

Responses to Previous Evaluation Recommendations

1. Implementation of planning, program evaluation, and budgeting activities, which are guided by institutional and district goals.

Planning has always been a major concern at the college because for too long, the budget drove the planning. As a result of this dilemma, the college initiated a program review process that evaluates one-fifth of the educational and student services programs each year. Moreover, with the infusion of much-needed monies from local bond measure Proposition A; the processes to develop an educational master plan and facilities master plan were re-initiated. Due to major budget limitations that have affected all California community colleges, the district is now providing very specific financial data on a quarterly basis and following up with campus visits to ensure that the college staff are cognizant of the revenue and expenditures.

2. Cohesive integration of counseling services. The commission notes that this is a continuation of a recommendation made by the previous evaluation team.

All areas of counseling services report to the Vice President of Student Services. Counselors from all student services programs attend counseling meetings chaired by the Counseling Chair, which encourages them to work cooperatively and closely in planning counseling services to students. All counselors vote in department elections and are eligible to be placed on counseling seniority lists. When the new building funded by Proposition A monies is completed, all counseling services will be located on the same floor, regardless of which program employs them.

3. Establishment of a comprehensive financial plan, integrated with LACCD fiscal planning, which adequately addresses the programmatic needs of Los Angeles Trade-Technical College. This financial plan should also address the need for appropriate fiscal reserves.

The district adopted the current budget allocation model approximately five years ago. The model philosophically follows the State Allocation Model, modified to take advantage of being a District. The model uses revenue generated by each college as the base and adjustments are made for district wide needs and Contingency Reserve. Both the State Model and the District Model use FTES and/or enrollment as the major factors in the allocation of funds.

This creates a problem for LATTC in that approximately half of the class sections are limited in class size for safety reasons. LATTC has initiated an Enrollment Management Committee. The committee has implemented an aggressive approach to increasing average class size without endangering the safety of students in the classroom.

Responses to 1997 Self-Study Standard Recommendations

Please note that the Self-Study Standard Recommendation responses below reflect the eight 1997 standards.

STANDARD ONE: INSTITUTIONAL INTEGRITY, PURPOSES, PLANNING AND EFFECTIVENESS

- 1. The institution must develop a systematic planning process that integrates information from program review, DATA process elements, and content from the Education Master Plan.**

The institution has developed a systematic planning process that integrates information from program review, data process elements, and content from the Education Master Plan. The Program Review process has five goals and objectives:

1. To promote and support student learning and greater Teaching excellence in and out of the classroom.
2. To promote high levels of quality and efficiency in all functions of the college.
3. To establish a five-year plan for each unit in the college.
4. To assist the unit in creating a basis for the annual budget requests within the college budget and planning system and in making the case for resource needs.
5. Create measurable goals and objectives using qualitative and quantitative data for unit and institutional planning.

Program review is an eighteen-month process for all the college units, instructional, student services and administrative services. Student surveys are conducted in the first fall semester. Each department then receives a data packet with the survey results, as well as graduation, retention, and success rates (where applicable) in the spring semester and begins writing the program review report. Course outlines are updated and approved in the second fall semester.

This process and timeline is structured to integrate with the college budget planning process, and the development of the Educational Master Plan, Facilities Plan, and Technology Plan. The final review of documents and recommendations for each unit is made available to the PAC for campus planning activities.

Twenty percent of the campus undergoes the program review process each year; the entire college will be completed within a five-year timeline, and the process begins again. The Program Review Committee will meet on an annual basis to review

and/or modify the program review content and process.

2. **A separate committee [separate from the PAC] who will give direction and purpose to the planning process at the institution should be created to enhance the role of planning and give the process greater visibility and credibility.**

After the 1997 Accreditation Self-Study, PAC held a retreat to review its role, function and effectiveness. Rather than forming another separate committee, members of PAC decided to create a task force of PAC to review the various planning activities on the campus. In response to a Proposition A requirement of staff participation to assist the consultants with major campus renovations, a Facilities/Master Plan Task Force was formed. As a result, both consultants who helped developed the Facilities Master Plan and the Educational Master Plan presented their plans and reports to the PAC membership to ensure that the master plans were in concert with the college staff's needs.

3. **A vision statement needs to be developed for the institution and a collegial process for reviewing the mission statement on a periodic basis needs to be developed. Institutional goals developed for the institution should be compatible with these statements once developed and/or reviewed.**

A shared governance process is used to develop the college vision, mission statement and institutional goals. The college PAC, which is composed of representatives from all bargaining units, including the Academic Senate, administrators and students, is responsible for reviewing and recommending the process. Committees are developed by PAC to draft vision, mission and goal statements. The drafts are presented to the full campus community through the representatives' unit meetings, the weekly campus staff bulletin, the LATTC website, and newsletters to allow for comments, criticisms, revisions and recommendations. These ideas are brought to the PAC meetings and are used to reach consensus on the recommended official statements. These recommendations are referred to the President's Cabinet for final approval. This is an ongoing, yearly process.

STANDARD THREE: STUDENT SERVICES

It is recommended that the college give expeditious attention to the review of the college matriculation plan by all segments of the campus community to resolve a variety of issues including prerequisite checking, concerns between counselors and faculty and faculty mentors, offering a bilingual orientation, and the entire orientation process.

The Matriculation Plan was updated in October 2000 and will be revisited prior to October 2003.

Since 1997, the Matriculation Department has undergone many changes in leadership. In April 2001, a full time associate dean position was created and filled. The associate dean oversees the operations of matriculation and the implementation of the plan. Since the last accreditation site visit, technological methods have been employed to ensure a more efficient delivery of services.

In January 2002, a limited full-time counselor was hired to work with new and returning students via scheduled and walk-in appointments. The counselor completes the Student Educational Plan (SEP), provides an orientation, and follows up with the student after the first few weeks of school. Workshops are conducted that are focused on promoting student success, including note taking, college survival and time management. This “early alert” intervention process is geared to target at-risk students, but is available to all.

The counselor is a liaison between the matriculation, counseling and vocational programs, and facilitates communication between these three critical departments. Due to the high volume of assessment waivers that LATTC has approved in the past, a more stringent approach is enforced to assist the student in succeeding. A student desiring to waive the matriculation process is encouraged to seek counseling first. A counselor speaks to the student and explains the various benefits of assessment, orientation and counseling and encourages the student to take advantage of the services at LATTC.

The associate dean, the counseling chair and the co-chair collaborate on all matriculation issues. Communication and cooperation between the counseling department chair and the Associate Dean of Matriculation is essential for the campus to continue operating in a student success mode. The funding provided for hourly counseling to participate in the highly successful new student orientations during peak periods, evening hours and on Saturdays, will continue to be available through the matriculation department, based on the state allocations.

Multilingual orientations are currently being provided in the following ways: in-person orientation with a counselor; vocational seminars given by faculty mentors depicting their specific program at LATTC; online orientation, which is a computerized orientation that enables students to obtain information about LATTC via the Internet; and an orientation on CD-ROM that provides information about the college and takes the student on a virtual campus tour.

The Matriculation Department is currently working jointly with the English and Math Departments on the enforcement of prerequisites. The college piloted a manual system during the fall 2002 semester for all validated English prerequisites. The pilot necessitated the implementation of an electronic blocking system. The plan is to electronically enforce all validated prerequisites and co-requisites, as

required by state regulations, starting December 9, 2002. The first phase will begin with all validated English courses. All validated math courses will be targeted for the summer 2003. The college goal is to have electronic blocking fully implemented by the end of the spring 2004 for all validated prerequisite and co-requisite courses. A systematic challenge process has been implemented and information is available in the college schedule and posted in high traffic areas.

- a. **It is recommended that the college develop methods of communication and planning that will enhance collaboration among student service-type operations that cross department lines.**

The Vice President of Student Services conducts monthly meeting for all student service activity supervisors and counselors. In these meetings services, policies and events are discussed so that departments can work cooperatively and cohesively together. Programs that provide instructional support services are invited to these meetings to make presentations and discuss methods for improving and integrating services.

Representatives from student services attend Academic Council, which is composed of the Vice President of Academic Affairs, instructional deans and department chairs, ensuring that information is shared. Representatives from student services, academic affairs and administrative services plan together on the Enrollment Management Committee and department advisory boards such as Matriculation, Orientation/Assessment, and EOPS, etc.

STANDARD FOUR: FACULTY AND STAFF

- 4.1 **It is recommended that the college will provide training for all classified staff, faculty and management in the understanding and implementation of the evaluation process as a positive and construction part of the campus.**

The Los Angeles Faculty Guild offers regular workshops on the faculty evaluation process as outlined in the collective bargaining contract. These workshops are open to all campus members.

The Supervisor's Union (SEIU), has not provided in-service evaluation training for supervisors. Many supervisor feel that they would benefit from the SEIU and the LACCD Human Resources division, offering evaluation training on a regular basis.

The Los Angeles Staff Guild holds regular staff development workshops on what to expect from an evaluation process. Many staff are concerned about the lack of evaluation training for supervisors.

- 4.2 **It is recommended that the college will make a commitment to implementing the evaluation process for all staff in a fair, consistent, and supportive manner.**

Evaluation of staff is a very important activity that ensures that we have staff who are adequately meeting the needs of the college. Too often the evaluation process is casual, non-participatory, and a routine activity that has not been taken seriously. However, all collective bargaining contracts outline an evaluation process that must be followed in order to help employees become quality staff.

4.3 It is recommended that the college carefully examine the diversity of its staff and student body, and particularly with the anticipated retirements in administration and faculty, make a concerted effort hire new staff that closely reflect student demographics.

In the fall of 2002, the Hiring Procedures Committee created hiring procedures based on the district's request that the district campuses revise faculty hiring procedures, using the district's hiring policies and equal opportunity guidelines as a foundation, which are in compliance with Proposition 209.

LATTC's commitment to campus diversity includes the Compliance Office and Equal Employment Opportunity Representative and each campus hiring committee includes an Equal Employment Opportunity Officer or representative. In addition, LATTC and LACCD access *The Registry*, the Chancellor of California Community Colleges' extensive and diverse resource pool of applicants.

The LACCD mission statement addresses the need to "affirm the importance of multi-cultural, international, and inter-cultural collegiate experiences that foster individual and group understanding". Although Affirmative Action is no longer mandated by law, 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 in the schedule of classes. In the schedule of classes, the District Nondiscrimination Policy, written in English and Spanish, provides information regarding contacts for Equal Employment Opportunity issues, inquiries related to disabilities, and special accommodations per the Americans With Disabilities Act.

The college mission statement focuses on the need for learner-centered programs for "...students who reflect the global diversity of the Los Angeles region..." and the college recognizes the imperative of developing leadership that strengthens urban communities.

4.4 Much of the staff development has been funded on "soft" money. It is suggested that the college consider planning for the anticipated loss of these monies, and implement a process for institutionalizing staff development as an integral part of the campus.

Space has been dedicated to a Staff Development Lab in the Learning Resources Center, on the northeast corner of the second floor, Room 265. All adjunct and full-

time faculty have access to the Staff Development Lab, which houses eleven computers.

Due to a limited budget, staffing for Staff Development Coordinator position is shared by two faculty on a part-time basis (a probationary faculty and a tenured faculty member).

A Staff Development website has been created. It contains information to guide and assist faculty with: a calendar of professional development events, technology training, staff development funding, numerous useful links, "how to" workshops," meeting dates, and a newsletter. In order for Staff Development to be institutionalized, LATTC must commit itself to setting aside monies for Staff Development every academic year. This includes a salaried position for a Staff Development Officer.

The Professional Development Day (Back to School Orientation) should remain a mandatory obligation for all faculty and administration.

Staff Development monies for training should be built into every grant the school receives. The training should then be coordinated with the campus Professional Development Officer, so that everyone on campus can benefit, not just a select few.

Combining the monies from several grants and working with a center coordinator will increase efficiency and get the training accomplished in less time and with less waste. Utilizing established contacts, promotional efforts, and campus networks will expedite organization, communication, and acceptance of the training efforts.

Efforts to take advantage of all FREE training provided by textbook companies, software companies, industry and organization should be made. Successful marketing so that the college is broadly known, recognized and accepted, should be a task of all administrators and the college board. Faculty and staff need to make efforts to monitor and be aware of what is available to them from organizations related to their area of expertise, by monitoring trade journals, list serves, websites, and higher education newsletters and newspapers, and government sources, which often include free services. It is a campus-wide responsibility to seek information, share it and act on it, working through the Staff Development Coordinator.

There needs to be an improved utilization of the expertise on campus. Currently the college has a rich source in the many faculty and staff who could provide training to others on campus in their area of expertise. In addition, those who attend conferences should be mandated to provide training.

Establishing and using a mentor system on campus could meet the needs of new faculty and faculty who are trying to learn from others on campus.

Participation of probationary instructors in the New Faculty Academy, as well as staff development activities on campus should be linked to the evaluation process.

STANDARD SIX: PHYSICAL RESOURCES:

- 6.1 It is recommended that with the active participation of all segments of the campus community, the campus will develop and utilize a vision statement and a conceptual plan, congruent with the mission of the college, that addresses facilities, equipment, staffing, and program needs at LATTC for the next ten years including clear implementation language and timelines.**

In 2001, the PAC, through the shared governance process, completed the revision of the college mission statement, which was adopted by the Board of Trustees. In addition, PAC has completed and adopted a college vision statement.

The Facilities Master Plan was prepared and completed with input from the total college community. The Educational Master Plan will be completed in January, 2003. The college is currently in the process of hiring a consultant to generate a campus Technology Master Plan in 2003. Both the Facilities Master Plan and the Educational Master Plan are five-year plans with the Facilities Master Plan containing a thirty-year vision. A college priority is the integration of these master plans to guide college planning and budgeting.

STANDARD SEVEN: FINANCIAL RESOURCES

- 7.1 It is recommended that LATTC, together with the other colleges and the district office, develop a new resource allocation model. LATTC must make sure that all the elements affecting the college be included in the model to maximize the allocation.**

A new resource allocation model was developed and implemented approximately five years ago. That model has been slightly modified throughout the years; however, the model contains the basic principles of the original model. LATTC is one of nine colleges in the LACCD, and there are no provisions in the model that provide for the higher cost/lower class size of LATTC's vocational programs.

- 7.2 It is recommended that LACCD maintain 3 percent or more reserves to ensure the financial stability of LACCD and LATTC.**

The model adopted and implemented approximately five years ago initially provided a 3 percent reserve. In the second year, the reserves were increased to 4 percent and have remained at that level.

- 7.3 It is recommended that LATTC concentrate its efforts in securing outside sources of funding such as grants, industry contributions, fundraising, etc., to promote more high quality programs.**

It is recommended that LATTC concentrate its efforts in securing outside sources of funding such as grants, industry contributions, fund raising, etc. to promote more high quality programs.

The College has hired a Dean of Economic Development, secured a Title V, Learning Communities Grant, a NASA Grant, several California Nutrition Network Grants, industry donations and partnerships with the University of Southern California.

STANDARD EIGHT: GOVERNANCE AND ADMINISTRATION

Introduction:

8.1 It is recommended that the Board of trustees adopt a practice of communicating within the colleges of the district so that faculty, staff, administrators, and students are informed of its priorities and expectations.

The Board of Trustees continuously makes a conscious effort to communicate with its constituents at the nine colleges and conducts public meetings at various sites within the geographical boundaries of the LACCD. Public access to its representatives is facilitated through the scheduling of board meetings twice a month at multiple locations throughout the LACCD, primarily at the district office and college sites.

The use of colleges as sites for its meetings facilitates access to external constituencies and to employees of the LACCD. The public and college faculty and staff have access to the board's agenda prior to these scheduled meetings and can listen, respond, and participate in the board's discussions. This provides an all district staff and students an opportunity to comprehend the board's vision and the implementation of policies and procedures that are consistent with the board's priorities.

8.2 It is recommended that the Board of Trustees conduct a formal assessment of its performance, including the implementation of its new policy related to conflict of interest on a regular basis.

The governing board regularly evaluates its policies and practices and revises them as necessary. The processes for assessing the performance of the governing board are clearly defined and published in board policies and/or by-laws. The board acts in a manner consistent with them. On several occasions the board has invited board consultants to present their experiences and insights related to board ethics, board effectiveness, and the board's role in governance. The board has a mechanism for providing for continuity of board membership and staggered terms of office. Moreover, the governing board has developed a program for new member orientation and board development.

The board of the LACCD is an elected body subject to internal and external governing rules and regulations. There is legislation, as referenced in the Educational Code, which sets forth the governing parameters of the Board and district in a variety of educational and operational areas. There are also state and federal regulations that board and district must comply with. Internally, the board, as the policy making body of the LACCD, establish policies and procedures that must be followed by all segments of the district's operation, which also includes the Board of Trustees of the LACCD. In doing so, the board delegates responsibilities for implementing these policies, which the board regularly evaluates and revises as necessary.

8.3 It is recommended that the district and college administration work together to develop clear statements of roles and responsibilities that will provide the college with the necessary fiscal and program flexibility to meet its educational responsibilities, while assuring that district priorities and requirements continue to be met.

With the arrival of the current district Chancellor, Dr. Mark Drummond, the board agreed to implement a decentralized model where every college is given the autonomy and responsibility to govern its organization. After reviewing and discussing the model with the District Academic Senate and the various unions, a concept paper was distributed and discussed at several meetings.

The Chancellor's Cabinet, consisting of senior staff and nine presidents, also had several meetings to determine their new role in this open system of governance. In essence, with the downsizing of the central office, colleges, through their presidents, were given much more authority to provide the leadership in many of the key district issues. The presidents were thereby provided with the opportunity to provide the district a college perspective on issues that was consistently missing under the centralized system that existed for many years prior to the arrival of Chancellor Drummond.

This model is still being refined and reevaluated, especially in regards to resources still coordinated by the district office and major systemic changes planned in human resources and finance. This is to ensure a more efficient and effective community college district.

The decentralized model also provides the colleges the opportunity to develop programs and related curriculum with less obstruction from the other campuses. Similarly, every campus has their college budget, allocated by a district formula, and is fiscally responsible for staying within their budget. This significant district-wide organizational change has benefited the colleges by reducing the formerly prevalent situation of *bailing out* colleges that were financially *in the red*, to the detriment of other district campuses.

Every campus has a mission statement that guides the institution's priorities, which is consistent with the district's planning priorities. In short, this decentralized model has

allowed each of the colleges to determine its own destiny, with the support of the district office resources. College presidents, administrators, faculty and staff fully comprehend that they now have the wherewithal to determine what is best for their college, without the second guessing that was so prevalent in the past.

8.4 It is recommend that the college examine the functions, composition, and practices of the Planning and Advisory Committee in light of the requirements of AB 1725 and the agreement regarding shared governance made with the Academic Senate and make the changes necessary to implement an efficient and effective process.

The PAC is the constituency-based group that meets every month and discusses in a participatory manner the many policy, planning, budgetary, and operational issues on this campus. With the advice of a PAC reorganization subcommittee, the membership is now divided so that each constituency group has adequate proportional representation.

The Academic Senate now has a shared governance agreement that has been approved by the President that defines their role and function in the advisory body. Two of the major questions about PAC have been: (1) how effective is the input provided by the faculty, staff, and students and (2) Why is PAC only advisory?

The president and his senior staff welcome involvement and participation when college issues are discussed. Often, certain insights and or perspectives are presented, which were not evident to the senior staff. The president has the responsibility and global view of all the campus needs, and must accept the PAC's recommendations as advisory, in nature. When the president makes decisions that are consistent with PAC recommendations, the faculty and staff are pleased that the administration has agreed with their advice. When the decisions are not consistent with PAC's recommendations, faculty and staff question the PAC's authority.

The president must convince more staff that he has incorporated the PAC's advice and welcomes their participation in helping him make a decision. Nevertheless, the *buck stops* with the president. The president acknowledges that valid information is necessary for making sound decisions and that the PAC affords this opportunity.

8.5 It is recommended that a written statement of delineation of functions and duties between the faculty bargaining unit (Los Angeles College Faculty Guild) and the Academic Senate is adopted.

This is the second time that this recommendation has been recently provided. The first time it was presented, the faculty bargaining unit, known at the time as the American Federation of Teachers Union (AFT) and the Academic Senate leadership held several meetings to discuss delineation of functions, yet, no written statement was produced. At that time several factors prevented the creation of such a document.

The AFT Chapter Chair was experiencing consistent problems with the Academic Senate President about respective roles in governance.

Both agreed that the senate primarily focuses on academic matters, while the AFT broadly states that its concerns are wages, hours, and working conditions. Although at the time, both groups realized the importance of collaboration to ensure that governance of the institution is a priority, often the roles and even the personalities seemed to obstruct their common goal. However, the senate president and the AFT chapter president have met to discuss respective roles in governance. There is mutual agreement about their areas of interest and responsibility and, at the same time, each understands the roles in the governance structure at the college.

The current presidents of the Los Angeles College Faculty Guild and the Academic Senate appear to have a better working relationship than previously. In fact, the Faculty Guild President sees no need for such a written statement of delineation of function, if there is an explicit understanding between the two faculty groups they represent. In essence, the Los Angeles College Faculty Guild and the Academic Senate will review the same campus issues, but from a different perspective. For example, when the issue of the LATTC compressed calendar, with its financial implications, was being debated, both groups worked closely to obtain the faculty vote for its approval.

The Los Angeles College Faculty concentrated on the passage of local bond measure Proposition A, which was a \$1.3 billion bond that would alleviate many of the physical limitations that negatively impacted a compressed calendar, while the Academic Senate developed plans for the distribution of these monies. Moreover, the AFT focused on the compressed calendar's compliance with the negotiated contract and faculty salary enhancements, while the Academic Senate planned how the college allocation of Proposition A monies would affect current and future educational programs. In short, there is a mutual understanding of the respective roles of these two groups that mutually collaborate for the best interests of the students and staff.

8.6 It is recommended that the district and college academic senates, the district and the college review existing practices and procedures to eliminate unnecessary duplication so as to provide the college with the flexibility and authority consistent with the responsibilities of a separately accredited institution.

AB 1725 not only highlighted the role of shared governance on every community college campus but also generated Education Code language that identified the role and function of the Academic Senate. When reviewing the various procedures of the local academic senate with the District Academic Senate (DAS), it is difficult to find duplication of effort. For example, in hiring policies the local senate recommends faculty hiring priorities via its Academic Senate Hiring Committee, while the DAS reviews the policies and procedures for faculty qualification and petitions for equivalency or eminence.

In a large district like the LACCD it is inevitable that the same topic will be on the agendas for the local senate, the DAS, the Chancellor's Cabinet, and the AFT. Having a topic on each group's agenda may be perceived as duplication of effort, but in fact provides for a broader and more in-depth, rather than a narrower, review of issues. As a result, when the board has a topic on its agenda, all the respective governance groups have had an opportunity to review the topic from their perspective. If problems are associated with the topic, the Chancellor or his staff could resolve it prior to having it as a board agenda item. Therefore, what may seem like a duplication of effort can be perceived as a method of proactive scrutiny prior to formal board approval.

Documents marked with (*) are available for review in the ACCJC Site Visit Team Room.