



Progress Report on
External Evaluation Report
Recommendations:
March 12, 2016 – May 13, 2016

REPORT ON PROGRESS

MAY 13, 2016

**Institutional Self Evaluation Report – Progress on Recommendations
March 2016-June 2016**

This update was compiled to provide an update on deficiencies noted in the Final External Evaluation Report (EER) sent to the College on May 11, 2016. This progress report outlines the actions the College has taken since the March 7-10, 2016 External Evaluation Visit.

Recommendation (Compliance) 1

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

Progress: Following the [College's assessment processes](#) and timeline for the College's current cycle of fall 2013-spring 2016, the College has now completed all outcomes assessments, as planned and indicated to the Team Members.

The [LATTC Assessment](#) website has been updated to reflect the completion status of all 93 program and 32 service area outcome assessments.

Recommendation (Improvement) 2

In order to improve institutional effectiveness, the College should develop new methods for calculating institution-set standards of completion and transfer rates that reflect on the College's efforts to move students toward degree and certificate completion and transfer. The College should also examine and establish reasonable benchmarks for standards of job placement for students completing career technical programs. (I.B.3)

Progress: On [March 15, 2016](#), the Educational Policies Committee voted to recommend the revision of the Institutional Set Standards (ISS) to the LATTC Academic Senate. On [April 12, 2016](#), the Academic Senate approved the recommendation. LATTC's new ISS standards are set as 95% of the five-year average (fall terms) for the following categories: Course Completion Rates; Retention; Degrees and Certificates; and Transfer.

The recommendation included disaggregating for Career Technical Education (CTE), Transfer, and Basic Skills. The revised ISSs also incorporate the recommendations made by the External Evaluation Team to represent the ISS as a raw number instead of a percentage for Degrees and Certificates to facilitate data reflection.

Institutional Set Standard	Previous Set Standard	New/Revised ISS	CTE	Academic	Basic Skills
Course Success	70%	<i>New Disaggregated by Course Type -></i>	70%	61%	50%
Course Retention	56%		85%	78%	76%
Completions - Certificate	5.3%	967			
Completions - Degree	2.7%	357			
Transfers	1.3%	166			

Recommendation (Compliance) 3

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

Progress - The College has completed its data migration into eLumen for full implementation by Fall 2016. eLumen is currently being tested with the Nursing Program to ensure data integrity at the student and program level. The College indicated in its Quality Focus Essay Action Project 2 – The Quality Assessment Project, that it acquired the software platform eLumen in 2015 to allow it to improve how it collects disaggregated student achievement data in order to increase the effectiveness of the College’s assessment process in using outcome assessment results to inform decision-making that supports student learning and achievement. Since the external evaluating team visit, the College has been continuing to input Action Plan data into the system and working to prepare it for use in the new Program Review cycle.

On June 7, 2016, the College will hold a Faculty and Staff Professional Development Day providing programs and services with the data packs disaggregated by subpopulations and demographics as they complete their Program Review for the upcoming year.

Recommendation (Improvement) 4

In order to improve institutional effectiveness, the College should engage in regular oversight of course syllabi and information contained in distance education courses. The visiting team was not able to document the inclusion of academic dishonesty statements across all course syllabi in the online platform. (I.C.4)

Progress: The College reviewed this recommendation for improvement in accordance to the Standard (I.C.4) that states “The institution describes its certificates and degrees, in terms of their purpose, content, course requirements, and expected learning outcomes.”

Upon receipt of the Draft External Evaluation Report, academic dishonesty statements have been reviewed in all College publications. The College will address Course Syllabi – quality and compliance - on Faculty and Staff Professional Development Day, June 7, 2016.

Recommendation (Improvement) 5

In order to improve effectiveness, the College should revamp its method of presenting program fact sheets for gainful employment programs to include in one prominently accessible location with accurate information on program costs, program length, and employment prospects for students who complete each applicable program. (I.C.6)

Progress: The College reviewed this recommendation for improvement. Gainful employment information is currently incorporated in the [LATTC Program Fact Sheets](#). The College has also incorporated a listing of Gainful Employment Disclosures as an addendum to the Catalog. This listing will be incorporated into the 2016-18 LATTC College Catalog scheduled for publication in June 2016 to make the information more accessible.

Recommendation (Compliance) 6

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

Since 2009, all LATTC programs complete program reviews each year. The College has followed the approved program review timeline. An archive of all completed program reviews is available on the LATTC Program Review-Assessment Committee website at: <http://comm.lattc.edu/prc/pr-archives/>. The College launched the current program review cycle at a college-wide forum called [Faculty Effectiveness and Engagement Day](#), which took place on February 25, 2016. As a follow-up, the College is planning a forum on Faculty and Staff Professional Development day on Tuesday, June 7 to complete Closing the Loop and program reflection on the prior year and goal setting for 2016-2017.

The College is approaching 2015-2016 as a transitional program review year that closes out the 2013-2016 Assessment Cycle and lays the foundation to focus on quality and plan for the new 2016-2019 cycle. This aligns with the LATTC Quality Focus Essay (QFE) Action Project 2 – The Quality Assessment Project that aims to increase the effectiveness of the College’s assessment process in using outcome assessment results to inform decision-making that supports student learning and achievement.

Progress: A timeline of activities from March 2016 to present is as follows:

- On [March 2, 2016](#), the Program Review-Assessment Committee (PRAC) discussed how the College can implement Accreditation QFE Action Project #2 in order to effectively close the loop and improve institutional effectiveness.
- On [March 3, 2016](#), the Planning and Budget Committee (PBC) reviewed the 2016-17 Planning Priorities from the QFE, and voted to recommend to College Council that the six goals of the two QFE Action Projects be college planning priorities for 2016-17. This way these goals can be incorporated into Program Review so that units can align their planning to them. The PBC discussed having the entire college engage in the program resource request planning process during the June 7, 2016 Faculty and Staff Professional Development day. The PBC also voted to recommend to College Council that the College take a step back and approach Program Review and all planning by Pathways.
- On [March 24, 2016](#), the PBC discussed recommending to the PRAC to separate Program Review from Resource Allocation and Resource Requests and use the June 7, 2016 Faculty and Staff Professional Development day to focus on quality resource requests.
- On [March 30, 2016](#), the PRAC discussed and voted to recommend to the Academic Senate a 2016-2017 Program Review process and timeline, including the Closing the Loop form and process to close the prior year. This proposed timeline gives faculty more time to improve outcome statements and assessments, and allows time to implement eLumen. The PRAC also discussed the PBC suggestion to consider doing Program Review by pathway versus by discipline/department/division. This would support QFE Action Project #1 (PACTS) and #2 (Quality Assessments).
- On [April 27, 2016](#), the PRAC voted to recommend to the Academic Senate that revised General Education Learning Outcomes (GELOs) that were discussed and updated by faculty during the Faculty Effectiveness and Engagement Day on February 25, 2016 be the College's new GELOs, the committee also discussed the PBC's proposed Resource Allocation and Request activity for June 7th.
- On [April 28, 2016](#), the PBC reviewed CUE's report on the meta-analysis of LATTC's program review process and voted to recommend to College Council to approve the 2016-2017 Resource Requests Inventory and Evaluation form, which will inform the College of program-required equipment.
- On May 3, 2016, the Academic Senate voted to approve the PRAC recommendations 1) 2016-17 Program Review process and timeline, and Closing the Loop form and 2) to adopt the revised GELOs.

Recommendation (Improvement) 7

In order to improve effectiveness, the College should perform an analysis of library usage, unmet student demand, appropriateness and size of the collection needed to support student learning, and staffing levels. This analysis should

also include an assessment of the Library's service area outcomes. Actionable items resulting from this analysis should be addressed. (II.B.1)

The Library Analysis will be completed by June 2016. The College has completed one element of the analysis, the Library's service area outcome assessments, as of May 2016.

Recommendation (Compliance) 8

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

On March 14, 2016 the College President and the vice presidents agreed to have the vice presidents be held accountable for evaluations not completed in their areas as part of their annual performance evaluation, and correspondingly, all deans, managers and supervisors will be held accountable. As of May 13, 2016, 221 of 225 classified staff evaluations are completed, and 165 of 192 full-time faculty evaluations were completed. The College is on track to have 100% of personnel evaluations completed by June 2016.

Appendix: May 2016 Update: College Outcomes Assessment Report

Appendix



May 2016 Update: College Outcomes Assessment Report

I. Instructional Programs PLO Assessment Status

Curricular maps and assessment results are posted on the Assessment website at:

<http://college.lattc.edu/assessment/assessment-results/plos-assessments/>

*93 Programs eligible for assessment = 98 Programs of Study – 4 new - 1 program note below

Instructional Program - PLO Assessment Inventory

Program	Degree	Certificate	PLO Assessment - Semester Completed Current Cycle (2013-2016)
Accounting	AA		Spring 2016
Accounting Clerk		C	Spring 2016
Administration of Justice	AST		Spring 2016
Architectural Technology	AA	C	Spring 2016
Automotive Collision Repair	AS		Spring 2016
Automotive Collision Repair		C	Spring 2016
Automotive and Related Technology	AS	C	Spring 2016
Auto & Related Technology: Tune-Up		C	Spring 2016
Management/Supervision	AA		Spring 2016
Management/Supervision		C	Spring 2016
Small Business Entrepreneurship		C	Spring 2016
Retail Merchandising	AA		Spring 2016
Carpentry	AS	C	Spring 2016
Carpentry – Construction Technologies	AA	C	Spring 2016
Chemical Technology	AS	C	Fall 2014
Chemistry	AS		Fall 2014
Child Development Plan A	AA		Spring 2016
Child Development: Plan B	AA		Spring 2016
Early Childhood Education	AST		Spring 2014
Infant/Toddler Teacher		C	Spring 2014
Preschool Associate Teacher		C	Spring 2014
Preschool Teacher		C	Spring 2016
School Age Program Teacher		C	Spring 2014
Site Supervisor		C	Spring 2014

Teacher with Special Needs		C	Spring 2014
Community Planning & Economic Development		C	Spring 2016
CAOT: Administrative Assistant	AA		Spring 2016
CAOT: Administrative Assistant		C	Spring 2016
CAOT: Information Processing Specialist	AA		Spring 2016
CAOT: Information Processing Specialist		C	Spring 2016
CAOT: Office Assistant-Clerical	AA		Spring 2016
CAOT: Office Assistant-Clerical		C	Spring 2016
Medical Office Assistant		C	Spring 2016
Computer Information Systems	AS	C	Spring 2014
Correctional Science	AS	C	Spring 2016
Cosmetology	AA	C	Spring 2014
Skin Therapy		C	Spring 2014
Baking Professional	AA	C	Spring 2016
Culinary Arts	AA	C	Spring 2014
Restaurant Management	AA		Spring 2016
Diesel and Related Technology	AS	C	Spring 2016
Hybrid & Electric Plug-In Vehicle Technology		C	Spring 2016
Electrical Construction & Maintenance	AS	C	Spring 2016
Electrical Construction & Maintenance: Construction Technologies	AA	C	Spring 2016
Electronics Communications	AS	C	Spring 2014
Microcomputer Technician	AS	C	Spring 2016
English	AA-T		Fall 2013
Operation & Maintenance Engineering: Steam Plant		C	Spring 2016
Refrigeration & Air Conditioning Mechanics	AS	C	Spring 2016
Renewable Energy: Energy Efficiency Emphasis	AS		Spring 2016
Weatherization and Energy Efficiency		C	Fall 2015
Energy Systems Technology Fundamentals		C	Spring 2016
Renewable Energy Technician: Solar PV Installation and Maintenance	AS		Spring 2016
Solar PV Installation and Maintenance Technician		C	Fall 2015
Renewable Energy Technician: Solar Thermal	AS		Spring 2016
Solar Thermal Installation & Maintenance Technician		C	Fall 2015
Fashion Design	AA	C	Fall 2015
Fashion Technology	AA		Spring 2014
Fashion Technology		C	Spring 2014

Fashion Merchandising	AS	C	Spring 2014
Tailoring		C	Spring 2016
Renewable Energy Generation, Transmission & Distribution w. Powerline Mechanic Emphasis	AS		Fall 2015
Powerline Mechanic		C	Spring 2016
Utility Industry Fundamentals		C	Spring 2016
Labor Studies	AA		Spring 2016
Labor Studies		C	Spring 2016
Machine Shop: CNC	AS	C	Spring 2016
Marketing and Public Relations	AA		Spring 2016
Marketing and Public Relations		C	Spring 2016
Mathematics	AS-T		Spring 2014
Motorcycle Repair Mechanics-Adjunct		C	Spring 2016
Nursing, Registered	AS		Fall 2013
Nursing, Registered – LVN-RN Career Ladder	AS		Fall 2013
Paralegal Studies	AA	C	Summer 2014
Plumbing	AS	C	Spring 2015
Plumbing: Construction Tech	AA	C	Spring 2015
Process Technology	AS	C	Fall 2014
Real Estate	AA		Spring 2016
Real Estate		C	Spring 2016
Sign Graphics	AA	C	Spring 2016
Visual Communications	AA	C	Spring 2016
Solid Waste Management Technology		C	Spring 2016
Street Maintenance Technology	AA	C	Spring 2015
Water Systems Technology: Supply Water Technology	AS		Fall 2015
Supply Water Systems Technology		C	Spring 2016
Wastewater Systems Technology	AS		Spring 2016
Welding, Gas and Electric	AS	C	Spring 2016
Welding, Gas and Electric: Construction Technologies		C	Spring 2016
College Readiness			Spring 2014
ESL: Beginning			Spring 2014
Workplace Readiness Certificate of Completion			Spring 2016
Interdisciplinary Studies: Arts and Sciences	AA		Spring 2016
Liberal Arts & Sciences: Natural Sciences	AA		Spring 2016

New Instructional Programs that will be Assessed in New Assessment Cycle (2016-2019)

Auto & Transmission Repair		C	New program that will be assessed in the new cycle (2016-2019) once data is available
Biotechnology	AA	C	New program that will be assessed in the new cycle (2016-2019) once data is available
Barbering		C	New program that will be assessed in the new cycle (2016-2019) once data is available
Kinesiology	AA-T		New program that will be assessed in the new cycle (2016-2019) once data is available

State Required Program

LVN to RN 30-Unit Option 30			California Board of Registered Nursing (BRN) requirement, but no current students in the program.
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Service Areas Assessment Status

The attached grid represents the status of service areas for the current status current cycle.

Student Services SAO/SLO - Assessment Inventory

Unit	Current Cycle (2013-2016) SAO/SLO Assessment - Semester Completed
Admissions and Records	Spring 2016
Athletics	Spring 2016
Bridges to Success	Spring 2016
Career Center	Spring 2016
Child Development Center	Spring 2016
Counseling	Spring 2016
DSPS	Spring 2016
EOPS/CARE	Spring 2016
Financial Aid	Spring 2016
Foster & Kinship Care	Spring 2016
GAIN/CalWORKs	Spring 2016
International Students	Spring 2016
Library	Spring 2016
Office of Student Life	Spring 2016

Puente	Spring 2016
Student Health Center	Spring 2016
Transfer Center	Spring 2016
Umoja	Spring 2016
Veteran's Student Center	Spring 2016

Administrative Services SAO - Assessment Inventory

Unit: Physical Plant	Current Cycle (2013-2016) SAO Assessment - Semester Completed
Maintenance	Spring 2015
Operations	Fall 2014
Environmental Health & Safety	Spring 2015

Unit: College Services	Current Cycle (2013-2016) SAO Assessment - Semester Completed
Bookstore	Spring 2016
Budget & Purchasing	Spring 2016
Business Office	Spring 2016
College Sheriff	Spring 2016
Copy-Mail Center	Spring 2016
Payroll/Personnel	Fall 2014

Unit: IT	Current Cycle (2013-2016) SAO Assessment - Semester Completed
Information Technology	Fall 2014
Web	Spring 2016

President's Office SAO - Assessment Inventory

Unit	Current Cycle (2013-2016) SAO Assessment - Semester Completed
Institutional Effectiveness	Spring 2015
Public Relations	Spring 2016
Foundation	Spring 2016



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