an alternative instructional mode.

As the college develops new labs or expands existing computer labs, provision shall be made to allow student access throughout the year.

CATT needs to develop staffing schedule to enable faculty to access equipment and services, especially for evening faculty.

- 6.4 The college will budget for extended weekend information and training services.

The information and learning resources personnel shall offer staff development activities during the evening for all faculty and staff.

The college shall integrate learning resources staffing plans in its Educational, Technology, and Facilities master plans.

The college shall increase staff in the MIS area to facilitate faculty and staff training and equipment and software installation and maintenance on an ongoing and regular basis.

- 6.5 The college will provide all faculty and staff members access to email and networked computers at their office desk.

The college shall develop integrated Educational, Facility and Technology Master Plans to guide the college in providing consistent and sufficient financial resources for its information and learning resources.

The college will develop regular and/or alternative funding to support the information and learning resources areas and responsibilities.

The college MIS unit shall provide balanced personnel support for both academic programs and administrative needs.

- 6.7 The college will incorporate in its Educational, Facilities and Technology master plans, a variety of physical environments incorporating access to information and learning resources that enhance student learning.

The college shall develop an annual survey of all information and learning resource areas as to their adequacy and effectiveness of their services and their resources.

Standard Seven: Faculty and Staff

The institution has sufficient faculty and staff who are qualified by appropriate education, training, and experience to support its programs and services.

- 7A.1 Senior college staff will evaluate the need for replacement, expansion and growth

of faculty and staff positions. This evaluation will be based upon an analysis of the Educational Master Plan 2003, budgetary constraints, and the critical needs of each program and department. Senior staff will also consult with the units involved in the college's shared governance process.

- 7A.2 A campus hiring policies and procedures workshop in 2003 with interest tracks for hiring vocational, academic and classified faculty and staff will be held.

It is recommended that the Academic Senate facilitate a workshop outlining the local faculty hiring process, developed in response to Board of Trustee Rules 10304.1-10304.5

It is recommended that copies of the following state and District Academic Senate documents be distributed to each department chair, associate dean, dean and Academic Senate department representative:

A re-examination of Faculty Hiring Processes and Procedures

The Board of Trustee rule 10304.5 Equivalence Policy for Faculty Qualifications

The District Academic Senate Educational Policy Advisory Committee Equivalence Process

District Academic Senate Application for Evaluation of Equivalence for disciplines Requiring a Master's Degree

District Academic Senate Application for Evaluation of Equivalence for disciplines Not Requiring a Master's Degree

District Academic Senate Equivalence Petition Discipline Committee Sign-off.

- 7A.3 It is recommended that the Department Chairs Survey results are incorporated indicating the knowledge of the subject matter and the ability to effectively teach the subject matter to maintain student success and retention be considered as factors during the interview and hiring process, especially in areas requiring State Board examinations, licensure and adherence to industry standards in the vocational disciplines.

It is suggested that the department chairs are considering the addition of a standard hiring criteria for the candidate selection process, to rate teaching effectiveness that will include a one-hour teaching demonstration on a pre-arranged topic related to the discipline or position.

It is recommended that selection procedures for new part-time instructors, including teaching demonstrations, is reviewed in response to the challenges of assembling a selection committee on short notice or during the winter intersession or summer.

7A.4 The Academic Affairs office, in tandem with the Staff Development office, will explore the creation of an online faculty information web form that will link to the Office of Academic Affairs and the Staff Development homepages to facilitate faculty information tracking.

7B.1 It is recommended that the Staff Development Committee, managers, and representatives of the collective bargaining agents develop by an ongoing plan for training and periodic retraining in evaluation rationale and techniques of all evaluators at the college.

The college administration and staff and the respective unions, should explore with the Chancellor and district adapting existing evaluation procedures to include a formal response or feedback from individuals supervised by an administrator under evaluation, or from a department chair in their role as administrator or department chair.

7B.2 The Academic Senate will review the effectiveness of the current instructor evaluation process. As the faculty evaluation process is part of the collective bargaining agreement, any proposed changes will be made to the faculty union.

It is suggested that the Academic Senate also participate in the evaluation training sessions to be developed by the Staff Development Committee.

7C.1 It is recommended that the Staff Development Committee work with the campus Title 5 Learning Communities program to address the spring 2000 Faculty Instructional Methods and Technology survey results indicating faculty interest in learning more about learning communities.

It is recommended that the Staff Development Committee in response to the above-mentioned survey, offer workshops focusing on skills and outcomes assessment and course and curriculum development.

The Staff Development Committee will explore offering a broader array of training and workshops for classified staff, and it is recommended that faculty and staff committees work collaboratively to determine the feasibility of sharing activities.

Broadening administrative staff development opportunities, and discussing and developing ideas regarding the issues of time and funds for workshop and conference attendance will be explored.

It is suggested that the Staff Development Committee offer workshops during the school year and for summer sessions.

The Staff Development Committee, the Academic Senate and the Office of Academic Affairs explored collaboratively planning for FLEX Day activities

August 29, 2002, including updates and discussions on the LATTC Educational Master Plan 2003, the need to develop a Technology Master Plan, the campus Facilities Master Plan, and future FLEX Days.

It is recommended that the Staff Development Committee, the Academic Senate, and the Office of Academic Affairs collaboratively plan for and design the annual, fall semester FLEX Day activities.

- 7D.2 The college will make efforts to publicize updated hiring procedures through a workshop hosted by the Staff Development Committee and the Academic Senate in Spring 2003.

Standard Eight: Physical Resources

The institution has sufficient and appropriate physical resources to support its purposes and goals.

- 8.1 The Vice President of Administrative Services will direct the ongoing processes for submitting and coordinating Scheduled Maintenance Projects (SMP) and Capital Outlay Projects (COP) to the district.

The administration will seek to provide timely information to departments, promote good communications, seek viable solutions to delays and problems, and seek to minimize disruptions to college operations.

As college enrollment increases, the Vice President of Administration and the Plant Facilities Manager will assess the impact of facilities and construction projects, and plan accordingly to ensure that college maintenance operations proceed properly.

The Vice President of Administration will continue to direct construction of the various buildings scheduled for completion by summer 2005 as outdated buildings, such as the PTA buildings, C and E, are removed, and new ones erected onsite.

- 8.2 The campus will pursue approval of the college Facilities Plan by the district Board of Trustees, when the Environmental Impact Report (EIR) is completed.

It is recommended that the campus follow the recommendations and the timelines in the Facilities Master Plan.

The campus will explore methods for consistently informing and updating the campus community of project progress, delays, or revisions to the Facilities Master Plan.

LATTC will continue to implement the projects as determined by the Proposition A bond measure.

- 8.3 It is recommended that the college continue in its efforts to build upon its computer-based internal communications infrastructure to install computer drop lines throughout the campus as needed for readily accessible computers, fax machines and Internet access.

The college will continue in its current process of planning for the construction of new buildings, a parking structure and renovation of existing campus buildings projected funded with the \$138 bond measure Proposition A funds earmarked for this campus.

The campus will update its Emergency Response Plan.

It is suggested that the campus evaluate and address campus physical resources issues raised in the LATTC Assessment Report, January 7, 2002 by Triangle Associates, Inc.

The college will continue to reference and update the Facilities Master Plan.

- 8.4 It is recommended that repair requests be responded to on first come, first serve basis with safety repairs receiving priority.

The college will continue purchasing computers through a college vendor, allowing equipment to be effectively serviced by the college's technicians. In addition, it is recommended that the college standardize purchases of equipment, e.g. audio-visual equipment for easier on-campus repairs.

The college will benefit from initiating policies and procedures for systematically replacing equipment in support of educational programs.

It is recommended that the campus update and increase its supply of electronic non-computerize equipment.

It is suggested that the college continue exploring alternative funding sources for the purchase of equipment, e.g., downtown businesses or advisory board members.

The inclusion of a maintenance contract in the price of all sophisticated and expensive campus equipment is necessary to help ensure that equipment will be properly maintained by people skilled and trained to work on the specific equipment.

- 8.5 Is it recommended that in order to increase the college's competitiveness with the

state in the area of capital construction, the college needs to review and make necessary corrections to the facilities and class size inventory. The process began in fall 2001 and will continue in the existing facilities and as the new facilities come online.

The college has contracted with Educational Planning Associates for the creation of the campus Educational Master Plan 2003. It is recommended that when it is completed, the plan will be integrated with the Facilities Master Plan, and be used for further evaluation and programming of facilities.

Standard Nine: Financial Resources

The institution has adequate financial resources to achieve, maintain, and enhance its programs and services. The level of financial resources provides a reasonable expectation of financial viability and institutional improvement. The institution manages its financial affairs with integrity, consistent with its educational objectives.

- 9A.1 It is recommended that the college must continue to closely monitor class size, class offerings, and expenditures in order to invoke saving measures as analysis indicates. The college needs to develop a policy to recover resources that are expended in support of Specially Funded Programs and use of facilities by non-college organizations.

It is recommended that in order for the college to supplement the projected loss in state and local funds, it continue to pursue grants and other outside sources of income.

- 9A.2 It is recommended that until the state economy rebounds, the college must continue the rigorous evaluation of classes and class size to ensure maximum Weekly Student Contact Hours (WSCH) and Full-Time Equivalent Students (FTES). The college will need to grow smartly to capture the greatest amount of state funding for classes offered, while keeping the instructional program in balance.

It is recommended that the college implement and communicate a policy that limits or eliminates spending in specific areas.

It is recommended that LATTC will develop strategies to recover costs incurred in the support of Specially Funded Programs, and continue to apply for, and be awarded public or private grants to support existing programs and the mission of the college.

- 9A.3 The college has already begun to implement the Facilities Master Plan in the areas where the Educational Master Plan will not adversely affect existing programs. Facilities development, renovation, or modernization of the other areas has

proceeded at a slower pace, in order to incorporate the findings in the Educational Master Plan.

- 9A.4 The Allocation Model is sound, however, attention must be focused on determining methods to make additional funding available for the colleges. The college must also examine its own budget to determine if each budget item is basic to the programs it supports. Such programs are evaluated to ensure each support the mission and goals of the college. The college must also decide the best way to handle unfunded Full-Time Equivalent Students (FTES), while remaining competitive with the other colleges in the district for its share of the available funds.
- 9A.5 It is recommended that the college continue to evaluate every line item in the budget and give the greatest support to those that support the mission of the college. The college needs to respond the challenge of a reduced annual budget to provide salary increases, employee benefit increases and maintain adequate enrollment. This must occur to remain competitive with the other colleges in the district.
- 9B.1 After in-depth college planning, the district is in the midst of implementing a new computer software program called SAP. The college financial, procurement and facilities systems began to use the SAP software on July 1, 2002. Planning has already begun and the next systems to change will be the Human Resources and Payroll systems. The last system to change will be the student database.
- 9B.2 It is recommended that department chairs and activity supervisors and the vice presidents continue to participate in the campus budget preparation process, in order to support a clearer understanding of the needs of each program and discipline.
- 9B.3 As the district completes the control systems conversion to the SAP software, the LATTC Vice President of Administration will review and evaluate the campus conversion.
- 9B.4 It is recommended that the campus continue collaborating with the Los Angeles Trade-Technical Foundation as it continues reorganizing to provide greater support to the college.
- 9B.5 The shift to new computer software will present new challenges and the college must continue to be aware of the responsibility and possible risks that contracts with external agencies present.
- 9B.6 It is recommended that within the next few years the Human Resources and Payroll system be converted, followed by the Student Record system. This will be a tremendous challenge and college personnel will need to be prepared to devote

the time and effort on the next two systems as they have with the Procurement, Financial and Facilities systems.

- 9C.1 It is recommended that future obligations be carefully monitored, as when they are over-budgeted, other items do not receive adequate funding.
- 9C.2 It is recommended that the college reviews the disaster plans and simulates an exercise that activates the command post and evacuates buildings.
- 9C.4 The district needs to find ways to increase the amount of funding available to the colleges to provide programs in support of the its mission and goals, to create a contingency reserve, and to have a positive yearly ending balance.

Standard Ten: Governance and Administration

The institution has a governing board responsible for the quality and integrity of the institution. The institution has an administrative staff of appropriate size to enable the institution to achieve its goals and is organized to provide appropriate administrative services. Governance structures and systems ensure appropriate roles for the board, administration, faculty, staff, and students, and facilitate effective communication among the institution's constituencies.

- 10A.2 During the school year, the Council of Academic Affairs and the District Academic Senate plan on reviewing and revising E-64 -- *Procedures for Development and Approval of New Educational Programs*.
- 10A.3 Over the next several years, district office and college staff will be collaboratively reviewing Board Rules, Administrative Regulations and various other policy and procedure documents, and, through the LACCD's consultation process, recommending changes where needed.
- 10A.4 The LACCD will be pursuing the utilization and continuing development of a more formalized evaluation process which will ensure consistency and substantive performance information for its evaluation of top level administrators.
- 10A.5 There is no direct need for significant changes. There is the ongoing commitment to maintain appropriate and effective compliance processes thus ensuring proper functioning of the LACCD's checks and balance mechanisms. In cases where it appears that over-regulation has negatively impacted the mission of the LACCD, a concerted effort will be made to simplify the rules and regulations.
- 10A.6 It is recommended that in recognition that the LACCD's orientation process

for new board members requires strengthening; the present board initiates a plan or proposal for its enhancement.

- 10B.1 The Triangle Associate's report identified campus problems and, or issues and provided recommendations to rectify or resolve the problems described. A review of these recommendations reveals that they are realistic and possible. Developing a shared vision, generating a campus climate of family and trust, and listening to staff that are directly impacted by administrative decisions in an open and honest communication, are several ways that could transform the attitude among some of the faculty and staff. LATTC has too much to offer and too much to lose in the context of its educational importance in the larger Los Angeles community.
- 10B.2 The Triangle Associates Report identifies several of the problems and issues that currently exist at the college. However, there is a recommendation in this report that supports a need for a college-wide retreat where all the constituent groups of the campus can meet to review, discuss, and plan activities that will be consistent with the mission of the college. Planning must dictate the resource allocation. By having key representatives agreeing that they will participate in an honest and sometime difficult discussions where trust will be the overriding theme, the Standard Ten committee feels that many of the daily, and sometimes petty, issues can be overcome. As in previous retreats, the participants can leave the retreat with a sense of unity and direction.
- 10B.3 Annual administrative evaluations will commence shortly. This is an excellent opportunity to review the job descriptions and duties to determine if they are congruent with the needs of the campus. Forthcoming new administrative hires will provide further opportunities to review the job descriptions to ensure they meet the current needs of the college. The development of an Educational Master Plan will result in the identification of existing needs for college programs and services requiring administrative support. All of these activities will provide the president with data and information to perhaps restructure selected administrative responsibilities, and revise the current job descriptions to match the needs of the college.
- 10B.4 To determine an administrator's effective requires a serious, not a pro-forma, evaluation process. The president knows that LATTC has a great opportunity to be a shining star among the community colleges in California, due to its unique characteristics. To attain this goal, the president must work with administrators who are dedicated, qualified, and knowledgeable about their duties. This expectation will be met if an evaluation process is taken seriously by all those involved. As a result, each administrator who is being evaluated is asked to prepare a duty statement that is reviewed by the vice presidents. This document is used to evaluate an administrator and to establish goals for next year.

- 10B.5 To ensure that the administration understands its role in institutional governance, workshops followed by a college retreat will mollify some of the strong feelings about the lack of participatory governance among faculty and staff. An honest discussion in several of the governance meetings on the role of the faculty and staff, as represented by the Academic Senate and the AFT, will more clearly define the administration's role in the shared governance process.
- 10B.6 The administration realizes that it needs the voice of the faculty and staff to make sound decisions. In so many cases, the process of obtaining faculty and staff input is more important than the product, the eventual decision. Because the current president and his senior staff inherited many unanswered and long-standing campus issues, they have an urgency to get things done expeditiously. At times, some may perceive this as if the administration is ignoring the governance process. Therefore, it is important that discussions, meetings, or perhaps a retreat are in order where specific campus issues are identified and processes to resolve them are agreed upon. Moreover, a feedback loop where the administration describes why and how the final decision was reached also needs to be discussed, developed, and implemented.
- 10B.7 The Triangle Associates Report listed several governance issues on this campus and provided recommendations for alleviating some of the governance tension that currently exists. It is vital that the interim president meet with the appropriate representatives to respond to the recommendations, in light of the political climate on the campus.
- 10B.8 The president and the faculty and staff leadership need to review the recommendations provided by Triangle Associates and determine how they could be implemented towards the goal of creating and supporting a united campus with a common vision.
- 10B.9 There is a need to have the classified leadership be more visible and better represented on more campus committees. The president has encouraged more meetings with the classified leadership and with the all classified staff as a whole. The classified staff represents the backbone of the institution and, as such, need to be recognized and motivated to be an active participant in all facets of the college.
- 10B.10 The Student Services division needs to review all student services to determine the factors that may have interfered with an active Associated Student Organization. A report identifying the problems can be distributed to various key units on the campus to investigate their support for the Associated Student Organization. Once discussion have researched and reviewed the issues, the Planning and Advisory Committee can make recommendations to the administrative leadership to rectify the problems identified. There must be

an active Associated Student Organization at LATTC so that students' concerns and issues can be expressed to the faculty, staff, and administration.

- 10C.1 The leadership characteristics currently being demonstrated by the Chancellor have produced positive educational and operational results. This leadership approach will continue and is expected to lead the LACCD and its colleges in a progressive and responsive direction.
- 10C.2 As previously indicated, through the LACCD's management leadership, the LACCD is striving to ensure financial accountability and integrity and at the same time optimizing the operational capability of the colleges and district office. The collaborative process will continue as a better model in which the LACCD's resources are identified, evaluated and allocated.
- 10C.3 Concerted efforts are ongoing to provide greater authority and autonomy to the colleges. Several of the objectives are long-term and are directly connected to the LACCD's "systems upgrade" projects. In some areas, newer systems software and programs and trained personnel are essential in providing the colleges with greater autonomy in financial, business, personnel, etc., operations. Many of the detailed policy and procedure changes that are needed to effectively decentralize and restructure the LACCD are expected to be implemented with the new "systems upgrade" software project.
- 10C.4 The local autonomy operational movements and the systems upgrade projects are, and will continue to enhance and improve the services the District Office is responsible for rendering to the colleges. There is a collaborative commitment from the board, the Chancellor and the college presidents to act responsibly and proactively in this area. That commitment involves an allocation of required human and financial resources, a willingness to change the campus mindset and manner in which LATTC does business, and the perseverance to complete the detailed changes required.
- 10C.5 There is a genuine commitment of all parties to support the ongoing enhancement and upgrade of the technical aspects of communication. Chancellor, president and senior management levels. The Chancellor's leadership by example in this area suggests that the current direction will be maintained.
- 10C.6 During the 2000-2001 academic year, the Councils of Academic Affairs and Administration and Student Services will be reviewing the Management Consultation Policy and making recommendations to the Chancellor for its revision.