



Board of Trustees

LOS ANGELES COMMUNITY COLLEGE DISTRICT
770 Wilshire Boulevard, Los Angeles, CA 90017 213/891-2000

AGENDA

**LOS ANGELES COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES
INSTITUTIONAL EFFECTIVENESS & STUDENT SUCCESS COMMITTEE
Educational Services Center
Board Room
770 Wilshire Boulevard
Los Angeles, CA 90017
Wednesday, August 23, 2017
10:30 a.m. – 1:15 p.m.**

Committee Members
Steve F. Veres, Chair
Ernest H. Moreno, Vice Chair
Scott J. Svonkin, Member
Andra Hoffman, Board Alternate
Ryan M. Cornner, Staff Liaison
Erika A. Endrijonas, College President Liaison
Otto W. K. Lee, College President Liaison Alternate

Agenda

(Items may be taken out of order)

- I. ROLL CALL
- II. PUBLIC SPEAKERS*
- III. REPORTS
 - A. Accreditation Follow-Up Reports
 - Los Angeles City College
 - East Los Angeles College
 - Los Angeles Harbor College
 - Los Angeles Mission College
 - Los Angeles Pierce College
 - Los Angeles Southwest College
 - Los Angeles Trade-Technical College
 - Los Angeles Valley College
 - West Los Angeles College
 - Educational Services Center
- IV. FUTURE INSTITUTIONAL EFFECTIVENESS & STUDENT SUCCESS COMMITTEE MEETING DATES
- V. NEW BUSINESS
- VI. SUMMARY – NEXT MEETING..... Steve F. Veres
- VII. ADJOURNMENT

*Members of the public are allotted three minutes time to address the agenda issues.

If requested, the agenda shall be made available in appropriate alternate formats to persons with a disability, as required by Section 202 of the American with Disabilities Act of 1990 (42 U.S.C. Section 12132), and the rules and regulations adopted in implementation thereof. The agenda shall include information regarding how, for whom, and when a request for disability-related modification or accommodation, including auxiliary aids or services may be made by a person with a disability who requires a modification or accommodation in order to participate in the public meeting. To make such a request, please contact the Executive Secretary to the Board of Trustees at 213/891-2044 no later than 12 p.m. (noon) on the Tuesday prior to the Committee meeting.



ACCREDITATION FOLLOW UP REPORTS

**BASED ON MARCH 2016
ACCJC COMPREHENSIVE VISITS**

Educational Programs and Institutional Effectiveness
August 23, 2017

Recent Accreditation Chronology

Pre-June 2014

- LACCD colleges were on a staggered evaluation cycle
- Three colleges evaluated per cycle: City, East, Trade-Tech (2009); West, Southwest, Harbor (2012); Mission, Pierce, Valley (2013)

June 2014

- ACCJC implemented new accreditation standards (effective Spring 2016)

June 2015

- All LACCD colleges and the ESC placed on single evaluation cycle and notified of visits by evaluation teams in March 2016

March 2016

- Comprehensive visits took place March 7-10, 2016
- ACCJC evaluation teams validated the colleges' Institutional Self Evaluation Report (ISER) and developed evaluation reports, including commendations and recommendations

June 2016

- ACCJC reviewed the ISERs and the visiting teams' evaluation reports
- Issued action letters on July 8, 2016

June 2016 to October 2017

- Colleges and ESC developed responses to accreditation recommendations
- Follow Up reports due to ACCJC on Oct. 1, 2017

Current Accreditation Status

(Resulting from March 2016 Comprehensive Visits)

College	Status	Follow-Up Needed
City	Reaffirmed	18 Months
East	Reaffirmed	18 Months
Harbor	Reaffirmed	18 Months
Mission	Reaffirmed	18 Months
Pierce	Reaffirmed	18 Months
Southwest	Warning	18 Months
Trade-Tech	Reaffirmed	18 Months
Valley	Reaffirmed	18 Months
West	Reaffirmed	18 Months

Results of March 2016 Comprehensive Visits

- **Recommendations for Compliance**

- Describe deficiencies in institutional policies, practices, procedures, and outcomes which lead to non-compliance with any Standard and will impact institutional quality, the educational environment, and experience of students
- Provide guidance for how the institution may come into compliance with Standards
- Compliance Recommendations Received:

City	East	Harbor	Mission	Pierce	Southwest	Trade-Tech	Valley	West	District-wide
Yes (2)	Yes (3)	No	Yes (3)	Yes (2)	Yes (7)	Yes (4)	No	No	Yes (8)

- **Recommendations for Improvement**

- Highlight areas of practice for which attention is needed
- Institutions are expected to consider the ACCJC advice and report on actions taken in response to the team's recommendations
- Failure of an institution to act on these recommendations will not constitute a deficiency in meeting standards or requirements of the ACCJC

Summary of Accreditation Recommendations

Recommendation Area*	D	C	E	H	M	P	S	T	V	W
Assessment of learning outcomes/ Learning assessment process		◆/■	■	■		■	◆	◆	■	■
Professional Learning			■	■		■	◆		■	
Use of data and evidence/ data disaggregation			◆			■	◆	■/◆		■
Distance Education		◆		■		■		■		■
Technology support and continuity	◆		◆	■	■	■/◆				
Communication of data, policies, outcomes and reports	■	■			■			■	■	
Integrated planning/evaluation of planning or mission			■	■	■		◆			
Budget and resource allocation model/ Total Cost of Ownership/ Facilities maintenance		■		■			■		■	
Evaluation of student and academic support services or administrative services					◆		◆	■		■
Evaluations of employees	◆						◆	◆		
Participatory governance	■					■	■			
Hiring Process	◆/■				◆					
Board Policy review	◆									
Completion of program review								◆		
Completion of Substantive Change Report			◆							
Enrollment management		■								
Evaluation of contracted services							◆			
Financial Liabilities and audit findings	◆/■									
Program accreditation			◆							
Student engagement and student leadership						■				

Recommendation type: ■ Recommendation to improve

◆ Recommendation for compliance

*Symbols may designate more than one recommendation

Summary of Accreditation Recommendations

Colleges

- **Compliance Recommendations**

- Focused on completion of the learning assessment process, including the disaggregation of learning outcome and achievement data, distance education, and technology support

- **Improvement Recommendations**

- Most were focused on institutional effectiveness
- Recommendations indicate that the college is in compliance with standards, but could work toward improved effectiveness

Districtwide Compliance Recommendations

- Consistent hiring process for adjunct instructors
- Ensuring that all personnel are evaluated at contractual time intervals
- Updating the performance evaluations of academic administrators to include results of the assessment of learning outcomes
- Defining the selection and evaluation process for the Chancellor
- Addressing reoccurring audit findings
- Development of a technology business continuity and disaster recovery plan
- Including load banking as a financial liability
- Establishing a formal process for Board review of policies (rules)

College Recommendations and Actions Taken to Achieve Compliance with ACCJC Standards

- Colleges and ESC will present*:
 - Recommendations received for compliance
 - Actions taken to achieve compliance with ACCJC Standards
 - Current status of these actions
- Colleges and ESC will also describe any current or future accreditation challenges*

*Refer to Accreditation Follow Up Report Summaries in packet

Questions





**Accreditation Follow-Up Report Summary
March 2016 Comprehensive Visit
Los Angeles City College**

Recommendation for Compliance	Related Standard(s)	Action Taken to Address Recommendation	Status of Action (Completed / In Progress)?
<p>Recommendation 1: In order to meet the Standards, the team recommends the college expand its current Distance Education and Correspondence Education. The college should then implement the components of this plan and proceed with an ongoing and systematic quality assessment process for all online course. This expanded plan for distance education, based on ACCJC’s Guide, should outline all necessary practices for the college would need to implement in order to meet standards, providing a road map for the college to come into compliance. The team further recommends that the college comply with 34 C.F.R. § 602.3 (as referenced in the ACCJC Guide to Evaluating Distance Education and Correspondence Education) to</p>	<p>I.B.9 II.A.1 II.A.2 II.A.5 II.A.7 II.A.12</p>	<p>A. Expansion of the Distance Education Plan</p> <p>The existing Distance Education Plan and Distance Education Handbook that were originally approved in September 2015 were revised and combined into a single document called <i>Distance Education at LACC</i>:</p> <ul style="list-style-type: none"> • The addition of Distance Education as a “program” that must participate in annual and comprehensive program review • Expanded the description of what must be covered in the mandatory online pedagogy course, including required information on the syllabus, SLOs, student verification, and regular and effective contact • A new policy that at least one distance education class must be reviewed as part of every online faculty evaluation • A comparative inventory of student support services offered to both traditional and online students • An expanded description of professional development opportunities for distance education instructors • A new policy requiring distance education instructors to do a certain amount of their professional development towards improving their online teaching 	<p>Completed</p>



**Accreditation Follow-Up Report Summary
March 2016 Comprehensive Visit
Los Angeles City College**

Recommendation for Compliance	Related Standard(s)	Action Taken to Address Recommendation	Status of Action (Completed / In Progress)?
<p>ensure that regular, substantive, and effective interaction is provided in Distance Education Courses.</p>		<p>B. Implementation of DE Plan including Ongoing, Systematic, Quality Assessment Processes</p>	
		<p>Implementation of the new policies and processes reflected in the revised <i>Distance Education at LACC</i>.</p>	<p>In progress</p>
		<p>Hired a faculty distance education coordinator.</p>	<p>Completed</p>
		<p>Expanded the Distance Education Committee to include the Dean of Enrollment, a Librarian, and an Office of Special Services specialist.</p>	<p>Completed</p>
		<p>Completed a fall 2016 satisfaction survey for online students, including questions on student support services and academic instruction. Results were used in the DE 2016-2017 program review.</p>	<p>Completed</p>
		<p>Engaged in a review of all support services to determine if there were discrepancies between student services offered to traditional and online students. Results used to generate discussion in Student Services Council on which additional student services must be provided to online students.</p>	<p>Completed</p>
		<p>The Office of Institutional Effectiveness crosschecked all courses offered towards AA degrees and determined that the College does not offer a 100% online AA degree.</p>	<p>Completed</p>
		<p>The 2016-2017 DE program review included an analysis of data and the development of six unit planning objectives and associated resource requests.</p>	<p>Completed</p>



**Accreditation Follow-Up Report Summary
March 2016 Comprehensive Visit
Los Angeles City College**

Recommendation for Compliance	Related Standard(s)	Action Taken to Address Recommendation	Status of Action (Completed / In Progress)?		
		The Distance Education Committee completed its 2016-17 annual assessment, including a review of the implementation of <i>Distance Education at LACC</i> .	Completed		
		C. Ensuring Regular, Substantive, and Effective Interaction			
		As part of the revisions to <i>Distance Education at LACC</i> , the College has a new definition for “regular, substantive, and effective interaction,” a list of requirements and best practices for faculty regarding regular, substantive, and effective interaction.	Completed		
		Developed a rubric/checklist to determine if faculty are engaging in regular, substantive, and effective student contact. In spring 2017, all online course shells were evaluated per the AFT-District Contract. The results were shared with faculty members whose course shells did not suggest sufficient regular and effective contact and discussion of ways to increase the level of instructor-initiated interaction.	Completed		
		Recommendation 5: In order to meet the Standard, the team recommends the College ensure that, for every class section offered, students receive a course syllabus that includes learning outcomes matching the institution’s officially approved course outline of record.	II.A.3	Developed and approved a course syllabus template, including a requirement that SLOs must match the official course outline of record.	Completed
				Developed a mechanism to create an addendum for each course with SLOs pulled directly from the official course outline of record in the Electronic Curriculum Development system.	Completed
Compliance reports indicate faculty have adapted and are complying with these requirements. Compliance rates were 100% in fall 2016 and 100% in winter 2017	Completed				



**Accreditation Follow-Up Report Summary
March 2016 Comprehensive Visit
Los Angeles City College**

Current and Future Accreditation Challenges

No current challenges.

Future challenges are to address the other recommendations:

- **College Recommendation 2 (Improvement):** In order to increase effectiveness, the team recommends the College broadly communicate the results of all its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and appropriate priorities, posting all committee meeting agendas, minutes, documents, and reports to the website and conspicuous areas. Campus climate and other survey results should be summarized, shared, and discussed with students, faculty, staff, and administration, including documentation of the discussion and resulting actions. (Standards I.B.8, IV.A.6, IV.A.7, IV.B.6).
- **College Recommendation 3 (Improvement):** In order to increase effectiveness, the team recommends that the College organize its institutional processes to support student learning and student achievement by reviewing course and program level alignment of student learning outcomes. (Standards I.B.2, I.C.4, II.A.3).
- **College Recommendation 4 (Improvement):** In order to increase effectiveness, the team recommends that the College develops and implements an Enrollment Management Plan, ensuring financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. (Standards I.B.9, I.C.1, III.D.1, III.D.2).
- **College Recommendation 6 (Improvement):** In order to increase effectiveness, the team recommends a full review of the Final Budget Allocation Mechanism as documented in the District's annual adopted budget, specifically, reviewing the Parameters for College Debt Repayment policy and its impact to the College's ability to meet continuously its mission and sustain its fiscal viability. (Standards III.D.1, III.D.2, III.D.3).

The College has developed, is completing, and is tracking action plans to meet these four recommendations.



**Accreditation Follow-Up Report Summary
March 2016 Comprehensive Visit
East Los Angeles College**

Recommendation for Compliance	Related Standard(s)	Action Taken to Address Recommendation	Status of Action (Completed / In Progress)?
<p>Recommendation 1: In order to meet the standard, the team recommends the college ensures student achievement and outcomes assessment data, at all levels, and where appropriate, be disaggregated and analyzed with regard to relevant subpopulations and modes of delivery</p>	I.B.6	Office of Institutional Effectiveness and Advancement (OIEA) developed an online app that allows for deeper disaggregation by gender and ethnicity (simultaneously), as well as an analysis of completion by courses taken at the South Gate Educational Center or through distance education.	Completed
		OIEA provides historical course success and retention rates to all faculty, disaggregated by appropriate populations. OIEA is moving away from Excel dashboards to easier to use online apps for this data.	Completed
		New outcomes assessment platform, eLumen, that allows for data disaggregation was installed in spring 2016 and faculty were trained. The first round of eLumen course learning outcome assessment data was completed in fall 2016.	Completed
		eLumen tracking and disaggregation includes Program Learning Outcomes, Institutional Learning Outcomes, and General Education Outcomes. Student Service Outcomes are currently being transitioned into the eLumen system.	In progress
<p>Recommendation 5: In order to meet the Standards and Eligibility Requirements, the College must assess and implement a plan at its South Gate Educational Center to provide appropriate, comprehensive, and reliable student and learning support services to students. Additionally, the team recommends</p>	II.B.1 II.C.1 II.C.2 II.C.3	Submitted a Substantive Change Proposal to the ACCJC for the establishment of the South Gate Educational Center (SGEC), documenting the College's plan to provide comparable academic opportunities and student support services.	Completed
		Personnel additions: Hired additional six full-time faculty and second dean. SGEC also now provides two full-time general counselors, one full-time career counselor, and six other counselors who divide their time with the main campus. DSPS also has an adjunct counselor dedicated to the SGEC to provide accommodation services to students with disabilities. One more full-	Completed



**Accreditation Follow-Up Report Summary
March 2016 Comprehensive Visit
East Los Angeles College**

Recommendation for Compliance	Related Standard(s)	Action Taken to Address Recommendation	Status of Action (Completed / In Progress)?
<p>the institution has a sufficient number of staff to support the educational, technological, physical, and administrative operations of the South Gate Educational Center.</p>		time counselor on board to support EOPS/CARE/CAFYES programs.	
		Conducted a needs assessment survey with students regarding which areas need additional staff, office space, and facilities in 2016 and 2017.	Completed
		Established a “One-Stop Student Services Center” to provide a permanent space for career counseling, CalWORKS, Disabled Students Programs and Services (DSPS), and Equal Opportunities Program and Services (EOPS).	Completed
		Initiated annual career fair and job preparation workshops in 2016; held inaugural Student Success Conference in 2017 to provide more student support.	Completed
		Set up Learning Assistance Center and develop a virtual tutoring service program.	In Progress (Summer 2017 for virtual tutoring)
		SGEC Writing Center and Math Lab provide face-to-face assistance with regular hours throughout the semesters.	Completed
		As of summer 2016, the Los Angeles County Sheriff Department provides four sworn security officers to the SGEC.	Completed
Recommendation 7: In order to meet the Standard, the team	III.C.2	Information Technology Faculty Advisory Committee (ITFAC) conducted a faculty survey in December 2016 seeking input on existing or emerging	Completed



**Accreditation Follow-Up Report Summary
March 2016 Comprehensive Visit
East Los Angeles College**

Recommendation for Compliance	Related Standard(s)	Action Taken to Address Recommendation	Status of Action (Completed / In Progress)?
recommends that the College develop a plan that continuously assesses, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services		technologies; results were shared with IT and the Technology Planning Subcommittee (TPSC) to inform future plans.	
		IT released a report in April 2017 on current assessed infrastructure and technology needs of the College to be utilized in development of future AUPs.	Completed
		TPSC developed and approved a new plan in April 2017 that considers overall performance of a computer (including age, usability, total cost of ownership) rather than automatic replacements at three years.	Completed

Current and Future Accreditation Challenges

1. ELAC received a recommendation for improvement in the area of professional development, but there has been a significant turnover rate in the position of Professional Development Coordinator over the last few years. Given this turnover, the President has committed to hiring a classified Professional Development Coordinator to help provide a sense of permanence to the Professional Development Office.
2. The implementation of learning outcomes assessment in student support areas is an area that will take at least another full year. All student and learning support service areas are scheduled to work with the Learning Assessment Office to develop and/or review outcomes, create assessments, and create continuous assessment plans.



**Accreditation Follow-Up Report Summary
March 2016 Comprehensive Visit
Los Angeles Mission College**

Recommendation for Compliance	Related Standard(s)	Action Taken to Address Recommendation	Status of Action (Completed / In Progress)?
<p>Recommendation 2: In order to meet the Standards and as noted by the College in its Quality Focus Essay, the Team recommends that the College provide appropriate, reliable, and equitable support services to all students. In addition, the Team recommends training staff to improve the design and assessment of service area outcomes to continuously improve student support programs and services.</p>	<p>I.B.4 II.C.1 II.C.2 II.C.3 11.C.5</p>	<p>The Student Services division held three retreats that focused on the improvement objectives in the QFE.</p>	<p>Completed</p>
		<p>Bi-weekly meetings between Deans of both Student Services and Academic Affairs have been implemented to improve collaboration and resolve cross-divisional issues.</p>	<p>Completed/ Ongoing</p>
		<p>Provided professional development training for classified staff that focused on improving customer service.</p>	<p>Completed</p>
		<p>Approved and implemented a new staffing plan in Student Services that is designed to provide students more support in the areas of outreach, matriculation, admissions and records, and transfer.</p>	<p>Completed</p>
		<p>Expanded services for the learning disabled by hiring a part-time Learning Disabled Specialist.</p>	<p>Completed</p>
		<p>Expanded services for veterans through the Veteran Outreach and Engagement project, the purpose of which is to increase the number of veterans on campus and to fully engage them in ways that will promote their retention, completion, and job readiness.</p>	<p>Completed/ Ongoing</p>
		<p>The Office of Institutional Effectiveness and SLO Coordinators provided three hands-on Service Area Outcome assessment training workshops to all units within the Student Services division in fall 2016.</p>	<p>Completed</p>
		<p>Provided focus group training to eight units within Student Services.</p>	<p>Completed</p>



**Accreditation Follow-Up Report Summary
March 2016 Comprehensive Visit
Los Angeles Mission College**

Recommendation for Compliance	Related Standard(s)	Action Taken to Address Recommendation	Status of Action (Completed / In Progress)?
		Six units in Student Services conducted focus groups to assess Service Area Outcomes. Data was analyzed and changes were implemented based on the results of the focus group data.	Completed
<p>Recommendation 3: In order to meet the Standard, the team recommends that the College develop a plan to evaluate all learning and tutoring center services and support to students, regardless of location or means of delivery, and to use the results of the evaluation as a basis for improvement.</p>	II.B.3	Developed and implemented a comprehensive evaluation plan for all learning and tutoring center services in spring 2016.	Completed
		Assessed NetTutor, an online tutoring service that the College has implemented for a variety of subjects.	Completed
		A key position, Learning Resource Center (LRC) Director, was filled in fall 2016.	Completed
		Tutor training has been centralized and coordination and collaboration among all tutoring services on campus has been increased due to them now all falling under the umbrella of the LRC.	Completed
		The LRC completed a Comprehensive Program Review and validation by the Educational Planning Committee in spring 2017 and is currently working on implementing the resulting recommendations from this assessment. For example:	Completed
		<ul style="list-style-type: none"> • Secure ongoing funding for tutors and institutionalize the tutoring/ learning support services currently funded by grants 	In Progress
		<ul style="list-style-type: none"> • The LRC is now open on Fridays to accommodate additional students 	Completed
<ul style="list-style-type: none"> • Promotion of NetTutor to both faculty and students 	In Progress		



**Accreditation Follow-Up Report Summary
March 2016 Comprehensive Visit
Los Angeles Mission College**

Recommendation for Compliance	Related Standard(s)	Action Taken to Address Recommendation	Status of Action (Completed / In Progress)?
		<ul style="list-style-type: none"> Hire a 0.5 Language Arts Instructional Assistant 	In Progress
<p>Recommendation 6: In order to meet the Standards, the team recommends that the College update academic administrators' and part-time faculty performance evaluations to include the responsibility of these individuals related to learning outcomes assessment to improve teaching and learning.</p>	III.A.6	<p>The Human Resources Division has worked with Teamsters Local 911, the collective bargaining group representing academic administrators, to add Student Learning Outcomes (SLO) and Service Area Outcomes (SAO) language to job descriptions, job duty statements, and evaluation forms.</p>	Completed
		<p>On June 2, 2016, the union and the District entered into a Memorandum of Understanding to include the results of the assessment of learning and/or service outcomes in the evaluation of all Deans. The revised evaluation form was immediately put into practice.</p>	Completed
		<p>All unrepresented management and executive-level administrators have also had SLO and/or SAO assessment integrated into their evaluation processes and forms.</p>	Completed
		<p>Both full-time and part-time faculty are evaluated on their participation in student learning outcomes assessment as outlined in the AFT, Local 1521 CBA and incorporate SLO assessments as part of the faculty contractual responsibility. The AFT's clarification of the meaning of "participates in the SLO assessment cycle" states "all instructors shall conduct SLO assessment in their assigned classes and use the results to make appropriate changes to instruction to improve student learning."</p>	Completed



**Accreditation Follow-Up Report Summary
March 2016 Comprehensive Visit
Los Angeles Mission College**

Current and Future Accreditation Challenges

The College is on schedule in addressing the Action Project in its Quality Focus Essay related to Integrated Planning. The challenges we have faced are coordinating with the different constituency groups and shared governance committees, updating the different goals and objectives for each of the plans (Educational Master Plan, Student Services Master Plan, Technology Master Plan, Facilities Master Plan, etc.) and integrating all of these plans with the current College Strategic Master Plan (SMP). While this process has been challenging, members of the College's Integrated Planning Committee (IPC) have begun the task of integrating these plans during several retreats where they have been determining which of the individual plans' goals/objectives/activities are no longer needed (i.e., have been completed or are no longer relevant) and which they would like to keep. Next, the IPC will take on the challenge of merging the remaining key elements of the existing plans together to develop a more focused and streamlined College SMP.



**Accreditation Follow-Up Report Summary
March 2016 Comprehensive Visit
Los Angeles Harbor College**

Recommendation for Compliance	Related Standard(s)	Action Taken to Address Recommendation	Status of Action (Completed / In Progress)?
N/A			

Current and Future Accreditation Challenges

In response to the 2016 Self-Evaluation, Harbor College determined that improvements made in three areas would increase institutional effectiveness: 1) infuse “systems” principles into the assessment and planning process, 2) strengthen collaboration between Academic Affairs and Student Services, and 3) formalize College wide communications. These three Quality Focus Essay Action Projects address the recommendations for improvement Harbor College received. Through the plans and activities outlined in the Quality Focus Essay Action Projects, the three areas outlined above will see significant improvements.

While many of the action steps and activities are currently in place, the challenge is to make more progress more quickly and maintain the Action Project schedule, delineated by year (Years 1, 2, and 3). A factor behind this challenge is that the long-time faculty Accreditation Coordinator retired, and the College selected two new coordinators who will start in fall 2017. Overcoming the learning curve for the new coordinators, including training in ACCJC standards and in the short- and long-term College goals pertaining to accreditation, is essential for the College to realize effective progress on the Quality Focus Essay Action Projects.



**Accreditation Follow-Up Report Summary
March 2016 Comprehensive Visit
Los Angeles Pierce College**

Recommendation for Compliance	Related Standard(s)	Action Taken to Address Recommendation	Status of Action (Completed / In Progress)?
<p>Recommendation 7: In order to meet the Standard, the team recommends the College allocate appropriate fiscal resources and adopt a lifecycle plan for the ongoing refresh and replacement of technology to ensure that its technological infrastructure quality and capacity are adequate to support its mission, operations, programs, and services.</p>	III.C.2	Allocated recurring funds of \$200,000 for tech refresh of 170 computers annually.	Completed
		Allocated one-time funds totaling \$835,000 to provide resources to network stability and reliability, and smart classroom audio-visual (AV) upgrades. Included in this amount are increased wireless access ports, a contract for VoIP support services, a contract for maintenance for AV equipment, and repair of existing AV equipment.	Completed
		Developed a “Tech Refresh Plan,” which was vetted through the participatory governance process.	Completed
		Establish an IT maintenance schedule two days per month for individual servers to be taken offline and serviced.	Completed
<p>Recommendation 8: In order to meet the Standard, the team recommends that the College achieve an adequate level of professional support for students and staff to address service gaps in the information technology department and to fully support technology needs directly related to local instructional and student support services, as well as institutional operations.</p>	III.C.1 III.C.4	Hired eight (8) new employees in IT, which represent an 89 percent increase in staffing, excluding the IT Manager and Office Assistant (from 9 to 17 employees).	Completed
		Provided customer service training and resources for all IT personnel to better support the instructional and student services divisions.	Completed
		Created an IT Help Desk to support end users more effectively and significantly reduce the time to complete work orders.	Completed



**Accreditation Follow-Up Report Summary
March 2016 Comprehensive Visit
Los Angeles Pierce College**

Current and Future Accreditation Challenges

Maintaining an adequate level of funding to support IT infrastructure and personnel on an ongoing basis from year to year.
Timely completion of evaluations.



**Accreditation Follow-Up Report Summary
March 2016 Comprehensive Visit
Los Angeles Southwest College**

Recommendation for Compliance	Related Standard(s)	Action Taken to Address Recommendation	Status of Action (Completed / In Progress)?
<p>Recommendation 1: In order to meet the criteria for standards pertaining to institutional effectiveness, resources, and decision-making, the Team recommends that the College implement a systematic, sustained and integrated planning and resource allocation process that results in the improvement of student learning and student achievement. To implement this process the Team recommends that the College:</p>			
<p>(1) Review and revise its Mission to include the types of degrees and other credentials offered by the College and then aligns its planning, data collection, decision-making, and resource allocation processes with the revised Mission.</p>	<p>(1) I.A.1</p>	<p>1. Convened Mission Review Taskforce (MRT) in spring 2016. The MRT reviewed and revised the College Mission. Revised Mission approved by Board of Trustees (BOT) on June 8, 2016.</p> <p>College planning, data collection, decision-making, and resource allocation processes are driven by the revised Mission.</p>	<p>Completed</p>



**Accreditation Follow-Up Report Summary
March 2016 Comprehensive Visit
Los Angeles Southwest College**

Recommendation for Compliance	Related Standard(s)	Action Taken to Address Recommendation	Status of Action (Completed / In Progress)?
<p>(2) Build on the progress it has made in the last four years by: completing its Educational, Facilities and Technology Master Plans, (to include Distance Education); refining, implementing, and systematically assessing these and other institution wide plans and processes, such as comprehensive program review and the Integrated College Operational Plan; and assessing the overall effectiveness of its integrated planning process.</p>	<p>(2) I.A.2 I.B.1 I.B.6 I.B.7 I.B.9 II.A.13 II.A.16 II.B.3 III.C.1 III.C.2 III.C.5 ER 11 ER 19</p>	<p>(2) Convened Educational Planning Committee (EPC) in spring 2016. The EPC completed the Educational Master Plan in spring 2017. The EMP was approved by the BOT on July 12, 2017.</p> <p>Academic Senate (AS) tasked the Academic Technology Committee with development of the Academic Technology Plan (ATP). ATP was approved by AS on April 11, 2017. Concurrently, the Campus Technology committee worked on the development of the Technology Master Plan (TMP). The TMP, informed by the ATP, is complete in DRAFT form and is awaiting approval from shared governance committees. Thereafter, the plan will be submitted for approval by the BOT.</p> <p>In fall 2016 Carrier-Johnson, an architectural firm, was engaged to assist in the planning and development of the Facilities Master Plan (FMP). The college's Facilities Planning Committee, in collaboration with the architectural firm, completed development of the FMP in summer 2017. The plan is awaiting approval from shared governance committees; thereafter, it will be submitted for approval by the BOT.</p> <p>The college's institution wide plans and processes have been assessed over the last year. The overall effectiveness of the college's integrated planning processes have been assessed and changes have been recommended. Implementation of those changes is ongoing.</p>	<p>Completed (awaiting approval of TMP and FMP from shared governance committees and BOT)</p>



**Accreditation Follow-Up Report Summary
March 2016 Comprehensive Visit
Los Angeles Southwest College**

Recommendation for Compliance	Related Standard(s)	Action Taken to Address Recommendation	Status of Action (Completed / In Progress)?
(3) Complete the implementation of Student Learning Outcomes to include developing and implementing an ongoing cycle for assessing course, program, and institutional SLOs, student services, library and learning support services, and administrative unit outcomes and tracking the status of the implementation of this cycle.	(3) I.A.2 I.B.2 I.B.3 I.B.6 I.B.7 II.A.3 II.A.7 II.B.3 II.C.2 III.A.6 IV.A.1 ER 11	(3) The college has developed an assessment cycle for course, program, and institutional level outcomes; as well as administrative unit outcomes and student service outcomes. eLumen is now the college’s system of record for all learning, service and administrative outcomes. The system allows the college to track the status of the implementation cycle, as well as the outcomes of assessment.	Completed
(4) Work collaboratively with the District to address the existing deficit and to improve the annual budget allocation model to ensure fiscal stability and the ability to fulfill the College's Mission by adequately meeting the needs of instruction, student services and operations.	(4) I.A.3 I.B.7 III.A.7 III.D.1 III.D.4 III.D.15 IV.C.5 ER18	(4) The college has worked collaboratively with the District to assess its deficit and to ensure fiscal stability, while assessing the annual budget allocation model. One major outcome from this work is the college’s development of the Financial Recovery Plan. Through implementation of this plan, the college can expect to become solvent within four years.	Completed



**Accreditation Follow-Up Report Summary
March 2016 Comprehensive Visit
Los Angeles Southwest College**

Recommendation for Compliance	Related Standard(s)	Action Taken to Address Recommendation	Status of Action (Completed / In Progress)?
(5) Develop an integrative and comprehensive planning process guided by an updated Educational Master Plan and Strategic Plan that incorporates Total Cost of Ownership in the following areas: technology, business continuity, disaster recovery, and physical plant.	(5) I.A.3 III B.2 III.C.2 III.C.3	(5) Total cost of ownership is now included in the completed TMP and FMP. Business continuity, disaster recovery, and physical plant have also been addressed through collaboration with the District; planning processes are guided by the revised Mission statement as well as the recently completed EMP.	Completed
Recommendation 3: In order to meet the Standard, the Team recommends that the College follow documented procedures related to the responsibilities of librarians and content faculty in the collection development processes.	II.B.2 IV.A.1	<p>Academic Senate (AS) sanctioned the Library Advisory Committee (LAC) in November 2016. LAC is responsible for advising the Chair and Dean on technology, facility, and resource related matters that impact the Library.</p> <p>In fall 2016 the Founders Library Collection Development Policy was developed and approved by the AS. Through that policy the college continues to build and maintain a library collection that supports student success. Additionally, the policy defines a process for material selection, retention, and de-selection.</p> <p>The college has also reinstated the Library Liaison Model, paring librarians with academic departments for the purpose of collection development. To best address the needs of the college’s library collection, the library now has representation in the Curriculum Committee.</p>	Completed



**Accreditation Follow-Up Report Summary
March 2016 Comprehensive Visit
Los Angeles Southwest College**

Recommendation for Compliance	Related Standard(s)	Action Taken to Address Recommendation	Status of Action (Completed / In Progress)?
		Documented procedures, including recently developed ones, are being followed and a process for improvement is used to ensure that Commission standards are met.	
Recommendation 4: In order to meet the Standard, the Team recommends that the College analyze, discuss, and use student satisfaction data, collected by the College and the district, in creating plans of action to improve the quality of the services it offers for all student constituencies.	II.B.3 II.C.1	In fall 2016, during a professional development event, student services units analyzed and discussed student satisfaction data resulting from the fall 2014 student survey. Student Services units then developed plans of action to improve the quality of services offered to all student constituencies. Implementation of those action plans in ongoing.	Completed
Recommendation 5: In order to meet Standard, the Team recommends that the College evaluate its contracted services for effectiveness and continuity of service and maintain copies of all agreements in a central location on campus.	II.B.4 III.D.9 III.D.10 III.D.16	The college completed evaluation of its contracted services in spring 2017. Both vendors and college employees were asked to take part in the evaluation effort through surveys. Copies of all agreements are maintained in the College's Business Office. A document scanner was also purchased to keep electronic copies of all agreements.	Completed



**Accreditation Follow-Up Report Summary
March 2016 Comprehensive Visit
Los Angeles Southwest College**

Recommendation for Compliance	Related Standard(s)	Action Taken to Address Recommendation	Status of Action (Completed / In Progress)?
<p>Recommendation 6: In order to meet the Standard, the Team recommends LASC assess the effectiveness of its counseling services and practices and utilize the information accordingly to increase focus and action on the growing Hispanic demographic in its core area and determine how best to expand the hours of operation of student services programs and the availability of counselors for all student constituencies.</p>	<p>II.C.3 II.C.5</p>	<p>In spring 2017 the college assessed the effectiveness of its student service unit’s services and practices, including counseling, using a survey tool. In addition, the college also assessed administrative service unit’s services and practices.</p> <p>The results of those surveys will be used to develop plans of action for improvement of all services. To address the growing Hispanic demographic, in the immediate, the resulting action plans from activity conducted to address College Recommendation 4 have been enacted. The college has hosted events intended to recruit prospective students of Hispanic demography, produced outreach and marketing material in Spanish, aired radio advertisement in Spanish, made a concerted effort recruit Hispanic student in the local high schools and community centers, and employed staff that can speak both English and Spanish.</p> <p>Through a series of meetings within student services, the college has discussed and assessed hours of operation for all student services. In fall 2016 the hours of operation of student services programs, as well as the availability of counselors, were expanded to better meet the needs of LASC students.</p>	<p>Completed</p>



**Accreditation Follow-Up Report Summary
March 2016 Comprehensive Visit
Los Angeles Southwest College**

Recommendation for Compliance	Related Standard(s)	Action Taken to Address Recommendation	Status of Action (Completed / In Progress)?
Recommendation 7: In order to meet the Standard, the Team recommends that the College ensure evaluations of academic administrators directly responsible for student learning outcomes include, as a component of that evaluation, consideration of how they use the results of the assessment of student learning outcomes to improve teaching and learning; and in the case of all administrators, how they utilize position-related assessment data to improve College processes and programs.	III.A.5 III.A.6	Evaluation tools developed by the District Human Resources division now allow for the evaluation of academic administrators, and all administrators, to include elements of how results of assessment are used. Evaluations of all administrators is ongoing and improvement of college processes and programs is now influenced by learning outcomes. The college is committed to the regular review and evaluation administrators responsible for student, service, and administrative outcomes.	Complete



**Accreditation Follow-Up Report Summary
March 2016 Comprehensive Visit
Los Angeles Southwest College**

Recommendation for Compliance	Related Standard(s)	Action Taken to Address Recommendation	Status of Action (Completed / In Progress)?
<p>Recommendation 8: In order to meet the Standard, the Team recommends that the College continue to complete staff evaluations for all personnel, increase the number of administrators and staff necessary to support its programs and services, create and monitor a system of "essential" professional development for both full-time and part-time and adjunct faculty, with professional development funds equitably allocated.</p>	<p>III.A.5 III.A.7 III.A.8 III.A.9 III.A.10 III.A.14 ER 8 ER 14</p>	<p>The District Human Resources Division developed an electronic system that establishes an evaluation tracking process and system of notification. The college is now using the Evaluation Alert System (EASY) to ensure that all college employees are evaluated in a timely manner.</p> <p>The college has hired and is in the process of hiring administrators and staff necessary to support its programs and services. This process has been ongoing since the accreditation visit in spring 2016.</p> <p>Staff Development Guidelines and Procedures have been developed by the college's Professional Growth Committee. Those guidelines and procedures are used to ensure that the Commission Standards associated with College Recommendation 8 are met.</p>	<p>Completed</p>

Current and Future Accreditation Challenges

The College does not currently face any accreditation challenges as it is believed that the college has met the requirements of all College Recommendations brought forth by the visiting accreditation team. Future accreditation challenges involve sustaining all planning activities to ensure that the college continues to meet accreditation standards related to the Mission, institutional planning, outcomes assessment, and fiscal stability. The activity undertaken by the college since the accreditation visit, however, provides confidence that planning activities will be continued.



**Accreditation Follow-Up Report Summary
March 2016 Comprehensive Visit
Los Angeles Trade-Technical College**

Recommendation for Compliance	Related Standard(s)	Action Taken to Address Recommendation	Status of Action (Completed / In Progress)?
<p>Recommendation 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.</p>	<p>I.B.2 I.B.8 I.C.3</p>	<p>Adopted a revised 2016-2017 Program Review process and timeline to focus on strengthening and improving the quality of its Program Review and Assessment process and closed the loop on 2014-2015, completed Program Review and reflection of 2015-2016, and set goals for 2016-2017 year. The College used 2016-2017 as a reflection year, with June 7, 2017 Faculty Effectiveness Day launching the timeline.</p>	<p>Completed</p>
	<p>II.A.3</p>	<p>Reviewed and revised Program Learning Outcomes.</p>	<p>Completed</p>
		<p>Review and revise course Student Learning Outcomes and Curriculum Maps. All submitted by October 2, 2017.</p>	<p>In Progress – Due October 2, 2017.</p>
<p>Recommendation 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.</p>	<p>I.B.5 I.B.6</p>	<p>Institutional Effectiveness input action plan data into eLumen and complete its data migration into eLumen for full implementation.</p>	<p>Completed</p>
		<p>Fall 2016 piloted eLumen system for outcomes assessment and getting disaggregated data with 38 faculty, covering 70 different Fall 2016 courses in 22 different disciplines, covering most of the instructional departments and pathways.</p>	<p>Completed</p>
		<p>On January 22, 2017, the pilot faculty provided feedback on the pilot and revising and improving the eLumen trainings, guides, and the process for implementing eLumen college-wide.</p>	<p>Completed</p>



**Accreditation Follow-Up Report Summary
March 2016 Comprehensive Visit
Los Angeles Trade-Technical College**

Recommendation for Compliance	Related Standard(s)	Action Taken to Address Recommendation	Status of Action (Completed / In Progress)?
<p>Recommendation 6: In order to meet 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.</p>	<p align="center">II.A.3</p>	<p>All instructional, service, and administrative areas completed closing the loop on 2014-2015; Program Review and reflection for 2015-2016, and set goals for 2016-2017. The completed Program Review and Reflections and Closing the Loop forms were posted on the PRAC website in Fall 2016.</p>	<p align="center">Completed</p>
		<p>Institutional Effectiveness and CUE developed draft Program Review questions and components for volunteer faculty piloting Program Review to evaluate at a meeting on May 17, 2017. These faculty recommended to the Program Review-Assessment Committee to get Department Chair feedback on the Program Review process.</p>	<p align="center">Completed</p>
		<p>At Academic Council meeting on June 15, 2017, Department Chairs provided feedback on elements of a new Program Review Assessment Cycle and they volunteered for what rounds their pathway areas will undertake Program Review.</p>	<p align="center">Completed</p>
		<p>Program Review-Assessment Committee will consider the Academic Council feedback to develop a new Program Review and Assessment process.</p>	<p align="center">In Progress – Completion 9/6/17</p>



**Accreditation Follow-Up Report Summary
 March 2016 Comprehensive Visit
 Los Angeles Trade-Technical College**

Recommendation for Compliance	Related Standard(s)	Action Taken to Address Recommendation	Status of Action (Completed / In Progress)?
<p>Recommendation 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.</p>	<p align="center">III.A.5</p>	<p>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</p>	<p align="center">Completed</p>
		<p>The College generated a database of LATTC faculty to inform the implementation of a staggered evaluation plan for faculty. For classified and administrative personnel, monthly reports by vice president area are generated to inform the evaluation plan for staff</p>	<p align="center">Completed</p>
		<p>LATTC has completed classified staff evaluations, and full-time faculty using evaluations in accordance with the stated intervals.</p>	<p align="center">Completed</p>

Current and Future Accreditation Challenges

1. Refine and develop a new staggered comprehensive Program Review process along Pathways.
2. Continuous training on eLumen



**Accreditation Follow-Up Report Summary
March 2016 Comprehensive Visit
Los Angeles Valley College**

Commission Concern	Related Standard(s)	Action Taken to Address Commission Concern	Status of Action (Completed / In Progress)?
<p>The Commission discussed the institution-set Standards established by Los Angeles Valley College and, like the team, believes that they are set low. The College should review and consider resetting those standards to a more rigorous level.</p>	<p>I.B.2</p>	<p>During the 2015-2016 academic year, the LAVC Program Effectiveness and Planning Committee (PEPC) discussed student achievement data and methodology relative to the institution-set standards established in 2013. As a result, the committee revised the standard related to Persistence (fall-to-fall retention) to include only first-time students and subsequently modified the standard to 41%.</p>	<p>Completed</p>
		<p>Following the Spring 2016 ACCJC site visit, PEPC approached the data and methodology with the intent of addressing the Commission Concern regarding the rigor of the institution-set standards. Specific issues regarding the institution-set standards were not identified in the Team Exit Report or checklist response. As a result of its review, PEPC recommended to increase other institution-set standards including Successful Course Completion, Within Course Retention, Degree Awards, Certificate Awards, and UC & CSU Transfer.</p>	<p>Completed</p>
		<p>The PEPC proposed set of revised standards were vetted through the College's shared governance process and approved by the College's Institutional Effectiveness Council on June 8, 2017.</p>	<p>Completed</p>

Current and Future Accreditation Challenges

None.



**Accreditation Follow-Up Report Summary
March 2016 Comprehensive Visit
West Los Angeles College**

Recommendation for Compliance	Related Standard(s)	Action Taken to Address Recommendation	Status of Action (Completed / In Progress)?
West Los Angeles College has no recommendations for compliance.			

Current and Future Accreditation Challenges

West is making good progress on recommendations for improvement:

- Recommendation for Improvement 1—provide disaggregated data for Program Review—is completed. Disaggregated data was provided to each unit completing Program Review in the 2016-17 cycle. The data was also posted to the college website.
- Recommendation for Improvement 2—ensure accurate SLOs on syllabi—is in progress. A customizable syllabus template for each course has been approved by the Curriculum Committee. These syllabi are being created.
- Recommendation for Improvement 3—ensure approved distance education are included with the Course Outline of Record—is in progress. All DE courses being offered in Fall 2017 have approved DE addenda and DE addenda are being updated on a rolling basis so that no course is offered without an approved DE addendum.
- Recommendation for Improvement 4—develop and implement a formal process for evaluating the administrative structure of the college—is completed. The new organizational chart was accepted by Chancellor Rodriguez on July 12, 2017.

We do not anticipate any challenges addressing these recommendations prior to the midterm report.

West is also making good progress on the Quality Focus Essay projects. West's progress in establishing professional learning communities to conduct interdisciplinary assessments of student learning has been hampered by the absence of a professional development coordinator for more than a year. However, a committee is currently interviewing candidates for the position.

A dedicated staff member has been assigned to digitize faculty evaluations to upload to SAP at West to assist in clearing the backlog to address District Recommendation for Compliance 2. She is able to upload an average of 20 evaluations a day and is working continuously with the division of Human Resource to reconcile the list of evaluations completed with the list of evaluations due. All college units have been given a detailed report of completed and upcoming evaluations.



**Accreditation Follow-Up Report Summary
March 2016 Comprehensive Visit
Educational Services Center**

Recommendation for Compliance	Related Standard(s)	Action Taken to Address Recommendation	Status of Action (Completed / In Progress)?
District Recommendation 1: In order to meet the Standard, the team recommends that the District ensure consistent and uniform guidelines for the search and selection of adjunct faculty.	III.A.1	District Academic Senate (DAS) and Human Resources Division jointly developed a uniform_hiring procedure for all adjunct positions.	Completed
		Human Resources Division developed a centralized web-based adjunct recruitment system of applicant lists by discipline.	Completed
		The hiring process was revised to include a hiring selection committee with an Equal Employment Opportunity officer for screening and interviewing applicants.	Completed
		Human Resources Division developed templates for posting adjunct positions.	Completed
District Recommendation 2: In order to meet the Standard, the team recommends that the District ensure all personnel are systematically evaluated at stated intervals in accordance with the bargaining agreements and Board policies.	III.A.5	District has completed an update of the SAP system to enhance tracking and congruence in the evaluation process. The system is now used for all personnel, classified, and academic employees as the system of record for evaluations and has been updated to include the ability to upload the evaluation.	Completed



**Accreditation Follow-Up Report Summary
March 2016 Comprehensive Visit
Educational Services Center**

Recommendation for Compliance	Related Standard(s)	Action Taken to Address Recommendation	Status of Action (Completed / In Progress)?
District Recommendation 3: In order to meet the Standard, the team recommends that the District update the performance evaluations of academic administrators to include the results of the assessment of learning outcomes to improve teaching and learning.	III.A.6	Human Resource Division has worked with collective bargaining groups to add Student Learning Outcomes (SLO) and Service Area Outcomes (SAO) language to job descriptions, job duty statements, and evaluation forms for academic supervisors, unrepresented management and executive level administrators and each college has implemented the new evaluation process for academic supervisors and managers.	Completed
District Recommendation 4: In order to meet the Standard, the team recommends that the District and colleges develop a comprehensive Business Continuity/Disaster Recovery plan to ensure reliable access, safety, and security.	III.C.3	The District has developed a comprehensive Business Continuity plan that is consistent across all colleges and for the District centralized functions, utilizing the California Community College System Office Information Security Center Template as the framework for a robust disaster recovery process. Plan is now codified in Administrative regulation B-37.	Completed
		District developed a Strategic Execution Plan to ensure that colleges are operating at the same standard and included improvements of storage systems, firewall security, and servers that were used in the development of the business continuity and disaster recovery plan.	Completed
District Recommendation 6: In order to meet the Standard, the team recommends that the District comprehensively responds to the recurring audit findings concerning:	III.D.7	Increase segregation of duties and further implement Security Weaver software.	Completed
		Hired a Software Systems Engineer who developed and improved the processes related to security and change management.	Completed



**Accreditation Follow-Up Report Summary
March 2016 Comprehensive Visit
Educational Services Center**

Recommendation for Compliance	Related Standard(s)	Action Taken to Address Recommendation	Status of Action (Completed / In Progress)?
<p>1) the internal control weakness in information technology controls over the areas of security and change management; and 2) the state compliance exceptions related to “To Be Arranged” (TBA) hours attendance documentation and course classifications.</p>		<p>Refined internal controls to establish a list of users who should have administrative and other elevated (Super User) access within the district enterprise systems (SAP).</p>	<p>Completed</p>
		<p>The District worked to develop a new corrective action plan that involves increased central review and control over the TBA reporting, in which the Division of Educational Programs and Institutional Effectiveness will audit attendance records for compliance and scheduled sections not meeting requirements will not be submitted for apportionment.</p> <p>The most recent external audit report found no deficiencies with TBA documentation and reporting, indicating that the reoccurring finding regarding TBA hours had been addressed.</p>	<p>Completed</p>
<p>District Recommendation 8: In order to meet the Standard, the team recommends that the District develop a process to capture the full impact of the District’s liability for load banking and to record the liability in the District’s financial statements.</p>	<p>III.D.12</p>	<p>Through collaboration with the college offices of academic affairs, the District has developed a system that, each semester, requires the colleges to submit required detailed information to calculate the district-wide load banking liability resulting from load banking at the colleges.</p>	<p>Completed</p>
		<p>Load banking information will be regularly reported to the Accounting Department and recorded as a liability in the District’s books for use in the District’s financial statements at the end of the fiscal year.</p>	<p>Completed</p>



**Accreditation Follow-Up Report Summary
March 2016 Comprehensive Visit
Educational Services Center**

Recommendation for Compliance	Related Standard(s)	Action Taken to Address Recommendation	Status of Action (Completed / In Progress)?
<p>District Recommendation 10: In order to meet the Standard, the team recommends that the Board adopt policies that clearly define the process for the selection and evaluation of the chancellor.</p>	IV.C.3	<p>Section 10309 was added to Board Rule Chapter X, Article III to clearly define the process for the selection of the Chancellor. The revised Board Rule was approved by the Board on March 8th, 2017 and is in effect for the next selection process.</p>	Completed
		<p>The evaluation of the Chancellor was added to Board Rule Chapter X Article I, Human Resources Services. The Board Rule was approved on March 8th, 2017. The evaluation process goes into effect immediately and will be used in the annual evaluation of the Chancellor.</p>	Completed
<p>District Recommendation 11: In order to meet the Standard, the team recommends that the Board establish a formal process for approving the review of policies in which no revisions are made and to regularly assess the effectiveness of all policies in fulfilling the District mission.</p>	IV.C.7	<p>Administrative regulation C-12 was updated in May 2016 to include the provision that the Board review all policies on a triennial basis regardless of whether changes were recommended.</p>	Completed
		<p>To date, all Board Rules have been reviewed and approved by the Board at least once in the past three years, and the Office of General Counsel will continue its practices of tracking the review of all policies and procedures to ensure that triennial reviews occur.</p>	Completed



**Accreditation Follow-Up Report Summary
March 2016 Comprehensive Visit
Educational Services Center**

Recommendation for Compliance	Related Standard(s)	Action Taken to Address Recommendation	Status of Action (Completed / In Progress)?
		<p>The Office of Educational Programs and Institutional Effectiveness in consultation with the Office of General Counsel will be working toward the adoption of the Community College League of California model policies. The District has developed a crosswalk of the model policies to current policies beginning with Chapter 2 and assigned the revision of District policies to appropriate consultation groups. The District plans on integrating the model policies over the course of the next 18 months and believes that these efforts will provide additional uniformity to the District policies and a greater ability to respond to legislative changes from the state.</p>	<p>In Progress</p>



**Accreditation Follow-Up Report Summary
March 2016 Comprehensive Visit
Educational Services Center**

Current and Future Accreditation Challenges

Current Challenges

- Increase the number of evaluations completed and submitted

Future Challenges

- Continue to refine the Evaluation Alert System for submitting and tracking employee evaluations
- Implement the Strategic Execution Plan to ensure business continuity through segregated onsite storage, local offsite storage, and offsite emergency backups, and additional server capacity
- Continue to audit class scheduling and attendance documentation requirements in new student information system to avoid TBA audit findings
- Implement the Community College League of California model policies to provide additional uniformity to the District policies and a greater ability to respond to legislative changes from the state

LOS ANGELES CITY COLLEGE

Follow-up Report

Submitted by:

Los Angeles City College
855 N. Vermont Avenue
Los Angeles, CA 90029

DRAFT

Submitted to:

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

October 1, 2017

To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

From: President René D. Martinez
855 N. Vermont Avenue
Los Angeles, CA 90029

I certify there was broad participation/review by the campus community and believe this Report accurately reflects the nature and substance of this institution.

Signatures:

Francisco C. Rodriguez, Ph.D., Chancellor, Los Angeles Community College District Date

Sydney K. Kamlager, President of the Board, Los Angeles Community College District Date

René D. Martinez, President of Los Angeles City College Date

Dan Walden, Accreditation Liaison Officer, Vice President of Academic Affairs Date

Daniel Wanner, Accreditation Co-Chair and Academic Senate President, Faculty Date

Sharon Hendricks, AFT Faculty Guild 1521, Faculty Date

Alex Davis, Teamsters Local 911, Administrative Deans Date

Mark Mathes, ASG President, Students Date

Kathleen Beckett, SIEU-Local 99, Classified Staff Date

Christi O'Connor, Supervisory Employees Local 721, Classified Staff Date

Pamela Atkinson, AFT Classified Staff Guild 1521A, Classified Staff Date

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DRAFT

Report Preparation

District

The Los Angeles Community College District takes an integrated approach to accreditation. While each college has its own governance processes for addressing accreditation, all colleges participate in addressing District accreditation recommendations and in ensuring that the District meets all accreditation standards. The main venue for discussing accreditation issues is the District Accreditation Committee, comprised of the college Accreditation Liaison Officers, the college faculty accreditation leads, a college president, and representatives from the Educational Services Center (D0.1_Accreditation Committee Charge). Following the comprehensive site visits, the committee met to review the college and District recommendations and to develop a plan for addressing each recommendation.

The committee met over the past year to review progress made on the recommendations. Progress was further communicated to the Board of Trustees through the Institutional Effectiveness and Student Success Committee (D0.2 Accreditation Response Plan; D0.3 LACCD Accreditation summary; D0.4 IESS District Accreditation Update). The leads in each area at the Educational Services Center from Human Resources, Information Technology, Educational Programs and Institutional Effectiveness, the Office of General Counsel, and Finance and Resource Development addressed the report. The area lead responses were compiled and written in one voice by the division of Educational Programs and Institutional Effectiveness and provided to the District Accreditation Committee for approval (D0.5 DAC Agenda 5-9-2017).

Final District responses were provided to each college for review and approval through the college governance process. Each college completed the report by adding the responses to college-specific recommendations and augmenting the District response to reflect college implementation of district-wide actions. The complete and appended reports were approved through the college approval processes.

College

This Follow-up Report includes a narrative analysis and supporting evidence that Los Angeles City College has resolved the deficiencies identified in the July 8, 2016 Commission action letter. The College meets all accreditation standards and Commission policies and has plans in place to sustain the changes and improvements made.

The College began addressing both recommendations immediately upon hearing the visiting team's findings in March 2016 and receiving the Team Report and Commission letter in July 2016. The Distance Education Committee, Educational Planning and Program Integrity Committee, and Academic Senate provided oversight and developed the actions necessary to meet College Recommendation 1. The Academic Senate and Office of Institutional Effectiveness provided oversight and developed the actions necessary to meet College Recommendation 5. Since summer 2016, updates on progress made towards addressing the two recommendations have been provided at each meeting of the Academic Senate and

College Council, which are the two representative groups that make recommendations to the College President (RP-08; RP-09).

The College worked closely with the Los Angeles Community College District and provided periodic status updates to the District Accreditation Committee and Educational Programs and Institutional Effectiveness committee (RP-05; RP-06, RP-07).

Members of the Distance Education Committee, Educational Planning and Program Integrity Committee, Academic Senate, and Office of Institutional Effectiveness contributed to the writing of the Follow-up Report. The primary contributors:

Recommendation 1

- Carol Kozeracki, Academic Dean over Distance Education
- Rob Sambrano, Faculty Chair of the Distance Education Committee
- Christine Tinberg, Student Learning Outcomes Coordinator
- Dan Walden, Accreditation Liaison Officer
- Daniel Wanner, Accreditation Co-Chair and Academic Senate President

Recommendation 5

- Anna Badalyan, Office of Institutional Effectiveness
- Dan Walden, Accreditation Liaison Officer
- Daniel Wanner, Accreditation Co-Chair and Academic Senate President

The Accreditation Team, a standing committee with representation from all College constituencies, developed the timeline for completion of the writing of the report (RP-01; RP-02; RP-03).

The Academic Senate and College Council approved the Follow-up Report, which was accepted by the College President (RP-10; RP-04). Following the completion and approval of report, the final content was submitted to the District Office of Institutional Effectiveness. The responses to College and District recommendations were presented to the Board and Institutional Effectiveness and Student Success Committee on **DATES** (D0.6 IESS Agenda). The Los Angeles Community College District Board of Trustees approved the report on September 6, 2017 (RP-11). The final report was provided to the Commission with all required signatures following Board approval. All report materials and evidence have been posted on the College and District websites.

Evidence of Report Preparation

RP-01 Accreditation Team Timeline for Follow Up Report, February 13, 2017

RP-02 Accreditation Team Agenda, February 13, 2017

RP-03 Accreditation Team Minutes, February 13, 2017

RP-04 College Council Approval of Follow Up Report, October 2017

RP-05 Educational Programs and Institutional Effectiveness Report on Site Visit, March 14, 2016

RP-06 Educational Programs and Institutional Effectiveness Report on Site Visit, May 16, 2016

RP-07 Educational Programs and Institutional Effectiveness PowerPoint on Site Visit, October 19, 2016

RP-08 Academic Senate Minutes, October 6, 2016

RP-09 College Council Minutes, March 6, 2017

RP-10 Academic Senate Approval of Follow Up Report, October 2017

RP-11 LACCD Board of Trustees Minutes, September 13, 2017, PENDING

DRAFT

Response to the Commission Action Letter

College Recommendation 1

In order to meet the standard, the team recommends the College expand its current Distance Education Plan to include a section relating to Distance Education Pedagogy, incorporating related sections from ACCJC's Guide to Evaluating Distance Education and Correspondence Education. The College should then implement the components of this plan, proceeding with an ongoing, systematic, quality assessment process for all online courses. This expanded plan for distance education, based on ACCJC's Guide, should outline all necessary practices the College would need to implement in order to meet standards, providing a road map for the College to come into compliance. The team further recommends that the college comply with 34 C.F.R. § 602.3 (as referenced in the ACCJC Guide to Evaluating Distance Education and Correspondence Education) to ensure that regular, substantive, and effective interaction is provided in Distance Education courses. (Standards I.B.9, II.A.1, II.A.2, II.A.5, II.A.7, II.A.12).

Actions Taken to Resolve College Recommendation 1

The College addressed the recommendation in terms of the three overarching deficiencies identified: (a) Expansion of the Distance Education Plan, (b) Implementation of the Distance Education Plan including ongoing, systematic, quality assessment processes, and (c) Ensuring regular, substantive, and effective interaction.

A. Expansion of the Distance Education Plan

Completed Actions

The existing Distance Education Plan and Distance Education Handbook that were originally approved in September 2015 were revised and combined into a single document (Rec1a-07). The Distance Education Committee and Academic Senate approved the document (Rec1a-14; Rec1a-02).

The revised *Distance Education at LACC* document includes numerous additions. Distance Education is formally defined as a "program" that must participate in annual and comprehensive program review (Rec1a-07, pp.5-6). Included is a comparison of support services for DE and traditional students to ensure that critical support services are made available to DE students (Rec1a-01). Specific guidance is provided about the pedagogy-related topics required in training for faculty new to online teaching. Also included is an updated list of training providers (Rec1a-07, p.20). For ongoing professional development, a new policy requires DE instructors to do a certain amount of their professional development towards improving their online teaching (Rec1a-07, p.26). To ensure that pedagogy training is sufficiently rigorous, the expectations and content for the mandatory online pedagogy course are delineated, including required information on the syllabus, SLOs, student verification, and regular and effective contact (Rec1a-07, p.20). A new policy stipulates that

at least one DE class must be reviewed as part of every evaluation of online faculty (Rec1a-07, p.23). Finally, the document includes an expanded description of professional development opportunities for DE instructors, showing a clear alignment with the professional development opportunities described in the Staff and Organizational Development Plan (Rec1a-07, p.26).

Additional revisions to *Distance Education at LACC* were made in summer 2017. The changes were reviewed with faculty union leadership and approved by the Academic Senate Executive Committee and Academic Senate (Rec1a-16; Rec1a-17). The revisions include a description of required activities for DE instructors to incorporate into their course shells (Rec1a-04). A list of best practices for teaching DE is included, a result of findings from the DE student survey as well as information gathered from conferences such as the Online Teaching and Learning Conference (Rec1a-03). Included is access and success data for DE courses at the course, discipline, and department level, provided by the Office of Institutional Effectiveness and collected in preparation for program review. *Distance Education at LACC* reaffirms that the institution set standards for DE courses are the same as for the College as a whole (Rec1a-07, pp.7,12).

The College has been implementing the policies and processes reflected in the revised *Distance Education at LACC*. These activities include the completion of the Distance Education program review in February 2017 (Rec1b-01), which resulted in the creation of six unit planning objectives that align with Educational and Strategic Master Plan objectives (Rec1a-08). Program review resulted in a request for 2017-2018 funding for professional development activities, including a multimedia specialist to assist distance education faculty, NetTutor to provide online students comparable tutoring services to those provided on campus, and equipment for the Teaching Learning Center for improved DE training (Rec1a-09)

The DE Committee continued tracking DE instructor training requirements to ensure that they are being met (Rec1a-10; Rec1a-11). Related to instructor requirements, the College conducted an evaluation of the course shells for all DE classes offered in spring 2017. The initial process was described in a letter to each DE faculty (Rec1a-05). Results of the review were shared with the Distance Education Committee and the Vice President of Academic Affairs (Rec1a-06). Following the review, Academic Deans and Distance Education Committee members met with those faculty members whose course shells did not suggest sufficient regular and effective contact, and discussed ways to increase the level of instructor initiated interaction. Three faculty members were notified to improve their level of faculty interaction and the Distance Education Dean followed up with the faculty to review the changes made.

In May 2017, the Distance Education Committee reviewed all unit responses to the “Comparison of DE and traditional success rates” in Section 1.3 of all completed program reviews (Rec1a-13). Discussion occurred in the Distance Education Committee (Rec1a-12). Review of the implementation of “Distance Education at LACC” occurred in part through the Distance Education Committee 2016-17 annual assessment (Rec1a-15).

DE faculty and DE leadership continue to participate in numerous professional development activities. As required by the new policy requiring DE instructors to do a certain amount of their professional development in online teaching, many faculty members completed Canvas training as part of the transition from Etudes. The DE Coordinator and Teaching Learning Center Coordinator attended a Canvas Train the Trainer workshop hosted by Infrastructure in January 2017. The Distance Education Coordinator attended the Distance Education Academy in May 2017. The main topic of the conference was regular and effective contact in online courses. The Distance Education Coordinator, dean, and several faculty members attended the Online Teaching Conference in June 2017. Among the seminars they attended were ones featuring the topics of instructor initiated regular and effective contact, access and equity, and student support services.

Planned Actions (Sustainability)

The processes and policies described in *Distance Education at LACC* will continue to be reviewed through Distance Education Committee annual assessments and annual and comprehensive program reviews. The College will implement in the 2017-2018 program review that departments with online success rates lower than traditional courses must create a unit planning objective to address the disparity.

In fall 2017, the Staff and Organizational Development Committee will begin to implement the new policy requiring distance education instructors to do a certain amount of their professional development towards improving their online teaching. In 2017-2018, the College will begin to implement the new policy that at least one distance education class must be reviewed as part of every comprehensive faculty evaluation.

The College has numerous professional development workshops planned for 2017-2018, including a Train the Trainer workshop on accessibility (Office of Special Services), a Flex Day workshop on web enhancement for traditional classes, and a Flex Day workshop for online instructors on the subject of regular and effective contact. At the request of the DE Committee, the College purchased a one-year subscription with Instructure to provide on-demand training in over a dozen online pedagogy topics. The DE Coordinator will also develop and lead in-house training both for the Canvas LMS and general online pedagogy.

Evidence of Meeting Recommendation 1a

- Rec1a-01 Comparison of Support Services for DE and Traditional Students
- Rec1a-02 Academic Senate Approval of Revisions to Distance Education at LACC (Handbook/Plan)
- Rec1a-03 Distance Education Best Practices Related to Canvas Course Shells, Summer 2017
- Rec1a-04 Distance Education Faculty Expectations, Summer 2017
- Rec1a-05 Sample letter to Faculty Concerning DE Course Shell Review, Spring 2017
- Rec1a-06 Outcomes of the Distance Education Course Shell Review, May 2017
- Rec1a-07 Distance Education at LACC (Handbook/Plan)
- Rec1a-08 DE Program Review 2016-17 Unit Planning Objectives
- Rec1a-09 DE Program Review 2017-18 Resource Requests

Rec1a-10 List of Faculty Who Completed Online Pedagogy
Rec1a-11 List of Faculty trained in Canvas
Rec1a-12 Distance Education Committee Minutes, May 16, 2017
Rec1a-13 Distance Education Program Review Summary, Spring 2017
Rec1a-14 Distance Education Committee Minutes, October 18, 2016
Rec1a-15 Distance Education 2016-17 annual assessment, PENDING
Rec1a-16 Academic Senate Executive Committee Minutes, August 2017, PENDING
Rec1a-17 Academic Senate Approval of DE at LACC Additions, September 2017, PENDING

B. Implementation of DE Plan including Ongoing, Systematic, Quality Assessment Processes

Completed Actions

The Distance Education Committee developed a job description for a faculty distance education coordinator, interviews took place in spring 2016, the coordinator was hired in July 2016, and the assignment began at the start of fall 2016 (Rec5-04). This action addresses the Accreditation Self Evaluation Action Plan for Standard II.C.2: *“By 2017-18, the College will attempt to allocate resources to hire a dedicated DE coordinator, who, in addition to performing many other responsibilities, will verify that student services support student success in DE courses.”*

As of spring 2017, the membership of the Distance Education Committee includes representatives from student services with the addition of the Dean of Admissions and a librarian. In addition, the committee added an Office of Special Services specialist to ensure accessibility compliance in online classes. These additions address the Accreditation Self Evaluation Action Plan for Standard II.B.3: *“Prior to the fall 2016 program review cycle, add learning support services staff onto the Distance Education Committee to provide input into use, access, and relationship of learning support services for DE students.”*)

As part of the 2016-2017 program review cycle, the Distance Education Committee developed a satisfaction survey for online students including questions on student support services and academic instruction; it was distributed at the end of fall 2016 to students enrolled in one or more online courses (Rec1b-03). The survey included utilization and satisfaction with all support services including the Library. An analysis of the results was shared with the Distance Education Committee and used as the basis for the distance education program review in spring 2017 (Rec1a-12). The survey allowed the College to address two Accreditation Self Evaluation Action Plans:

- Standard II.C.2: *“The College will develop a satisfaction survey instrument for DE students that includes questions on specific College counseling and student support services. Students will be asked which support services they use, how often they use the support services, and the benefits of those services. Survey results will be used to assess student needs and will result in improvements. The committee will create the survey in spring 2016 and implement in fall 2016.”*

- Standard II.B.3: *“As part of the fall 2016 program review, the College will administer Library satisfaction surveys to DE students. The College will also administer other learning support services satisfaction surveys to DE students. All units will use the results of the surveys to inform their 2016-17 program reviews.”*

To determine if there were discrepancies between student services offered to traditional and online students, the College engaged in a thorough review of all support services (Rec1a-01). Student survey results included data on the proportion of students using online and traditional services (Rec1b-03). The discrepancies and analysis of the student survey results were shared with the Student Services Council and used to generate discussion on which additional student services must be provided to online students (Rec1b-02).

The Office of Institutional Effectiveness crosschecked all courses offered towards AA degrees and determined that the College does not offer a 100% online AA degree (Rec1b-04). This analysis revealed that the College needs to develop online lab science and kinesiology courses. Academic programs are working to develop these courses in 2017-18. This action allowed the College to begin to address Accreditation Self Evaluation Quality Focus Essay Objective 1.2.3: *“Develop and support an online AA degree that a cohort of students can complete in two years.”*

The 2016-2017 distance education program review included an analysis of data and the development of unit planning objectives (Rec1b-01). The Distance Education Committee completed its 2016-17 annual assessment, which includes a review of the implementation of *Distance Education at LACC* (Rec1a-15).

Planned Actions (Sustainability)

Any discrepancies between student services offered to traditional and online students will be addressed by the Student Services Council and through the distance education annual and comprehensive program review. The College is in the process of creating a customized introduction to the online orientation for online students created by the Online Education Initiative.

The College participated in a statewide distance education student survey in spring 2017 of students who took classes in fall 2016. A Los Angeles Community College District survey from spring 2017 included questions specific to online courses. The results of both of those surveys are pending and will be used as part of the 2017-2018 distance education program review.

The Distance Education Committee created a unit planning objective to review discrepancies between support services provided to online and traditional students. The main concerns are in tutoring and placement, and the Student Services Council and Distance Education Committee will address these in 2017-2018. The College has renewed its agreement with NetTutor to offer online tutoring for those classes that the College provides face-to-face tutoring, in an effort to provide comparable student support. These activities allowed the College to partially address the Action Plan for Standard II.C.3: *“By fall 2016, the College*

will provide online tutoring to all students taking online courses.” An Academic Senate Tutoring Taskforce was developed in spring 2017 and will continue to focus on providing tutoring to online students.

Towards being able to provide a 100% online AA degree, the Life Sciences department is working to develop and deliver an online course that satisfies the lab requirement.

Moving forward, the Distance Education Committee will continue to monitor progress made towards implementing *Distance Education at LACC* by writing a committee annual assessment and participating in annual and comprehensive program reviews of all elements of the program including student support services, learning outcomes, access, and student success. The Distance Education Committee tracks progress made towards Accreditation Self Evaluation action plans and Quality Focus Essay objectives through an online tracking tool (Rec1b-05).

Evidence of Meeting Recommendation 1b

Rec1b-01 Distance Education Program Review Update, 2016-17

Rec1b-02 Student Services Council Minutes, Mar 21, 2017

Rec1b-03 Distance Education Student Survey Results, Fall 2016

Rec1b-04 List of Approved Distance Education Courses by GE and IGETC Areas

Rec1b-05 Accreditation online tracking tool

(<http://effectiveness.lacitycollege.edu/cc/SPC/Lists/APTrack/AllItems.aspx>)

C. Ensuring Regular, Substantive, and Effective Interaction

Completed Actions

As part of the revisions to *Distance Education at LACC*, the College has a new definition for “regular, substantive, and effective interaction” and a list of requirements and best practices for faculty regarding regular, substantive, and effective interaction” (Rec1a-07, pp.23-26).

The Distance Education Committee developed a rubric/checklist to determine if faculty are engaging in regular, substantive, and effective student contact (Rec1c-02). In spring 2017, academic deans participated in training on how to evaluate distance education faculty using the rubric. In March 2017, written notice was given to online instructors that their courses would be evaluated per the AFT-District Contract “...including the right to observe classroom activity after prior notice is given to the instructor in writing at any time during the semester or term of the observation” (Rec1c-01, p.5). Faculty were told that academic deans would review their online course shell to verify that each course includes regular, systematic, and substantive student contact based on the definitions in the revised *Distance Education at LACC* document (Rec1a-05). The results of these course shell reviews were shared with the Distance Education Committee and the Vice President of Academic Affairs. Academic deans and Distance Education Committee members met with those faculty members whose course

shells did not suggest sufficient regular and effective contact, and discussed ways to increase the level of instructor initiated interaction (Rec1c-06).

On mandatory flex day in fall 2017, the Distance Education Coordinator held a seminar including discussion of the new expectations and best practices related to regular, substantive, and effective interaction (Rec1c-05).

Planned Actions (Sustainability)

Moving forward, the course shell evaluation rubric will be distributed to faculty to use in developing and refining their online courses, and the rubric will be used to continue to review course shells. If academic deans note any deficiencies after course shell review, the faculty member will be notified in writing that they must change their approach to interacting with students. If issues persist, the instructor will be told they must complete pedagogy training and get reapproved by the Distance Education Committee prior to being offered another online course. Starting in fall 2017 and for each semester moving forward, the Administration will select random faculty and notify them of online course visits to check for compliance in this area.

The College will continue to ensure that faculty evaluations are consistent with the AFT-District Contract, including comprehensive and basic evaluations of faculty teaching online. Emphasis will be placed on questions in Part A #5 and 7; Part B #1,4,5,6,8,10,12, and especially #16 on whether faculty “initiates regular, systematic, and substantive student contact”; and use of #6,7, and 10 from the student ‘Evaluations of Online Instructor’ results. (Rec1c-03, pp.189-191; Rec1c-04, pp.216-217).

Evidence of Meeting Recommendation 1c

Rec1c-01 AFT Contract, page 5

Rec1c-02 Distance Education Course Shell Evaluation Rubric/Checklist for Deans, Spring 2017

Rec1c-03 AFT Contract, pages 189-191

Rec1c-04 AFT Contract, pages 216-217

Rec1c-05 Faculty Symposium Program, Aug 24, 2017

Rec1c-06 Samples of Completed Distance Education Course Shell Reviews by Deans

Summary of Recommendation 1

The March 2016 Team Report noted that,

The institution should develop processes, policies, and procedures ensuring that there is regular and substantive interaction with the instructor, initiated by the instructor, and that online activities are included as part of a student’s grade. The institution should develop clear procedures for the systematic review of distance education courses based on student success rates and outcomes assessment. The College should also review the support services

*available to online students to ensure parity with students enrolled in face-to-face courses.
(Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38. and the Commission Policy
on Distance Education and Correspondence Education.)*

The completed and planned actions listed above confirm that the College has resolved these deficiencies, that it meets the accreditation standards and Commission policy, and has plans in place to sustain the changes and improvements made.

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College Recommendation 5

In order to meet the standard, the team recommends the College ensure that for every class section offered students receive a course syllabus that includes learning outcomes matching the institution's officially approved course outline of record. (Standard II.A.3).

Completed Actions

The College has an established process for officially approving course student learning outcomes (Rec5-10, p.4). Faculty members submit new and edited SLOs to the SLO coordinator for initial approval. The Curriculum Committee approves the SLOs) and final approval occurs in the Academic Senate (Rec5-11). Approved SLO statements are stored in the official course outline of record in the College's Electronic Curriculum Development system (Rec5-13).

To address the recommendation, in May 2016 the Curriculum Committee and Academic Senate developed and approved a course syllabus template including a requirement that SLOs must match the official course outline of record (Rec5-09). All faculty members were notified via email that they must distribute the addendum to students along with their existing course syllabus (Rec5-07). Starting in summer 2016, the Office of Institutional Effectiveness developed a mechanism to create an addendum for each course with SLOs pulled directly from the official course outline of record in the Electronic Curriculum Development system. (Rec5-14). Prior to the start of each semester, the Office of Institutional Effectiveness downloads updated SLO statements directly from the Electronic Curriculum Development system and places them on the approved syllabus addendum. Moving forward, the Curriculum office will ensure course updates are added to the latest version of the syllabus addendum. The syllabus addenda are posted online and a manual describing the process is sent to all faculty members (Rec5-08). Faculty are reminded that they must include the addendum as an attachment to their syllabus and upload their syllabus to the public SharePoint website (Rec5-05, pp.24-28). This process ensures that every course has a syllabus, that the public has access to the syllabus, and that the SLOs on the syllabus are identical to those on the most recently approved course outline of record.

The Office of Institutional Effectiveness creates compliance reports that indicate the faculty have adapted and are complying with these requirements. Compliance rates were 100% in fall 2016, 100% in winter 2017, and 97% in spring 2017 (Rec5-12). The College is working with faculty to achieve 100% compliance for archival purposes.

Planned Actions (Sustainability)

The Office of Institutional Effectiveness will continue to create and post addenda with updated SLOs prior to each semester and compile compliance reports documenting all faculty members who uploaded their syllabus to the online system. If a faculty member fails to comply, the following steps will occur: (1) Department chair will contact the faculty

member, (2) Department dean will contact the faculty member, and (3) Continued non-compliance will result in progressive discipline towards a possible administrative evaluation. The compliance reports will be used in basic and comprehensive faculty evaluations.

As required by contract, faculty must participate in the student learning outcomes assessment cycle, which includes the requirement that all instructors include the “officially approved course SLOs on his or her course syllabi” (Rec5-01, p.189; Rec5-02, p.261). As part of the fall 2017 evaluation of all distance education instructors, and moving forward, academic deans will review online course shells to ensure that syllabi and addenda are posted.

Evidence of Meeting Recommendation 5

Rec5-01 AFT Contract, page 189

Rec5-02_AFT Contract, page 261

Rec5-04 Academic Senate Approval of Distance Education Coordinator Job Description, Spring 2016

Rec5-05 Academic Affairs Spring 2017 Newsletter, pages 24-28

Rec5-07 Sample Faculty Email about Managing Syllabus and Addendum

Rec5-08 Syllabus Manual, Spring 2017

Rec5-09 Academic Senate Approval of Syllabus Addendum, May 2016

Rec5-10 Course Student Learning Outcomes Assessment Handbook, page 4

Rec5-11 Curriculum Committee Agenda, May 9, 2017

Rec5-12 Syllabus Compliance Report

Rec5-13 Electronic Curriculum Development (ECD) system:

http://ecd.laccd.edu/CC_Sheet.aspx?ID=232862&VersionID=2&Entry_ID=546574

Rec5-14 Syllabus addenda uploaded to SharePoint:

http://effectiveness.lacitycollege.edu/academic_affairs/CourseSyllabiAddendum/Forms/AllItems.aspx

District Recommendation 1

In order to meet the Standard, the team recommends that the District ensure consistent and uniform guidelines for the search and selection of adjunct faculty. (III.A.1)

The District has policies for hiring that are established in Board Rule Chapter X Article III (D1.1 Ch. X - Article III). The previous adjunct hiring process allowed for the development of local processes that were not consistent across all colleges. Following the ACCJC's comprehensive visit, the District Academic Senate (DAS), working with the District's Human Resources Division and Chancellor as representatives of the governing board, jointly agreed to a uniform hiring procedure for all adjunct positions. The District Academic Senate approved the hiring process on May 11, 2017. (D1.2 May 2017 DAS Agenda; D1.3 Adjunct Recruitment Process). Other participatory governance groups were consulted as well. The revised adjunct hiring process was included in the HR Guide (D1.4 HR GUIDE), which was approved and signed by the Chancellor and District Academic Senate President on DATE. Based on the new process, an FAQ was developed to assist colleges in implementation (D1.5 FAQ Adjunct Hiring Process).

As part of the new process, a centralized web-based adjunct recruitment system of applicant lists by discipline was developed and is maintained by the District Human Resources Division for dissemination to the colleges and other district hiring locations (D1.6 Recruitment Portal). The revised process includes a hiring selection committee with an Equal Employment Opportunity officer, for screening and interviewing applicants. The Human Resources Division also developed templates for posting adjunct positions (D1.7 Example Template PT HEALTH (DR-1)). The templates include duty statements, minimum qualifications, and application processes and are accompanied by a style guide to ensure conformity in the appearance of postings. The new process provides consistency for the recruitment and selection of adjunct faculty with the goal of ensuring diverse and highly qualified lists of applicants. All hiring processes throughout the district are confidential, and all evidence for this section has been de-identified to protect that confidentiality.

The new process was implemented for adjuncts hired for fall 2017. The online application portal includes requests from every college for disciplines in need of adjunct faculty (D1.8 List of Disciplines Posted). The Human Resources Division validated adjunct hiring lists and distributed the lists to department chairs throughout the spring and summer semesters (D1.9 Example Email to Colleges; D1.10 Example De-identified applicant list). Selection committees reviewed the lists through the online portal to determine which candidates to offer interviews (D1.11 Process for Reviewing Applicants). All interviews were conducted as defined in the adjunct hiring process and included faculty and EEO membership. The uniform guidelines were used in the hiring of all new adjuncts for fall (D1.12 New Adjunct Hiring List to date).

College Response

Los Angeles City College indicated the need to hire adjuncts for **X** number of disciplines for Fall 2017 (**EVIDENCE**). Subsequently, any new candidates were drawn from the district applicant pool for that discipline if one existed (**EVIDENCE**). All interviews were conducted as defined in the adjunct hiring process and included faculty and EEO membership (**EVIDENCE**). The uniform guidelines were used in the hiring of **X** adjuncts at LACC.

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District Recommendation 2

In order to meet the Standard, the team recommends that the District ensure all personnel are systematically evaluated at stated intervals in accordance with the bargaining agreements and Board policies. (III.A.5)

Following the site visit, the Human Resource Division began an analysis of the current evaluation tracking processes. It found that the process did not include the ability to upload the evaluation as a digital record, which left a gap in the tracking mechanism. Additionally, the District enterprise system, SAP, did not include academic personnel as part of the evaluation tracking. This led to paper records that were sometimes incongruent with the SAP system and two separate means of tracking evaluations. The impact was District records that sometimes reflected fewer completed evaluations than college records.

The District has completed an update of the SAP system to enhance tracking and congruence in the evaluation process. The system is now used for all personnel, classified, and academic employees as the system of record for evaluations. In addition, the system has been updated to include the ability to upload the evaluation (D2.1 Evaluation Alert System User 3.0 Manual; D2.2 LACCD_EASYenhancementsrelease - 3.0). The digitizing of evaluation forms ensures that all official records are in agreement and that the SAP system can serve as the official record. The SAP system can now track the percentage of evaluations that have been received and provide reports to managers to assist in completing all evaluations (D2.3 Evaluation Report). The system is programmed to track evaluations in accordance with the contractual guidelines in bargaining agreements. The system of submitting digital copies of evaluations for the official record and for tracking purposes went into effect for evaluations due January 1st, 2017 moving forward. This process will capture all evaluations as they are due.

All Colleges have implemented the evaluation process developed in the SAP system. As of DATE, the District has evaluated X% of employees in accordance with the stated intervals.

District Recommendation 3

In order to meet the Standard, the team recommends that the District update the performance evaluations of academic administrators to include the results of the assessment of learning outcomes to improve teaching and learning. (III.A.6)

The Human Resource Division has worked with collective bargaining groups to add Student Learning Outcomes (SLO) and Service Area Outcomes (SAO) language to job descriptions, job duty statements, and evaluation forms. LACCD academic supervisors (Deans) operate under a collective bargaining agreement (D3.1 Local911_2014-17 Agreement). On **DATE**, the union and the District entered into a Memorandum of Understanding to include the results of the assessment of learning and/or service outcomes in the evaluation of all Deans (D3.2 Signed Teamster MOU). The evaluation form was immediately put into practice (D3.3 Deans Evaluation with SLO Assessment).

All unrepresented management and executive level administrators have also had SLO and/or SAO assessment integrated into the evaluation process. The revised evaluation forms ensure that learning and/or service outcomes are a component of the evaluation process (D3.4 Basic Other Academic Administrator; D3.5 FORM HR E-210C LACCD Summary Evaluation of College President Academic Vice Chancellor).

Each college has implemented the new evaluation process for academic supervisors and managers. The process begins with common language in administrative job announcements that make clear the role of administrators in using learning and/or service outcomes to improve academic and service programs. All Colleges have used the revised job description for all new academic administrators (D3.6 Associate Dean, Strong Workforce; D3.7 Dean of Special Programs and Services). All colleges have evaluated current administrators based on the revised job duties and evaluation processes. This includes utilizing the revised evaluation form that mandates a review of the administrator's use of learning and/or service outcomes. All administrative evaluations are up to date and are available in the personnel files for review.

District Recommendation 4

In order to meet the Standard, the team recommends that the District and colleges develop a comprehensive Business Continuity/Disaster Recovery plan to ensure reliable access, safety, and security. (III.C.3)

The visiting team indicated that the District and the colleges share responsibility for technology resources and that this led to situations in which technology resources and planning were inconsistent across the colleges. As an example, the team noted that while the District Office has onsite and offsite backups, only some of the colleges had offsite backup systems. In addition, business continuity plans were inconsistent as were the technology resources needed to implement such plans. The District has worked to develop a comprehensive Business Continuity plan that is consistent across all colleges and for the District centralized functions. The plan utilizes the California Community College System Office Information Security Center Template as the framework for a robust disaster recovery process.

The plan was developed through the District Technology Committee constituted by all college IT managers and the District Chief Information Officer. Based on the state template and multiple district-wide technology assessments (D4.1 District Technology Assessment Summary, D4.2 CCCCIO Assessment), the committee refined the recommendations to fit the specific staffing, governance, and technology infrastructure of the District. The committee approved a district-wide business continuity and disaster recovery plan on July 14th, 2017 (D4.3 LACCD College and ESC IT Systems Backup and Disaster Recovery Standards and Procedures). The plan was codified in Administrative regulation B-37, which was approved by the Chancellor on **DATE** (D4.4 Administrative Regulation).

While the plan puts in place a consistent process for ensuring reliable access, safety, and security of district and college technology and data, the District has worked to further identify improvements in technology systems, hardware, and processes that will offer even further protection and continuity. As part of a district-wide technology project, the Board requested an assessment of college and district technology needs (D4.5 FMPOC 40J Technology Update) and the development of a Strategic Execution Plan (DD4.6 Strategic Execution Plan Timeline) that would improve technology systems such that all colleges are operating at the same standard. The plan included improvements of storage systems, firewall security, and servers that were used in the development of the business continuity and disaster recovery plan.

The completed technology assessment indicated a need for enhanced data storage processes. The Strategic Execution Plan included enhancement to data storage that would lead to segregated onsite storage, local offsite storage, and offsite emergency backups (D4.7 Backup Plan Update Presentation and Timeline). The District has already begun implementation of these improvements with the District and each college adopting a new segregated backup

storage system that ensures that all data and systems have a backup separated from the general system. These storage systems bring all colleges up to the same standard for security, and training has been provided for college IT employees on the use of the systems (D4.8 Backup Strategy).

The second phase of the back-up plan includes the development of offsite backups for all colleges. The District has sought industry experts in the development of these planned upgrades. As part of an overall technology assessment strategy, the District will be contracting with a consultant to conduct an evaluation of current IT policies and processes at the college and district level (D4.9 LACCD IT Infrastructure and Organization Assessment). This evaluation will include final recommendations for the use of offsite cloud or tape backups. The technology solution will be implemented uniformly across all colleges to add another layer of security.

The District also plans to enhance business continuity and minimize downtime through the purchase of additional servers that could be used as a cold site in the event of catastrophic event or as a warm site in the event of minor outages. These servers will allow the district to maintain enterprise functions in the event that the primary datacenter is inoperable. The purchase of these servers is included in the Strategic Execution Plan with funding identified. The technology assessment strategy noted above will assist the District in identifying the most appropriate location for the secondary site. Additionally, the District has already developed performance/product standards for servers (D4.10 Server Standards). The result of these actions will be uniform server functionality across the district and colleges and the ability to mobilize district resources in support of any college in the event of an emergency.

Through initial assessments it has been made clear that there is a need for a greater standardization related to IT systems. The technology assessment strategy will include an evaluation of current IT organizational structure, policies, processes, and staffing at the college and district-level. This evaluation will be used to determine what additional policies, regulations, and processes should be adopted to bring the District to a higher industry standard for IT operations, cyber security, and business continuity.

District Recommendation 6

In order to meet the Standard, the team recommends that the District comprehensively responds to the recurring audit findings concerning: 1) the internal control weakness in information technology controls over the areas of security and change management; and 2) the state compliance exceptions related to “To Be Arranged” (TBA) hours attendance documentation and course classifications. (III.D.7)

As part of the ongoing efforts to correct audit findings, the District develops corrective action plans. The corrective action plan for technology controls was developed following the 2015 Audit indicating that the District would increase segregation of duties and further implement Security Weaver (D6.1 2014-2015 Audit p.82-84). The segregation of duties issue has been addressed with additional hiring of a Software Systems Engineer who developed and improved the processes related to security and change management. Over the past year, the District Information Technology Team refined internal controls to establish a list of users who should have administrative and other elevated (Super User) access within the district enterprise systems (SAP) (D6.2 LACCD SAP Privileged Access Report). The District has redacted names and usernames for security purposes. Full reports are available upon visit. The team conducted further reviews of roles and implemented processes and procedures to segregate duties. Additionally, the District Information Technology Division established a new process to limit the use of shared user IDs to ensure that access is appropriate to the user’s job responsibilities. In August 2016, the District engaged in its regularly scheduled audit. The auditing firm found significant improvements related to technology controls over the areas of security and change management. (D6.3 2015-2016 Audit p.96-98)

Past corrective action plans related to the audit findings for TBA hours have included training with no changes in internal procedures. The District worked to develop a new corrective action plan (D6.4 TBA Validation Process) that involves increased central review and control over the TBA reporting. This plan was shared with Chief Instructional and Student Service Officers in a joint meeting on May 20, 2016, for final revision and approval (D6.5 CIO CSSO Joint Council Agenda 5 20 16). The validation process includes periodic reviews of TBA courses to ensure that required curricular and attendance records are present. While the colleges still retain the autonomy to schedule TBA courses, the District assumes the role of verifying that all state requirements are satisfied prior to submitting final FTES reports. At the end of each semester, the Division of Educational Programs and Institutional Effectiveness will audit attendance records for compliance. Scheduled sections not meeting requirements will not be submitted for apportionment.

The corrective action plan was presented at a district-wide meeting to ensure all personnel involved were aware of the new processes (D6.6 Corrective Action - Audit - August 2016 Presentation). The plan was put into action for the 2015-2016 FTES reporting. All colleges worked with the District to ensure that sections included the correct documentation prior to submission. The external audit report found no deficiencies with TBA documentation and

reporting, indicating that the reoccurring finding regarding TBA hours had been addressed (D6.7 2015-2016 Audit p.126-128). One course was identified as being used to address a student time conflict and was not related to the documentation of TBA hours.

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District Recommendation 8

In order to meet the Standard, the team recommends that the District develop a process to capture the full impact of the District's liability for load banking and to record the liability in the District's financial statements. (III.D.12)

The District completed an assessment of load banking across all colleges and noted the liability in the financial statements (FINANCIAL STATEMENTS). Through collaboration with the college offices of academic affairs, the District has developed a system that, each semester, requires the colleges to submit required detailed information to calculate the district-wide load banking liability resulting from load banking at the colleges (D8.2 Load Banking Memo, D8.3 Load Banking work sheet 2017). The load banking information will be regularly reported to the Accounting Department and recorded as a liability in the District's books for use in the District's financial statements at the end of the fiscal year.

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District Recommendation 10

In order to meet the Standard, the team recommends that the Board adopt policies that clearly define the process for the selection and evaluation of the chancellor. (IV.C.3)

In the evaluation of Board policies, the team determined that there were no policies that clearly identified the process for the selection and the evaluation of the chancellor. Board Rule Chapter X, Article III articulates hiring processes, including those for college presidents. Section 10309 was added to the Board Rule to clearly define the process for the selection of the Chancellor (D10.1 Ch. X - Article III). The revised Board Rule was approved by the Board on March 8, 2017 and is in effect for the next selection process (D10.2 March 8 2017 Board_Agenda; D10.3 March 8 2017 Board Minutes).

The evaluation of the Chancellor was added to Board Rule Chapter X Article I, Human Resources Services (D10.4 Ch. X - Article I). Section 10105.13 defines the process of the evaluation of the Chancellor stating:

The Board shall conduct an evaluation of the Chancellor of the District at least annually. Such evaluation shall comply with any requirements set forth in the contract of employment with him/her as well as this policy. The Board shall evaluate the Chancellor using an evaluation process developed and jointly agreed to by him/her and the Board.

The criteria for evaluation shall be based on board policy, the Chancellor's job description, and overall priorities developed in accordance with board policy.

The Board Rule was approved on March 8, 2017 (D10.2 March 8 2017 Board_Agenda; D10.3 March 8 2017 Board Minutes). The evaluation process goes into effect immediately and will be used in the annual evaluation of the Chancellor.

District Recommendation 11

In order to meet the Standard, the team recommends that the Board establish a formal process for approving the review of policies in which no revisions are made and to regularly assess the effectiveness of all policies in fulfilling the District mission. (IV.C.7)

The District has had a long established process for the regular review of policies and Board Rules defined in C-12 (D11.1 Admin_Reg_C_12 Previous Version). The previous process had called for District executive staff to review all Board rules on a triennial basis and to bring all proposed changes to the Board for approval. The procedure did not require the review of Board rules in instances when no changes were recommended. The recommendation from the visiting team stressed the need to revise the process to include a regular review even when no changes are recommended. In May 2016, administrative regulation C-12 was updated to include the provision that the Board review all policies on a triennial basis regardless of whether changes were recommended (D11.2 Admin Ref C 12). Specifically, the regulation indicates:

If the specified designee recommends that no changes be made to a particular rule or regulation, the rule will be noticed at the next scheduled Board meeting for subsequent affirmation. The next scheduled review period for that rule or regulation shall be calendared three years from the current year.

To ensure that all current Board Rules have been reviewed by the Board in the past three years, the Office of General Counsel provided all unchanged Board Rules for approval to the Board on December 7, 2016 (D11.3 Board-Agenda December 7 2016 item C-5; D11.4 Board Minutes December 7 2016). To date, all Board Rules have been reviewed and approved by the Board at least once in the past three years, and the Office of General Counsel will continue its practices of tracking the review of all policies and procedures to ensure that triennial reviews occur. (D11.5 Board Rule Tracking)

The District has also used this recommendation as an opportunity to improve all of its policies through a process of continuous quality improvement. The Office of Educational Programs and Institutional Effectiveness in consultation with the Office of General Counsel will be working toward the adoption of the Community College League of California model policies. The District has developed a crosswalk of the model policies to current policies beginning with Chapter 2 (D11.6 Example Crosswalk) and assigned the revision of District policies to appropriate consultation groups. The District plans on integrating the model policies over the course of the next 18 months and believes that these efforts will provide additional uniformity to the District policies and a greater ability to respond to legislative changes from the state.

Appendix: List of Evidence

Evidence of Report Preparation

- RP-01 Accreditation Team Timeline for Follow Up Report, February 13, 2017
- RP-02 Accreditation Team Agenda, February 13, 2017
- RP-03 Accreditation Team Minutes, February 13, 2017
- RP-04 College Council Approval of Follow Up Report, October 2017
- RP-05 Educational Programs and Institutional Effectiveness Report on Site Visit, March 14, 2016
- RP-06 Educational Programs and Institutional Effectiveness Report on Site Visit, May 16, 2016
- RP-07 Educational Programs and Institutional Effectiveness PowerPoint on Site Visit, October 19, 2016
- RP-08 Academic Senate Minutes, October 6, 2016
- RP-09 College Council Minutes, March 6, 2017
- RP-10 Academic Senate Approval of Follow Up Report, October 2017
- RP-11 LACCD Board of Trustees Minutes, September 13, 2017, PENDING

Evidence of Meeting Recommendation 1a

- Rec1a-01 Comparison of Support Services for DE and Traditional Students
- Rec1a-02 Academic Senate Approval of Revisions to Distance Education at LACC (Handbook/Plan)
- Rec1a-03 Distance Education Best Practices Related to Canvas Course Shells, Summer 2017
- Rec1a-04 Distance Education Faculty Expectations, Summer 2017
- Rec1a-05 Sample letter to Faculty Concerning DE Course Shell Review, Spring 2017
- Rec1a-06 Outcomes of the Distance Education Course Shell Review, May 2017
- Rec1a-07 Distance Education at LACC (Handbook/Plan)
- Rec1a-08 DE Program Review 2016-17 Unit Planning Objectives
- Rec1a-09 DE Program Review 2017-18 Resource Requests
- Rec1a-10 List of Faculty Who Completed Online Pedagogy
- Rec1a-11 List of Faculty trained in Canvas
- Rec1a-12 Distance Education Committee Minutes, May 16, 2017
- Rec1a-13 Distance Education Program Review Summary, Spring 2017
- Rec1a-14 Distance Education Committee Minutes, October 18, 2016
- Rec1a-15 Distance Education 2016-17 annual assessment, PENDING
- Rec1a-16 Academic Senate Executive Committee Minutes, August 2017, PENDING
- Rec1a-17 Academic Senate Approval of DE at LACC Additions, September 2017, PENDING

Evidence of Meeting Recommendation 1b

- Rec1b-01 Distance Education Program Review Update, 2016-17
- Rec1b-02 Student Services Council Minutes, Mar 21, 2017
- Rec1b-03 Distance Education Student Survey Results, Fall 2016
- Rec1b-04 List of Approved Distance Education Courses by GE and IGETC Areas
- Rec1b-05 Accreditation online tracking tool
(<http://effectiveness.lacitycollege.edu/cc/SPC/Lists/APTrack/AllItems.aspx>)

Evidence of Meeting Recommendation 1c

- Rec1c-01 AFT Contract, page 5
- Rec1c-02 Distance Education Course Shell Evaluation Rubric/Checklist for Deans, Spring 2017
- Rec1c-03 AFT Contract, pages 189-191
- Rec1c-04 AFT Contract, pages 216-217
- Rec1c-05 Faculty Symposium Program, Aug 24, 2017
- Rec1c-06 Samples of Completed Distance Education Course Shell Reviews by Deans

Evidence of Meeting Recommendation 5

- Rec5-01 AFT Contract, page 189
- Rec5-02_AFT Contract, page 261
- Rec5-04 Academic Senate Approval of Distance Education Coordinator Job Description, Spring 2016
- Rec5-05 Academic Affairs Spring 2017 Newsletter, pages 24-28
- Rec5-07 Sample Faculty Email about Managing Syllabus and Addendum
- Rec5-08 Syllabus Manual, Spring 2017
- Rec5-09 Academic Senate Approval of Syllabus Addendum, May 2016
- Rec5-10 Course Student Learning Outcomes Assessment Handbook, page 4
- Rec5-11 Curriculum Committee Agenda, May 9, 2017
- Rec5-12 Syllabus Compliance Report
- Rec5-13 Electronic Curriculum Development (ECD) system:
http://ecd.laccd.edu/CC_Sheet.aspx?ID=232862&VersionID=2&Entry_ID=546574
- Rec5-14 Syllabus addenda uploaded to SharePoint:
http://effectiveness.lacitycollege.edu/academic_affairs/CourseSyllabiAddendum/Forms/AllItems.aspx

ADD DISTRICT EVIDENCE LIST

FOLLOW-UP REPORT

SUBMITTED BY:

EAST LOS ANGELES COLLEGE

SUBMITTED TO:

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

October 2017

DRAFT

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Certification of the Follow-Up Report

We have reviewed the Follow-Up Report and certify that there was broad campus participation in the preparation of the report, and that the report is an accurate reflection of the nature and substance East Los Angeles College.

Marvin Martinez, College President	Date
President, Board of Trustees	Date
Chancellor, Los Angeles Community College District	Date
President, Academic Senate	Date
Accreditation Liaison Officer	Date
Faculty Accreditation Chair	Date
Faculty Co-chair, East Los Angeles Shared Governance Council	Date
Administrative Co-chair, East Los Angeles Shared Governance Council	Date
President, Associated Student Union	Date

Statement of Report Preparation

In the ACCJC Action Letter dated July 8, 2016, the commission reaffirmed the college for eighteen months and required the preparation of the Follow-Up report herein. The commission identified three college deficiencies and eleven district deficiencies with recommendations for meeting the standards. The Board of Trustees and the college president have addressed the recommendations and implemented policy, procedure, and updated practices to ensure compliance and sustainability.

The Los Angeles Community College District takes an integrated approach to accreditation. While each college has its own governance processes for addressing accreditation, all colleges participate in addressing District accreditation recommendations and in ensuring that the District meets all accreditation standards. The main venue for discussing accreditation issues is the District Accreditation Committee. The District Accreditation Committee is comprised of the college Accreditation Liaison Officers, the college faculty accreditation leads, a college president, and representatives from the Educational Services Center (RP-01 D0.1_Accreditation Committee Charge). Following the comprehensive site visits, the committee met to review the possible college and District recommendations and to develop a plan for addressing each recommendation.

The committee met over the past year and reviewed progress made on the recommendations. The progress was further communicated to the Board of Trustees through the Institutional Effectiveness and Student Success Committee (RP-02A D0.2 Accreditation Response Plan; RP-02B D0.3 LACCD Accreditation summary; RP-02C D0.4 IESS District Accreditation Update). The report addressing the District recommendations were drafted by the leads in each area at the Educational Services Center from Human Resources, Information Technology, Educational Programs and Institutional Effectiveness, the Office of General Counsel, and Finance and Resource Development. The area lead responses were compiled and written in one voice by the division of Educational Programs and Institutional Effectiveness and provided to the District Accreditation Committee for approval (RP-03 D0.5 DAC Agenda 5-9-2017).

The final District responses were provided to each college for review and approval through the college governance processes. Each college completed the report by adding the responses to college-specific recommendations and augmenting the District response to reflect the college implementation of district-wide actions. The complete and appended reports were approved through the college approval processes.

ELAC has made significant progress towards meeting the standards identified as deficient. The College has adopted and fully implemented the eLumen software to ensure full compliance with best practices and standards related to student learning outcomes assessment and dialog. Faculty have participated in professional development activities linked to use of eLumen, specifically in the evaluation of data for disaggregation and substantive evaluation. The College prepared and submitted the Substantive Change Proposal for the South Gate Educational Center (SGEC), which was approved by the ACCJC on April 21, 2017 ([RP-04](#)). Moreover, the College has committed extensive resources to the SGEC and developed mechanisms for integrated planning to include both short and long term efforts. The district plans include the construction of a comprehensive educational center as a part of the LACCD Bond Program.

The College has engaged in an in-depth study of the information technology infrastructure and developed comprehensive plans to support the College's mission, operation, programs and services.

The College worked closely with the LACCD to ensure compliance with District recommendations, and the College has the infrastructure to support and maintain compliance. District recommendations have resulted in updated board regulations, policy, and operations. The College has collaborated with District personnel to ensure full implementation.

The College Accreditation Steering Committee developed a timeline for the preparation of this report, which including the approval of the College Educational Planning Committee and the Academic Senate in May 2017 and the approval of the Shared Governance Council in July 2017 ([RP-05A](#), [05B](#), [05C](#)).

Following the completion and approval of the college reports, the final content was edited and submitted to the District Office of Institutional Effectiveness. The responses to District and college recommendations were presented to the Board and Institutional Effectiveness and Student Success Committee on DATES (RP-06 D0.6 IESS Agenda). The Board of Trustees reviewed and approved the nine college reports on September 6th, 2017 (RP-07 D0.7 September Board Agenda). The final reports were provided to the ACCJC with all required signatures following Board approval. All report materials and evidence have been posted on the College and District websites ([RP-08](#)).

College Recommendation 1 (Compliance):

In order to meet the standard, the team recommends the college ensures student achievement and outcomes assessment data, at all levels, and where appropriate, be disaggregated and analyzed with regards to relevant subpopulations and modes of delivery (I.B.6).

EVALUATION:

The College ensures that student achievement data, at all levels, are disaggregated and analyzed at appropriate times and in appropriate venues. Degree and certificate awards data, disaggregated by gender and ethnicity, are provided to the college yearly as part of the Program Review Annual Update Process ([CR01-01](#)). The Office of Institutional Effectiveness and Advancement (OIEA) has developed an online app to replace these Excel data packs ([CR01-02](#)). This app allows for a much deeper disaggregation by gender and ethnicity (simultaneously) as well as an analysis of completion by courses taken at the South Gate Educational Center or through distance education ([CR01-03A](#), [03B](#), [03C](#)). As part of the Annual Update, departments and units are asked to review these data and suggest program improvements ([CR01-04A](#)).

Student achievement data in terms of course success and retention are also provided to the College as part of the Program Review Annual Update Process ([CR01-04B](#)). This information is disaggregated by gender and ethnicity, and includes an explicit equity analysis to assess disproportionate impact. As with program completion, departments and units are asked to indicate a means of improvement after analyzing these data. Similar to the online app being creating for program completion, OIEA is in the development phase of a permanent app for course success and retention.

When needed, data sets are created to provide actionable insight into specific populations. For example, an analysis of course offerings at the South Gate Educational Center was completed in order to recommend additional course offerings to promote degree and certificate completion ([CR01-05](#)).

Furthermore, the College also ensures that outcomes assessment data, at all levels, are disaggregated and analyzed at appropriate times and in appropriate venues. As with other colleges, ELAC had technical difficulties with outcomes assessment disaggregation, and for that reason the College, through its shared governance process, decided to adopt a new outcomes assessment platform, eLumen. Implementation of eLumen began in spring 2016, and the College successfully completed the importation of all student learning outcomes into the new system in summer 2016. The training of department SLO facilitators also began at the end of summer 2016. Department SLO facilitators were taught how to create outcome assessment rubrics within eLumen and how to input student data. Both full-time and adjunct faculty then began eLumen training in fall 2016, and the College collected its first round of outcomes assessment data by December 2016. As the majority of departments have already established their own timelines for outcomes assessment, the College can now start utilizing eLumen's disaggregation capabilities to identify areas where student learning can be improved. Within eLumen, student outcomes assessment data are now disaggregated by the following variables:

Gender	South Gate Educational Center section	Evening section (starting after 5 p.m.)
Ethnicity	Dual Enrollment section	Face-to-face section
Online section	Public Service Academy section	
Hybrid section	Day section (starting before 5	

	p.m.)	
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At the program and service levels, the College's Program Learning Outcomes (PLOs) and Student Service Outcomes (SSOs) are disaggregated by demographic variables. Section attribute variables are only relevant to SSOs when the service is taking place at an offsite location or through distance learning ([CR01-06A](#), [06B](#)). Program Learning Outcomes and Student Service Outcomes assessment results are reviewed and discussed in detail at least once per year by departments and units. The results of these discussions, including plans for improvement and/or resource requests become part of the Annual Update Plan ([CR01-07](#)). Faculty and staff are provided training for both student outcome and student achievement data ([CR01-08](#)).

At the institution level, the College's Institution Learning Outcomes (ILOs) and General Education Learning Outcomes (GELOs) are disaggregated by demographic variables and section attributes such as online versus face-to-face ([CR01-09A](#), [09B](#)). The Learning Assessment Office leads the College in the analysis of these results, taking into account disaggregation, every three years. The results of the all-college institutional learning symposium culminate in an improvement report from the Learning Assessment Office. The next institutional learning symposium is scheduled for January 2018 ([CR01-10](#)).

CONCLUSION AND SUSTAINABILITY:

The College has met this recommendation through systematic disaggregation of student achievement and outcomes assessment data, at all levels, as well as the systematic evaluation of this data at appropriate times and in appropriate venues. The eLumen system is fully adapted to our course, program, general education, and institution level outcomes. Student service outcomes are still being adapted to the new system, but we expect full implementation by the end of spring 2018. As assessment data is stored into eLumen and the College moves through the assessment cycles, all outcomes assessment data will be available for disaggregation and analysis as needed to inform instructional and service delivery improvement. Disaggregation is possible by demographic categories such as gender and ethnicity as well as section attributes such as location, day, and evening. By fall 2017, student achievement data such as program completers, course success, and course retention will be available at any time through a series of online apps directly connected to our student information system. This data, as was the case in previous Annual Updates, will be critical to departments and units evaluating their programs and courses. The College has satisfied this recommendation.

College Recommendation 5 (Compliance):

In order to meet the Standards and Eligibility Requirements, the college must assess and implement a plan at its South Gate Educational Center to provide appropriate, comprehensive, and reliable student and learning support services to students. Additionally, the team recommends the institution has sufficient number of staff to support educational, technological, physical, and administrative operations of the South Gate Educational Center (II.B.1, II.C.1, II.C.2, II.C.3).

EVALUATION:

In February 2017, the College submitted a Substantive Change Proposal regarding the establishment of the South Gate Educational Center (SGEC) separate from the main campus ([CR05-01](#)). The proposal fully documents the College's plan to not only provide comparable academic opportunities for students but also that steps are being undertaken to ensure appropriate student support services and related resources will be offered to maintain effective operation of the SGEC. The ACCJC approved the Substantive Change Proposal on April 21, 2017 ([CR05-02](#)).

Since the accreditation team's visit in spring 2016, the College has made a number of moves to expand faculty, classified staff, and administration at the SGEC. Six new additional full-time tenure track faculty (Chicano Studies, Child Development, History, Political Science, Sociology, and Spanish) dedicated specifically to the SGEC were hired in fall 2016. This was the culmination of the process that began in 2015 after the Hiring Prioritization Committee assembled a list of priority hires based on departmental requests and Annual Update Plans ([CR05-03](#)). SGEC faculty are also included in the annual New Faculty Institute that takes place on a series of Fridays to ensure that all faculty are given the same guidance and professional development. In addition, the SGEC deans and vice-chairs orient new SGEC hires to the facility and its resources. Additional office space was also created to accommodate the vice-chair of Math and other full-time faculty who teach 40%-60% of their courses at SGEC. In August 2016, the SGEC also initiated a staff/faculty retreat for professional development. Based on response data, another professional development retreat is planned for later this year ([CR05-04](#)).

In March 2016, the College also hired a second dean. The presence of two deans, each assigned either the day or evening shift, including weekend coverage, ensures that administrator presence at SGEC is complete ([CR05-05](#)). SGEC deans have had numerous meetings with the Vice Presidents of Academic Affairs, Continuing Education & Workforce Development, Student Services, and Administrative Services; Facilities Director, other deans, faculty, staff, and students to conduct ongoing needs assessment on which units need additional staff, office space, and facilities ([CR05-06A](#), [06B](#)).

As a result of such needs assessment, the College established the "One-Stop Student Services Center" for the SGEC in summer 2017. Remodeling was completed and the Center now provides a permanent space for career counseling, CalWORKS, Disabled Students Programs and Services (DSPS), and Equal Opportunities Program and Services (EOPS) ([CR05-07A](#)).

The SGEC provides comparable counseling services with that of the main campus. As of spring 2017, there are two full-time general counselors, one full-time career counselor, and six other counselors who divide their time between the main campus and the SGEC ([CR05-08](#)). DSPS also has an adjunct counselor dedicated to the SGEC that provides accommodation services to students with disabilities, in compliance with the Americans with Disability Act of 1990. Additionally, one more full-time counselor is currently on board to support EOPS/CARE/CAFYES programs.

Furthermore, a contract mental health therapist also began providing mental wellness counseling to the SGEC students on-site starting in fall 2016, and a full-service student health center is planned for the new Firestone Educational Center. The College's Career and Job Services also held its first SGEC career fair in May 2016, helping students connect with 16 employers from both the public and private sectors, along with a series of workshops the week before to prepare students with interviewing skills and resume-writing techniques. In May 2017, the Career and Job Services held its second SGEC career fair with 20 employers ([CR05-09A](#), [09B](#)). Career and Job Services anticipates annual growth for this event moving forward. Furthermore, the Transfer Center organized its inaugural Student Success Conference at the SGEC in April 2017 ([CR05-10](#)). These additions have improved the College's capacity to address student support standards.

With regards to student success and support programs, students currently can complete all matriculation services at the SGEC including assessment, orientation, and general enrollment. The External Evaluation Report noted that only one classified staff was available for Admissions and Records, but the College employs two full-time classified staff (working two shifts) available for day and evening students with overlapping hours in the afternoon ([CR05-11](#)). In addition, the admissions and financial aid offices offer services on the first Saturday of every month. The College is also in the process of hiring an Admissions and Records evaluation technician to evaluate student graduation petitions, academic transcripts, and prerequisite petitions at the SGEC.

In terms of learning support services, the College is in the process of setting up the Learning Assistance Center for the SGEC. The lack of physical capacity has been biggest obstacle in establishing a dedicated center. Online tutoring does exist, however, and the Learning Assistance Center Director at the main campus has been coordinating with the South Gate Dean to expand virtual tutoring services. Computers at the SGEC were upgraded and webcams to facilitate access to tutors were acquired. A pilot virtual tutoring program for Economics was successfully deployed in summer 2017 and is scheduled to continue in the following semesters ([CR05-12A](#), [12B](#)).

While the Learning Assistance Center is being planned, face-to-face tutoring services are still the primary form of learning support available to the SGEC students. The SGEC Writing Center offers supervised learning assistance (tutoring) and is staffed by one full-time English Instructional Assistant and five peer tutors to assist students with developing critical thinking, reading and writing skills at all stages of the writing process from brainstorming to drafting and revising ([CR05-13A](#), [13B](#)). Since the center aims to guide students through one-on-one tutoring by asking questions rather than providing answers, tutors neither edit nor proofread assignments. Through this approach students can assume responsibility for organizing their thoughts in clear, focused, and convincing arguments. Writing Center hours are Monday to Thursday, 9 a.m. to 7 p.m., Friday, 10 a.m. to 4 p.m., and Saturday 10 a.m. to 2 p.m. ([CR05-14](#)).

Similarly, the SGEC Math Lab also offers walk-in, open-ended tutoring. In this approach, students drop in to the center and work on assignments at their own pace. The Lab is staffed by one full-time Math Instructional Assistant, hired since the accreditation team's visit in spring 2016, and supported by six peer tutors ([CR05-15A](#), [15B](#)). Math Lab hours are Monday to Thursday from 9 a.m. to 8 p.m., Friday, 9 a.m. to 4 p.m., and Saturday 10 a.m. to 2 p.m. ([CR05-16](#)).

The accreditation team's External Evaluation Report mentioned student and staff expressed concern about safety, especially in the evening. To address this issue, the College has been working with the Los

Angeles County Sheriff Department to provide a total of four sworn security officers (two day shifts and two night shifts) and five cadets at SGEC, which has been effective as of summer 2016 ([CR05-17](#)).

CONCLUSION AND SUSTAINABILITY

The College's ACCJC-approved substantive change proposal lays the foundation for appropriate, comprehensive, and reliable student and learning support services at the SGEC going into the future. Currently, the quality and level of learning support service at the SGEC are comparable to the main campus. Since the accreditation team's visit in spring 2016, the College has assigned more faculty, classified staff, administration, and public safety personnel to the SGEC. This has increased the SGEC's capacity to serve the student population. Moreover, the addition of support services such as mental health counseling has also improved upon the current level of offerings. The opening of the One-Stop Student Services Center in summer 2017 has centralized access for these services. Further expansion of other learning support services at the SGEC is contingent upon physical space. In the interim, the Writing Center and Math Lab still provide crucial learning support services for students, especially with the hiring of a full-time Math Lab instructional assistant. However, further expansion of these programs is fully programmed. The college has a long standing commitment to the South Gate community. The LACCD purchased and has begun the construction phase of the permanent South Gate Educational Center. The center will provide students a comprehensive educational experience with robust learning and support services. The College has satisfied this recommendation.

College Recommendation 7 (Compliance):

In order to meet the Standard, the team recommends that the college develop a plan that continuously assesses, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services (III.C.2).

EVALUATION

Any purchase and implementation of new or replacement technology undergoes a review process to determine the total cost of ownership (TCO), which factors in the cost of any product or system, ongoing maintenance, and supporting systems that might need upgrades. The initial step determines whether an acquisition satisfies the instructional need of end users and requires a new or upgraded infrastructure to support the product. Requests for new technology or upgrades are made via the Program Review Process, Cluster Planning, Annual Update Plans (AUP), and/or recommendations from the Information Technology (IT) Department or Plant Facilities Department ([CR07-01](#)). For example, departments can make requests in their AUPs, which IT can then request in its AUP to support departmental needs. Acquisition must be aligned with the needs of the College and promote the advancement of the missions as laid out in the College's Educational Master Plan ([CR07-02](#)). Acquisition must also comply with the vision and standards of the College's Technology Master Plan ([CR07-03](#)).

Once those basic criteria are satisfied, a thorough review by IT and Plant Facilities (and District personnel when appropriate) examines the resources needed to purchase and maintain a new product or system. A wide variety of factors are considered to ensure effective implementation and evaluation of new products and systems as well as maintaining those already in place:

1. Existing technology infrastructure (for example, the speed of the data throughput network or the computing capacity of a network). Upgrades must then be considered before moving forward.
2. Compatibility with existing systems.
3. Funding for acquisition, ongoing maintenance and vendor support, and/or any licensing fees.
4. Professional development needs of existing staff or new personnel. Current staff must be knowledgeable to deploy, maintain, and service new products and systems. Without such staff, outside contracting services or additional staff training may be required.
5. Disposal and disposition costs of a product or system (for example, computers, switches, and printers) at the end of its "useful life" ([CR07-04](#)).

If the acquisition requires additional staff or other resources to maintain effectively, those needs are reported and requested in the IT Department's AUP. In April 2017, the IT Department released its report on the current assessed infrastructure and technology needs of the College ([CR07-05](#)). This document will be utilized in the development of future AUPs, which are reviewed by the Office of Institutional Effectiveness and Advancement and the Program Review and Viability Committee. Requests are then sent to the appropriate college committees (such as the Hiring Prioritization Committee, Technology Planning Subcommittee, or the Facilities Planning Subcommittee) for consideration in future planning.

The TCO analysis also takes a number of forms, beginning with the initial research of a new product or system to performing a proof-of-concept analysis. This analysis is the process wherein a new system is placed in a testing environment/mode once it satisfies the first two basic criteria of meeting needs set

forth in the College's Educational and Technology Master Plans. This is the Information Technology Department's most effective methodology to ensure the best possible outcomes of new products or systems. This process is applied on all acquisitions from software, servers, or switches to new/replacement computers, printers and scanners.

Since the accrediting team's visit, the College has also revisited its desktop computer replacement plan. The original plan was based on a three year timeline, which the ELAC Shared Governance Council approved in October 2013 ([CR07-06](#)). Actual implementation of the three year plan turned out to be problematic. When IT purchased and deployed approximately 100 new computers (3% of the college inventory) the following year, much of the technology scheduled for replacement was found to be still usable. Hence, a three year cycle with a replacement goal of 33% of the college inventory did not appear necessary.

As a result, the Technology Planning Subcommittee (TPSC) developed and approved a new plan that considers the overall performance of a computer rather than solely relying on age ([CR07-07](#)). The revised plan factors in age, usability, and the total cost of ownership to identify the need for replacement. The new process utilizes the WASP inventory system to track the number of service years a computing unit has been operational. However, the replacement process is initiated at the request of the end-user or lab monitor, after which the unit is placed on a list to be reviewed for effectiveness in its current functionality and operating system environment. The IT Department will verify the need to replace as necessary, at which point the unit is placed on an annual replacement project list. This revised performance-based replacement plan received a motion by TPSC on April 27, 2017 and ESGC on May 8, 2017 as an official computer replacement program ([CR07-08](#)).

Furthermore, the Information Technology Faculty Advisory Committee (ITFAC) also advises the IT department on instructional technology needs specifically for faculty. In December 2016, ITFAC conducted a faculty survey seeking input on existing or emerging technologies that faculty would like to see in classrooms. The results of this survey were shared with IT and TPSC to inform their plans for future hardware and software acquisitions ([CR07-09](#)).

CONCLUSION AND SUSTAINABILITY

The College has implemented a TCO process that factors in costs of acquisition and ongoing maintenance of any products or systems that align with the missions and standards established in the College's Educational and Technology Master Plans. Acquisitions and upgrades are also linked to a Program Review process.

Furthermore, in the last two years, the LACCD bond program has facilitated the major purchase of infrastructure and computers, which underwent the TCO process. The E3 Language Arts and G5 Math/Science Buildings have been equipped with smart classrooms, new computers, and satisfy upgrade requirements. Moreover, the new buildings need not only new computers, but VOIP phone systems, lock and key systems, and infrastructure to support these systems. Moving forward, future bond programs such as Measure CC also include infrastructure for technology to support operations and upgrades, especially for new buildings.

For the acquisition of new computers, the original three year replacement plan was found to be unfeasible. A new performance-based plan has been developed as a more effective solution that takes

into consideration existing resources, funding, and waste reduction. It also takes into consideration the TCO of computers and has been reviewed for sustainability. The College has satisfied this recommendation.

DRAFT

District Recommendation 1 (Compliance):

In order to meet the Standard, the team recommends that the District ensure consistent and uniform guidelines for the search and selection of adjunct faculty. (III.A.1)

The District has policies for hiring that are established in Board Rule Chapter X Article III (D1.1 Ch. X - Article III). The previous adjunct hiring process allowed for the development of local processes that were not consistent across all colleges. Following the ACCJC's comprehensive visit, the District Academic Senate (DAS), working with the District's Human Resources Division and Chancellor as representatives of the governing board, jointly agreed to a uniform hiring procedure for all adjunct positions. The District Academic Senate approved the hiring process on May 11, 2017. (D1.2 May 2017 DAS Agenda; D1.3 Adjunct Recruitment Process). Other participatory governance groups were consulted as well. The revised adjunct hiring process was included in the HR Guide (D1.4 HR GUIDE) which was approved and signed by the Chancellor and District Academic Senate President on DATE. Based on the new process, an FAQ was developed to assist colleges in implementation (D1.5 FAQ Adjunct Hiring Process).

As part of the new process, a centralized web-based adjunct recruitment system of applicant lists by discipline was developed and is maintained by the District Human Resources Division for dissemination to the colleges and other district hiring locations (D1.6 Recruitment Portal). The revised process includes a hiring selection committee with an Equal Employment Opportunity officer, for screening and interviewing applicants. The Human Resources Division also developed templates for posting adjunct positions (D1.7 Example Template PT HEALTH (DR-1)). The templates include duty statements, minimum qualifications, and application processes and are accompanied by a style guide to ensure conformity in the appearance of postings. The new process provides consistency for the recruitment and selection of adjunct faculty with the goal of ensuring a diverse and highly qualified lists of applicants. All hiring processes throughout the district are confidential, and all evidence for this section has been de-identified to protect that confidentiality.

The new process was implemented for adjuncts hired for fall 2017. The online application portal includes requests from every college for disciplines in need of adjunct faculty (D1.8 List of Disciplines Posted). The Human Resources Division validated adjunct hiring lists and distributed the lists to department chairs throughout the spring and summer semesters (D1.9 Example Email to Colleges; D1.10 Example De-identified applicant list). Selection committees reviewed the lists through the online portal to determine which candidates to offer interviews (D1.11 Process for Reviewing Applicants). All interviews were conducted as defined in the adjunct hiring process and included faculty and EEO membership. The uniform guidelines were used in the hiring of all new adjuncts for fall (D1.12 New Adjunct Hiring List to date).

CONCLUSION AND SUSTAINABILITY

The uniform hiring guidelines were implemented at each college for the recruitment and selection of adjunct faculty. (DR01-01) East Los Angeles College indicated the need to hire adjuncts for X number of disciplines: (DR01-02). Any new candidates were drawn from the district applicant pool for that discipline (DR01-03). All interviews were conducted as defined in the adjunct hiring process and included faculty and EEO membership (DR01-04). The uniform guidelines were used in the hiring of X adjuncts at ELAC.

The college has initiated processes to ensure compliance with district policy and procedures which ensure the recruitment and selection of adjunct faculty is consistent across all departments and units.

District Recommendation 2 (Compliance):

In order to meet the Standard, the team recommends that the District ensure all personnel are systematically evaluated at stated intervals in accordance with the bargaining agreements and Board policies. (III.A.5)

Following the site visit, the Human Resource Division began an analysis of the current evaluation tracking processes. It found that the process did not include the ability to upload the evaluation as a digital record, which left a gap in the tracking mechanism. Additionally, the District enterprise system, SAP, did not include academic personnel as part of the evaluation tracking. This led to paper records that were sometimes incongruent with the SAP system and two separate means of tracking evaluations. The impact was District records that sometimes reflected fewer completed evaluations than college records.

The District has completed an update of the SAP system to enhance tracking and congruence in the evaluation process. The system is now used for all personnel, classified, and academic employees as the system of record for evaluations. In addition, the system has been updated to include the ability to upload the evaluation (D2.1 Evaluation Alert System User 3.0 Manual; D2.2 LACCD_EASYenhancementsrelease - 3.0). The digitizing of evaluation forms ensures that all official records are in agreement and that the SAP system can serve as the official record. The SAP system can now track the percentage of evaluations that have been received and provide reports to managers to assist in completing all evaluations (D2.3 Evaluation Report). The system is programmed to track evaluations in accordance with the contractual guidelines in bargaining agreements. The system of submitting digital copies of evaluations for the official record and for tracking purposes went into effect for evaluations due January 1st, 2017 moving forward. This process will capture all evaluations as they are due.

All Colleges have implemented the evaluation process developed in the SAP system. As of DATE, the District has evaluated X % of employees in accordance with the stated intervals.

CONCLUSION AND SUSTAINABILITY

The College has implemented the evaluation process developed in the SAP system and evaluated 272 employees from the period of January 1, 2017 to June 30, 2017 (DR02-01).

District Recommendation 3 (Compliance):

In order to meet the Standard, the team recommends that the District update the performance evaluations of academic administrators to include the results of the assessment of learning outcomes to improve teaching and learning. (III.A.6)

The Human Resource Division has worked with collective bargaining groups to add Student Learning Outcomes (SLO) and Service Area Outcomes (SAO) language to job descriptions, job duty statements, and evaluation forms. LACCD academic supervisors (Deans) operate under a collective bargaining agreement (D3.1 Local911_2014-17 Agreement). On DATE, the union and the District entered into a Memorandum of Understanding to include the results of the assessment of learning and/or service outcomes in the evaluation of all Deans (D3.2 Signed Teamster MOU). The evaluation form was immediately put into practice (D3.3 Deans Evaluation with SLO Assessment).

All unrepresented management and executive level administrators have also had SLO and/or SAO assessment integrated into the evaluation process. The revised evaluation forms ensure that learning and/or service outcomes are a component of the evaluation process (D3.4 Basic Other Academic Administrator; D3.5 FORM HR E-210C LACCD Summary Evaluation of College President Academic Vice Chancellor).

Each college has implemented the new evaluation process for academic supervisors and managers. The process begins with common language in administrative job announcements that make clear the role of administrators in using learning and/or service outcomes to improve academic and service programs. All Colleges have used the revised job description for all new academic administrators (D3.6 Associate Dean, Strong Workforce; D3.7 Dean of Special Programs and Services). All colleges have evaluated current administrators based on the revised job duties and evaluation processes. This includes utilizing the revised evaluation form that mandates a review of the administrator's use of learning and/or service outcomes. All administrative evaluations are up to date and are available in the personnel files for review.

CONCLUSION AND SUSTAINABILITY

East Los Angeles College has revised job duty statements for all administrators, dean and vice presidents to include the use of student outcomes assessments to improve teaching, learning, and services (DR03-01). Deans have participated in eLumen training in effort to support faculty in the use of the software for analyzing student outcomes. In addition, the evaluation of administrators includes an assessment of their participation and use of assessment data. For example, academic dean performance evaluations and job duty statements beginning in fall 2016 include the integration of student learning outcomes in their direct work with departments, faculty and staff under their respective supervision (DR03-02).

District Recommendation 4 (Compliance)

In order to meet the Standard, the team recommends that the District and colleges develop a comprehensive Business Continuity/Disaster Recovery plan to ensure reliable access, safety, and security. (III.C.3)

The visiting team indicated that the District and the colleges share responsibility for technology resources and that this led to situations in which technology resources and planning were inconsistent across the colleges. As an example, the team noted that while the District Office has onsite and offsite backups, only some of the colleges had offsite backup systems. In addition, business continuity plans were inconsistent as were the technology resources needed to implement such plans. The District has worked to develop a comprehensive Business Continuity plan that is consistent across all colleges and for the District centralized functions. The plan utilizes the California Community College System Office Information Security Center Template as the framework for a robust disaster recovery process.

The plan was developed through the District Technology Committee constituted by all college IT managers and the District Chief Information Officer. Based on the state template and multiple district-wide technology assessments (D4.1 District Technology Assessment Summary, D4.2 CCCCIO Assessment), the committee refined the recommendations to fit the specific staffing, governance, and technology infrastructure of the District. The committee approved a district-wide business continuity and disaster recovery plan on July 14th, 2017 (D4.3 LACCD College and ESC IT Systems Backup and Disaster Recovery Standards and Procedures). The plan was codified in Administrative regulation B-37, which was approved by the Chancellor on DATE (D4.4 Administrative Regulation).

While the plan puts in place a consistent process for ensuring reliable access, safety, and security of district and college technology and data, the District has worked to further identify improvements in technology systems, hardware, and processes that will offer even further protection and continuity. As part of a district-wide technology project, the Board requested an assessment of college and district technology needs (D4.5 FMPOC 40J Technology Update) and the development of a Strategic Execution Plan (DD4.6 Strategic Execution Plan Timeline) that would improve technology systems such that all colleges are operating at the same standard. The plan included improvements of storage systems, firewall security, and servers that was used in the development of the business continuity and disaster recovery plan.

The completed technology assessment indicated a need for enhanced data storage processes. The Strategic Execution Plan included enhancement to data storage that would lead to segregated onsite storage, local offsite storage, and offsite emergency backups (D4.7 Backup Plan Update Presentation and Timeline). The District has already begun implementation of these improvements with the District and each college adopting a new segregated backup storage system that ensures that all data and systems have a backup separated from the general system. These storage systems bring all colleges up to the same standard for security, and training has been provided for college IT employees on the use of the systems (D4.8 Backup Strategy).

The second phase of the back-up plan includes the development of offsite backups for all colleges. The District has sought industry experts in the development of these planned upgrades. As part of an overall technology assessment strategy, the District will be contracting with a consultant to conduct an evaluation of current IT policies and processes at the college and district level (D4.9 LACCD IT

Infrastructure and Organization Assessment). This evaluation will include final recommendations for the use of offsite cloud or tape back-ups. The technology solution will be implemented uniformly across all colleges to add another layer of security.

The District also plans to enhance business continuity and minimize downtime through the purchase of additional servers that could be used as a cold site in the event of catastrophic event or as a warm site in the event of minor outages. These servers will allow the district to maintain enterprise functions in the event that the primary datacenter is inoperable. The purchase of these servers is included in the Strategic Execution Plan with funding identified. The technology assessment strategy noted above will assist the District in identifying the most appropriate location for the secondary site. Additionally, the District has already developed performance/product standards for servers (D4.10 Server Standards). The result of these actions will be uniform server functionality across the district and colleges and the ability to mobilize district resources in support of any college in the event of an emergency.

Through initial assessments it has been made clear that there is a need for a greater standardization related to IT systems. The technology assessment strategy will include an evaluation of current IT organizational structure, policies, processes, and staffing at the college and district-level. This evaluation will be used to determine what additional policies, regulations, and processes should be adopted to bring the District to a higher industry standard for IT operations, cyber security, and business continuity.

CONCLUSION AND SUSTAINABILITY

East Los Angeles College's Information Technology management works closely with the District IT management to ensure that college needs are addressed in the development and implementation of the Business Continuity/Disaster Recovery initiative ([DR04-01](#)).

District Recommendation 6 (Compliance):

In order to meet the Standard, the team recommends that the District comprehensively responds to the recurring audit findings concerning: 1) the internal control weakness in information technology controls over the areas of security and change management; and 2) the state compliance exceptions related to "To Be Arranged" (TBA) hours attendance documentation and course classifications. (III.D.7)

As part of the ongoing efforts to correct audit findings, the District develops corrective action plans. The corrective action plan for technology controls was developed following the 2015 Audit indicating that the District would increase segregation of duties and further implement Security Weaver (D6.1 2014-2015 Audit p.82-84). The segregation of duties issue has been addressed with additional hiring of a Software Systems Engineer who developed and improved the processes related to security and change management. Over the past year, the District Information Technology Team refined internal controls to establish a list of users who should have administrative and other elevated (Super User) access within the district enterprise systems (SAP) (D6.2 LACCD SAP Privileged Access Report). The District has redacted names and usernames for security purposes. Full reports are available upon visit. The team conducted further reviews of roles and implemented processes and procedures to segregate duties. Additionally, the District Information Technology Division established a new process to limit the use of shared user IDs to ensure that access is appropriate to the user's job responsibilities. In August 2016, the District engaged in its regularly scheduled audit. The auditing firm found significant improvements related to technology controls over the areas of security and change management. (D6.3 2015-2016 Audit p.96-98)

Past corrective action plans related to the audit findings for TBA hours have included training with no changes in internal procedures. The District worked to develop a new corrective action plan (D6.4 TBA Validation Process) that involves increased central review and control over the TBA reporting. This plan was shared with Chief Instructional and Student Service Officers in a joint meeting on May 20, 2016, for final revision and approval (D6.5 CIO CSSO Joint Council Agenda 5 20 16). The validation process includes periodic reviews of TBA courses to ensure that required curricular and attendance records are present. While the colleges still retain the autonomy to schedule TBA courses, the District assumes the role of verifying that all state requirements are satisfied prior to submitting final FTES reports. At the end of each semester, the Division of Educational Programs and Institutional Effectiveness will audit attendance records for compliance. Scheduled sections not meeting requirements will not be submitted for apportionment.

CONCLUSION AND SUSTAINABILITY

The corrective action plan was presented at a districtwide meeting to ensure all personnel involved were aware of the new processes (D6.6 Corrective Action - Audit - August 2016 Presentation). The plan was put into action for the 2015-2016 FTES reporting. All colleges worked with the District to ensure that sections included the correct documentation prior to submission. The external audit report found no deficiencies with TBA documentation and reporting, indicating that the reoccurring finding regarding TBA hours had been addressed (D6.7 2015-2016 Audit p.126-128). One course was identified as being used to address a student time conflict and was not related to the documentation of TBA hours.

District Recommendation 8 (Compliance):

In order to meet the Standard, the team recommends that the District develop a process to capture the full impact of the District's liability for load banking and to record the liability in the District's financial statements. (III.D.12)

The District completed an assessment of load banking across all colleges and noted the liability in the financial statements (FINANCIAL STATEMENTS). Through collaboration with the college offices of academic affairs, the District has developed a system that, each semester, requires the colleges to submit required detailed information to calculate the district-wide load banking liability resulting from load banking at the colleges (D8.2 Load Banking Memo, D8.3 Load Banking work sheet 2017). The load banking information will be regularly reported to the Accounting Department and recorded as a liability in the District's books for use in the District's financial statements at the end of the fiscal year.

CONCLUSION AND SUSTAINABILITY

The College's Office of Academic Affairs maintains a comprehensive database of faculty with approved load banking contracts ([DR08-01](#)). The database, which includes cost and liability information, is provided to the district Human Resources office every fall and spring semester.

District Recommendation 10 (Compliance):

In order to meet the Standard, the team recommends that the Board adopt policies that clearly define the process for the selection and evaluation of the chancellor. (IV.C.3)

In the evaluation of Board policies, the team determined that there were no policies that clearly identified the process for the selection and the evaluation of the chancellor. Board Rule Chapter X, Article III articulates hiring processes, including those for college presidents. Section 10309 was added to the Board Rule to clearly define the process for the selection of the Chancellor (D10.1 Ch. X - Article III). The revised Board Rule was approved by the Board on March 8th, 2017 and is in effect for the next selection process (D10.2 March 8 2017 Board_Agenda; D10.3 March 8 2017 Board Minutes).

The evaluation of the Chancellor was added to Board Rule Chapter X Article I, Human Resources Services (D10.4 Ch. X - Article I). Section 10105.13 defines the process of the evaluation of the Chancellor stating:

The Board shall conduct an evaluation of the Chancellor of the District at least annually. Such evaluation shall comply with any requirements set forth in the contract of employment with him/her as well as this policy. The Board shall evaluate the Chancellor using an evaluation process developed and jointly agreed to by him/her and the Board.

The criteria for evaluation shall be based on board policy, the Chancellor's job description, and overall priorities developed in accordance with board policy.

The Board Rule was approved on March 8th, 2017 (D10.2 March 8 2017 Board_Agenda; D10.3 March 8 2017 Board Minutes). The evaluation process goes into effect immediately and will be used in the annual evaluation of the Chancellor.

CONCLUSION AND SUSTAINABILITY

This recommendation is not applicable for East Los Angeles College.

District Recommendation 11 (Compliance):

In order to meet the Standard, the team recommends that the Board establish a formal process for approving the review of policies in which no revisions are made and to regularly assess the effectiveness of all policies in fulfilling the District mission. (IV.C.7)

The District has had a long established process for the regular review of policies and Board Rules defined in C-12 (D11.1 Admin_Reg_C_12 Previous Version). The previous process had called for District executive staff to review all Board rules on a triennial basis and to bring all proposed changes to the Board for approval. The procedure did not require the review of Board rules in instances when no changes were recommended. The recommendation from the visiting team stressed the need to revise the process to include a regular review even when no changes are recommended. In May 2016, administrative regulation C-12 was updated to include the provision that the Board review all policies on a triennial basis regardless of whether changes were recommended (D11.2 Admin Ref C 12). Specifically, the regulation indicates:

If the specified designee recommends that no changes be made to a particular rule or regulation, the rule will be noticed at the next scheduled Board meeting for subsequent affirmation. The next scheduled review period for that rule or regulation shall be calendared three years from the current year.

To ensure that all current Board Rules have been reviewed by the Board in the past three years, the Office of General Counsel provided all unchanged Board Rules for approval to the Board on December 7th, 2016 (D11.3 Board-Agenda December 7 2016 item C-5; D11.4 Board Minutes December 7 2016). To date, all Board Rules have been reviewed and approved by the Board at least once in the past three years, and the Office of General Counsel will continue its practices of tracking the review of all policies and procedures to ensure that triennial reviews occur. (D11.5 Board Rule Tracking)

The District has also used this recommendation as an opportunity to improve all of its policies through a process of continuous quality improvement. The Office of Educational Programs and Institutional Effectiveness in consultation with the Office of General Counsel will be working toward the adoption of the Community College League of California model policies. The District has developed a crosswalk of the model policies to current policies beginning with Chapter 2 (D11.6 Example Crosswalk) and assigned the revision of District policies to appropriate consultation groups. The District plans on integrating the model policies over the course of the next 18 months and believes that these efforts will provide additional uniformity to the District policies and a greater ability to respond to legislative changes from the state.

Conclusion and Sustainability

This recommendation is not applicable for East Los Angeles College.

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2. A. Accreditation Response Plan; B. LACCD Accreditation Summary; C. IESS District Accreditation Update
3. DAC Agenda 5-9-2017
4. South Gate Educational Center (SGEC) Substantive Change Plan Approval Letter
5. A. EPSC Agenda/Minutes May 16, 2017; B. Academic Senate Agenda/Minutes May 23, 2017; C. ESGC Agenda July 24, 2017.
6. Board Institutional Effectiveness and Student Success Committee Agenda
7. September Board of Trustees Agenda
8. ELAC Accreditation Website (<http://accreditation.elac.edu>)

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1. Degree and Certificate Awards (Fall 2012-2016) (Excel)
2. Online App (beta) (http://205.154.255.107:3838/program_completions/)
3. Online App Disaggregated Results: A. Completers; B. South Gate Educational Center; C. Distance Education (2017)
4. A: Last Annual Update (AUP) (<http://www.elac.edu/facultyStaff/oie/annualupdates2017.htm>); B: AUP Student Achievement Data by Enrollment/Retention (2016-2017)
5. SGEC Task Force Summary (October 2015)
6. A. Biology Student Learning Outcome (SLO) Performance Report Demographic Disaggregation (Fall 2016); B. Administration of Justice SLO Performance Report Section Disaggregation (Fall 2016)
7. Strategic Initiative Report/Administration of Justice AUP (2017-2018)
8. Annual Update Training Schedule (<http://www.elac.edu/facultyStaff/oie/annualupdatetraining.htm>)
9. A. ELAC SLO Performance Report for Institutional Learning Outcomes Demographic Disaggregation (April 2017); B. ELAC SLO Performance Report for ILOs Section Disaggregation (August 2017)
10. Learning Assessment Committee Schedule of Meetings 2017-2018 (July 24, 2017)

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1. SGEC Substantive Change Proposal
2. SGEC Substantive Change Plan Approval Letter
3. President Martine Hiring Priorities Letter (November 2015)
4. SGEC Survey Data for Professional Development Retreat (August 2016)
5. SGEC Organizational Chart (December 2016)
6. Ongoing Student Needs Assessment: A. Qualitative Analysis (Dec 2016); B. Customer Service Survey (Spring 2017)

7. One-stop Student Services Center: A. Floorplan (June 2016); B. Open House Flyer/Announcement
8. SGEC Organizational Chart (December 2016)
9. A. Job Fair Preparation Workshop Flyer (April 2017); B. Job & Internship Fair Flyer (May 2017)
10. Inaugural Student Success Conference Flyer (April 2017)
11. SGEC Organizational Chart (December 2016)
12. A: Virtual Tutoring Pilot Success E-mail (July 2017); B: Virtual Tutoring Flyer (Fall 2017)
13. Writing Center Staffing: A. Organizational Chart (Instructional Assistant); B. Tutor Schedule (Spring 2017)
14. Writing Center Hours of Operation (May 2017)
15. Math Lab Staffing: A. Organizational Chart (Instructional Assistant); B. Tutor Schedule (Spring 2017)
16. Math Lab Hours of Operation (May 2017)
17. SGEC Organizational Chart (December 2016)

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2. ELAC Educational Master Plan 2012-2018 (2012)
3. ELAC Technology Master Plan 2012-2018 (2012)
4. Sample of Total Cost of Ownership and Procurement Checklist for Cisco VOIP Replacement (November 17, 2015)
5. "IT Opportunities in Meeting College IT Needs for the Future" Report (April 2017)
6. ESGC Minutes (October 28, 2013)
7. TPSC Minutes (DRAFT) (April 27, 2017)
8. Motions for Approval by TPSC (April 27 2017) and ESGC (May 8, 2017)
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3. Sample Interview List (De-identified)
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2. Evaluation of administrator's participation/use of assessment data

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DR08-

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Los Angeles Harbor College

Follow-Up Report

Submitted by:

Los Angeles Harbor College
1111 Figueroa Place
Wilmington, CA 90744

Submitted to:

Accrediting Commission for Community and Junior College
Western Association of Schools and Colleges

Date Submitted:

October 2017



Follow-Up Report Certification

To: Accrediting Commission for Community and Junior Colleges, Wester Association of Schools and Colleges

From: Dr. Otto Lee
Los Angeles Harbor College
1111 Figueroa Place
Wilmington, CA 90744

I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of the institution.

Signatures:

Dr. Otto Lee, Chief Executive Officer

Chairperson, Governing Board

Dr. Bobbi Villalobos, Vice President, Academic Affairs, Accreditation Liaison Officer

Dr. Luis Dorado, Vice President, Student Services

Robert Suppelsa, Vice President, Administrative Services

Van Chaney, President, Academic Senate

Wheanokqueah Gilliam, Classified Representative

Associated Student Body President

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Report Preparation

The Los Angeles Community College District takes an integrated approach to accreditation. While each college has its own governance processes for addressing accreditation, all colleges participate in addressing District accreditation recommendations and in ensuring that the District meets all accreditation standards. The main venue for discussing accreditation issues is the District Accreditation Committee. The District Accreditation Committee is comprised of the college Accreditation Liaison Officers, the college faculty accreditation leads, a college president, and representatives from the Educational Services Center (D0.1_Accreditation Committee Charge). Following the comprehensive site visits, the committee met to review the possible college and District recommendations and to develop a plan for addressing each recommendation.

The committee met over the past year and reviewed progress made on the recommendations. The progress was further communicated to the Board of Trustees through the Institutional Effectiveness and Student Success Committee (D0.2 Accreditation Response Plan; D0.3 LACCD Accreditation summary; D0.4 IESS District Accreditation Update). The report addressing the District recommendations were drafted by the leads in each area at the Educational Services Center from Human Resources, Information Technology, Educational Programs and Institutional Effectiveness, the Office of General Counsel, and Finance and Resource Development. The area lead responses were compiled and written in one voice by the division of Educational Programs and Institutional Effectiveness and provided to the District Accreditation Committee for approval (D0.5 DAC Agenda 5-9-2017).

The final District responses were provided to each college for review and approval through the college governance processes. Each college completed the report by adding the responses to college-specific recommendations and augmenting the District response to reflect the college implementation of district-wide actions. The complete and appended reports were approved through the college approval processes. (Meeting minutes)

Following the spring 2016 team visit, Harbor College received no recommendations for compliance. The College members have reviewed the District responses to the recommendations for compliance at several meetings and discussed the implementation of the procedures at Harbor College as appropriate to the responses.

Following the completion and approval of the college reports, the final content was edited and submitted to the District Office of Institutional Effectiveness. The responses to District and college recommendations were presented to the Board and Institutional Effectiveness and Student Success Committee on **DATES** (D0.6 IESS Agenda). The Board of Trustees reviewed and approved the nine college reports on September 6th, 2017 (D0.7 September Board Agenda). The final reports were provided to the ACCJC with all required signatures following Board approval. All report materials and evidence have been posted on the college and District websites.

District Recommendation 1 (Compliance): In order to meet the Standard, the team recommends that the District ensure consistent and uniform guidelines for the search and selection of adjunct faculty. (III.A.1)

The District has policies for hiring that are established in Board Rule Chapter X Article III (D1.1 Ch. X - Article III). The previous adjunct hiring process allowed for the development of local processes that were not consistent across all colleges. Following the ACCJC's comprehensive visit, the District Academic Senate (DAS), working with the District's Human Resources Division and Chancellor as representatives of the governing board, jointly agreed to a uniform hiring procedure for all adjunct positions. The District Academic Senate approved the hiring process on May 11, 2017. (D1.2 May 2017 DAS Agenda; D1.3 Adjunct Recruitment Process). Other participatory governance groups were consulted as well. The revised adjunct hiring process was included in the HR Guide (D1.4 HR GUIDE) which was approved and signed by the Chancellor and District Academic Senate President on DATE. Based on the new process, an FAQ was developed to assist colleges in implementation (D1.5 FAQ Adjunct Hiring Process).

As part of the new process, a centralized web-based adjunct recruitment system of applicant lists by discipline was developed and is maintained by the District Human Resources Division for dissemination to the colleges and other district hiring locations (D1.6 Recruitment Portal). The revised process includes a hiring selection committee with an Equal Employment Opportunity officer, for screening and interviewing applicants. The Human Resources Division also developed templates for posting adjunct positions (D1.7 Example Template PT HEALTH (DR-1)). The templates include duty statements, minimum qualifications, and application processes and are accompanied by a style guide to ensure conformity in the appearance of postings. The new process provides consistency for the recruitment and selection of adjunct faculty with the goal of ensuring a diverse and highly qualified lists of applicants. All hiring processes throughout the district are confidential, and all evidence for this section has been de-identified to protect that confidentiality.

The new process was implemented for adjuncts hired for fall 2017. The online application portal includes requests from every college for disciplines in need of adjunct faculty (D1.8 List of Disciplines Posted). The Human Resources Division validated adjunct hiring lists and distributed the lists to department chairs throughout the spring and summer semesters (D1.9 Example Email to Colleges; D1.10 Example De-identified applicant list). Selection committees reviewed the lists through the online portal to determine which candidates to offer interviews (D1.11 Process for Reviewing Applicants). All interviews were conducted as defined in the adjunct hiring process and included faculty and EEO membership. The uniform guidelines were used in the hiring of all new adjuncts for fall (D1.12 New Adjunct Hiring List to date)

At Human Resources and Budget meetings, and at Division Council and Academic Senate meetings, Harbor College reviewed the new District process for hiring adjunct faculty and agreed to College procedures that align with the new District guidelines. The College is currently participating in the new District adjunct hiring process and has completed adjunct hirings using the new procedures for three adjunct pools for hires. (Meeting minutes)

District Recommendation 2 (Compliance): In order to meet the Standard, the team recommends that the District ensure all personnel are systematically evaluated at stated intervals in accordance with the bargaining agreements and Board policies. (III.A.5)

Following the site visit, the Human Resource Division began an analysis of the current evaluation tracking processes. It found that the process did not include the ability to upload the evaluation as a digital record, which left a gap in the tracking mechanism. Additionally, the District enterprise system, SAP, did not include academic personnel as part of the evaluation tracking. This led to paper records that were sometimes incongruent with the SAP system and two separate means of tracking evaluations. The impact was District records that sometimes reflected fewer completed evaluations than college records.

The District has completed an update of the SAP system to enhance tracking and congruence in the evaluation process. The system is now used for all personnel, classified, and academic employees as the system of record for evaluations. In addition, the system has been updated to include the ability to upload the evaluation (D2.1 Evaluation Alert System User 3.0 Manual; D2.2 LACCD_EASYenhancementsrelease - 3.0). The digitizing of evaluation forms ensures that all official records are in agreement and that the SAP system can serve as the official record. The SAP system can now track the percentage of evaluations that have been received and provide reports to managers to assist in completing all evaluations (D2.3 Evaluation Report). The system is programmed to track evaluations in accordance with the contractual guidelines in bargaining agreements. The system of submitting digital copies of evaluations for the official record and for tracking purposes went into effect for evaluations due January 1st, 2017 moving forward. This process will capture all evaluations as they are due.

All Colleges have implemented the evaluation process developed in the SAP system. As of DATE, the District has evaluated X % of employees in accordance with the stated intervals.

District Recommendation 3 (Compliance): In order to meet the Standard, the team recommends that the District update the performance evaluations of academic administrators to include the results of the assessment of learning outcomes to improve teaching and learning. (III.A.6)

The Human Resource Division has worked with collective bargaining groups to add Student Learning Outcomes (SLO) and Service Area Outcomes (SAO) language to job descriptions, job duty statements, and evaluation forms. LACCD academic supervisors (Deans) operate under a collective bargaining agreement (D3.1 Local911_2014-17 Agreement). On **DATE**, the union and the District entered into a Memorandum of Understanding to include the results of the assessment of learning and/or service outcomes in the evaluation of all Deans (D3.2 Signed Teamster MOU). The evaluation form was immediately put into practice (D3.3 Deans Evaluation with SLO Assessment).

All unrepresented management and executive level administrators have also had SLO and/or SAO assessment integrated into the evaluation process. The revised evaluation forms ensure that learning and/or service outcomes are a component of the evaluation process (D3.4 Basic Other Academic Administrator; D3.5 FORM HR E-210C LACCD Summary Evaluation of College President Academic Vice Chancellor).

Each college has implemented the new evaluation process for academic supervisors and managers. The process begins with common language in administrative job announcements that make clear the role of administrators in using learning and/or service outcomes to improve academic and service programs. All Colleges have used the revised job description for all new academic administrators (D3.6 Associate Dean, Strong Workforce; D3.7 Dean of Special Programs and Services). All colleges have evaluated current administrators based on the revised job duties and evaluation processes. This includes utilizing the revised evaluation form that mandates a review of the administrator's use of learning and/or service outcomes. All administrative evaluations are up to date and are available in the personnel files for review.

District Recommendation 4 (Compliance): In order to meet the Standard, the team recommends that the District and colleges develop a comprehensive Business Continuity/Disaster Recovery plan to ensure reliable access, safety, and security. (III.C.3)

The visiting team indicated that the District and the colleges share responsibility for technology resources and that this led to situations in which technology resources and planning were inconsistent across the colleges. As an example, the team noted that while the District Office has onsite and offsite backups, only some of the colleges had offsite backup systems. In addition, business continuity plans were inconsistent as were the technology resources needed to implement such plans. The District has worked to develop a comprehensive Business Continuity plan that is consistent across all colleges and for the District centralized functions. The plan utilizes the California Community College System Office Information Security Center Template as the framework for a robust disaster recovery process.

The plan was developed through the District Technology Committee constituted by all college IT managers and the District Chief Information Officer. Based on the state template and multiple district-wide technology assessments (D4.1 District Technology Assessment Summary, D4.2 CCCCIO Assessment), the committee refined the recommendations to fit the specific staffing, governance, and technology infrastructure of the District. The committee approved a district-wide business continuity and disaster recovery plan on July 14th, 2017 (D4.3 LACCD College and ESC IT Systems Backup and Disaster Recovery Standards and Procedures). The plan was codified in Administrative regulation B-37, which was approved by the Chancellor on DATE (D4.4 Administrative Regulation).

While the plan puts in place a consistent process for ensuring reliable access, safety, and security of district and college technology and data, the District has worked to further identify improvements in technology systems, hardware, and processes that will offer even further protection and continuity. As part of a district-wide technology project, the Board requested an assessment of college and district technology needs (D4.5 FMPOC 40J Technology Update) and the development of a Strategic Execution Plan (DD4.6 Strategic Execution Plan Timeline) that would improve technology systems such that all colleges are operating at the same standard. The plan included improvements of storage systems, firewall security, and servers that was used in the development of the business continuity and disaster recovery plan.

The completed technology assessment indicated a need for enhanced data storage processes. The Strategic Execution Plan included enhancement to data storage that would lead to segregated onsite storage, local offsite storage, and offsite emergency backups (D4.7 Backup Plan Update Presentation and Timeline). The District has already begun implementation of these improvements with the District and each college adopting a new segregated backup storage system that ensures that all data and systems have a backup separated from the general system. These storage systems bring all colleges up to the same standard for security, and training has been provided for college IT employees on the use of the systems (D4.8 Backup Strategy).

The second phase of the back-up plan includes the development of offsite backups for all colleges. The District has sought industry experts in the development of these planned upgrades.

As part of an overall technology assessment strategy, the District will be contracting with a consultant to conduct an evaluation of current IT policies and processes at the college and district level (D4.9 LACCD IT Infrastructure and Organization Assessment). This evaluation will include final recommendations for the use of offsite cloud or tape back-ups. The technology solution will be implemented uniformly across all colleges to add another layer of security.

The District also plans to enhance business continuity and minimize downtime through the purchase of additional servers that could be used as a cold site in the event of catastrophic event or as a warm site in the event of minor outages. These servers will allow the district to maintain enterprise functions in the event that the primary datacenter is inoperable. The purchase of these servers is included in the Strategic Execution Plan with funding identified. The technology assessment strategy noted above will assist the District in identifying the most appropriate location for the secondary site. Additionally, the District has already developed performance/product standards for servers (D4.10 Server Standards). The result of these actions will be uniform server functionality across the district and colleges and the ability to mobilize district resources in support of any college in the event of an emergency.

Through initial assessments it has been made clear that there is a need for a greater standardization related to IT systems. The technology assessment strategy will include an evaluation of current IT organizational structure, policies, processes, and staffing at the college and district-level. This evaluation will be used to determine what additional policies, regulations, and processes should be adopted to bring the District to a higher industry standard for IT operations, cyber security, and business continuity.

District Recommendation 6 (Compliance): In order to meet the Standard, the team recommends that the District comprehensively responds to the recurring audit findings concerning: 1) the internal control weakness in information technology controls over the areas of security and change management; and 2) the state compliance exceptions related to “To Be Arranged” (TBA) hours attendance documentation and course classifications. (III.D.7)

As part of the ongoing efforts to correct audit findings, the District develops corrective action plans. The corrective action plan for technology controls was developed following the 2015 Audit indicating that the District would increase segregation of duties and further implement Security Weaver (D6.1 2014-2015 Audit p.82-84). The segregation of duties issue has been addressed with additional hiring of a Software Systems Engineer who developed and improved the processes related to security and change management. Over the past year, the District Information Technology Team refined internal controls to establish a list of users who should have administrative and other elevated (Super User) access within the district enterprise systems (SAP) (D6.2 LACCD SAP Privileged Access Report). The District has redacted names and usernames for security purposes. Full reports are available upon visit. The team conducted further reviews of roles and implemented processes and procedures to segregate duties. Additionally, the District Information Technology Division established a new process to limit the use of shared user IDs to ensure that access is appropriate to the user’s job responsibilities. In August 2016, the District engaged in its regularly scheduled audit. The auditing firm found significant improvements related to technology controls over the areas of security and change management. (D6.3 2015-2016 Audit p.96-98)

Past corrective action plans related to the audit findings for TBA hours have included training with no changes in internal procedures. The District worked to develop a new corrective action plan (D6.4 TBA Validation Process) that involves increased central review and control over the TBA reporting. This plan was shared with Chief Instructional and Student Service Officers in a joint meeting on May 20, 2016, for final revision and approval (D6.5 CIO CSSO Joint Council Agenda 5 20 16). The validation process includes periodic reviews of TBA courses to ensure that required curricular and attendance records are present. While the colleges still retain the autonomy to schedule TBA courses, the District assumes the role of verifying that all state requirements are satisfied prior to submitting final FTES reports. At the end of each semester, the Division of Educational Programs and Institutional Effectiveness will audit attendance records for compliance. Scheduled sections not meeting requirements will not be submitted for apportionment.

The corrective action plan was presented at a districtwide meeting to ensure all personnel involved were aware of the new processes (D6.6 Corrective Action - Audit - August 2016 Presentation). The plan was put into action for the 2015-2016 FTES reporting. All colleges worked with the District to ensure that sections included the correct documentation prior to submission. The external audit report found no deficiencies with TBA documentation and reporting, indicating that the reoccurring finding regarding TBA hours had been addressed (D6.7 2015-2016 Audit p.126-128). One course was identified as being used to address a student time conflict and was not related to the documentation of TBA hours.

District Recommendation 8 (Compliance): In order to meet the Standard, the team recommends that the District develop a process to capture the full impact of the District's liability for load banking and to record the liability in the District's financial statements. (III.D.12)

The District completed an assessment of load banking across all colleges and noted the liability in the financial statements (FINANCIAL STATEMENTS). Through collaboration with the college offices of academic affairs, the District has developed a system that, each semester, requires the colleges to submit required detailed information to calculate the district-wide load banking liability resulting from load banking at the colleges (D8.2 Load Banking Memo, D8.3 Load Banking work sheet 2017). The load banking information will be regularly reported to the Accounting Department and recorded as a liability in the District's books for use in the District's financial statements at the end of the fiscal year.

District Recommendation 10 (Compliance): In order to meet the Standard, the team recommends that the Board adopt policies that clearly define the process for the selection and evaluation of the chancellor. (IV.C.3)

In the evaluation of Board policies, the team determined that there were no policies that clearly identified the process for the selection and the evaluation of the chancellor. Board Rule Chapter X, Article III articulates hiring processes, including those for college presidents. Section 10309 was added to the Board Rule to clearly define the process for the selection of the Chancellor (D10.1 Ch. X - Article III). The revised Board Rule was approved by the Board on March 8th, 2017 and is in effect for the next selection process (D10.2 March 8 2017 Board_Agenda; D10.3 March 8 2017 Board Minutes).

The evaluation of the Chancellor was added to Board Rule Chapter X Article I, Human Resources Services (D10.4 Ch. X - Article I). Section 10105.13 defines the process of the evaluation of the Chancellor stating:

The Board shall conduct an evaluation of the Chancellor of the District at least annually. Such evaluation shall comply with any requirements set forth in the contract of employment with him/her as well as this policy. The Board shall evaluate the Chancellor using an evaluation process developed and jointly agreed to by him/her and the Board.

The criteria for evaluation shall be based on board policy, the Chancellor's job description, and overall priorities developed in accordance with board policy.

The Board Rule was approved on March 8th, 2017 (D10.2 March 8 2017 Board_Agenda; D10.3 March 8 2017 Board Minutes). The evaluation process goes into effect immediately and will be used in the annual evaluation of the Chancellor.

District Recommendation 11 (Compliance): In order to meet the Standard, the team recommends that the Board establish a formal process for approving the review of policies in which no revisions are made and to regularly assess the effectiveness of all policies in fulfilling the District mission. (IV.C.7)

The District has had a long established process for the regular review of policies and Board Rules defined in C-12 (D11.1 Admin_Reg_C_12 Previous Version). The previous process had called for District executive staff to review all Board rules on a triennial basis and to bring all proposed changes to the Board for approval. The procedure did not require the review of Board rules in instances when no changes were recommended. The recommendation from the visiting team stressed the need to revise the process to include a regular review even when no changes are recommended. In May 2016, administrative regulation C-12 was updated to include the provision that the Board review all policies on a triennial basis regardless of whether changes were recommended (D11.2 Admin Ref C 12). Specifically, the regulation indicates:

If the specified designee recommends that no changes be made to a particular rule or regulation, the rule will be noticed at the next scheduled Board meeting for subsequent affirmation. The next scheduled review period for that rule or regulation shall be calendared three years from the current year.

To ensure that all current Board Rules have been reviewed by the Board in the past three years, the Office of General Counsel provided all unchanged Board Rules for approval to the Board on December 7th, 2016 (D11.3 Board-Agenda December 7 2016 item C-5; D11.4 Board Minutes December 7 2016). To date, all Board Rules have been reviewed and approved by the Board at least once in the past three years, and the Office of General Counsel will continue its practices of tracking the review of all policies and procedures to ensure that triennial reviews occur. (D11.5 Board Rule Tracking)

The District has also used this recommendation as an opportunity to improve all of its policies through a process of continuous quality improvement. The Office of Educational Programs and Institutional Effectiveness in consultation with the Office of General Counsel will be working toward the adoption of the Community College League of California model policies. The District has developed a crosswalk of the model policies to current policies beginning with Chapter 2 (D11.6 Example Crosswalk) and assigned the revision of District policies to appropriate consultation groups. The District plans on integrating the model policies over the course of the next 18 months and believes that these efforts will provide additional uniformity to the District policies and a greater ability to respond to legislative changes from the state.

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Los Angeles Mission College expresses sincere gratitude and appreciation to the following individuals for their invaluable contributions to this Follow-Up Report:

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Certification of Follow-Report

TO: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

FROM: Monte E. Perez, Ph.D.
President, Los Angeles Mission College
13356 Eldridge Avenue
Sylmar, Ca 91342

We certify that there was broad participation in the production of the 2017 Accreditation Follow-Up Report by the College community and that it accurately reflects the nature and substance of this institution.

_____ Monte E. Perez, PhD, President, L.A. Mission College	_____ Date
_____ Sydney D. Kamlager, President, Board of Trustees	_____ Date
_____ Dr. Francisco C. Rodriguez, Chancellor	_____ Date
_____ Isabelle Saber, Acting Vice President of Academic Affairs Accreditation Liaison Officer	_____ Date

Kelly William Enos, Accreditation Steering Committee Faculty Co-Chair

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Zoila Rodriguez-Doucette, Supervisory Employee Representative

Date

ORGANIZATION OF THE FOLLOW-UP REPORT

Notification of Los Angeles Mission College to be *reaffirmed accreditation* for eighteen months and require a Follow-Up Report with the ACCJC was communicated to the campus on July 8, 2016. The commission identified three areas for compliance and three areas for improvement. A fourth recommendation for compliance was identified by the visiting team and corrected during the visit (Recommendation four). As instructed, the Institutional Self-Evaluation Report, the External Evaluation Report, and Commission action letters were made available to all signatories, the LACCD Board of Trustees, the District Chancellor, College staff, and local community members through the College website.

Los Angeles Mission College began its preparation on this Follow-Up Report immediately following the visit by the site team in March 2016. Upon receipt of the Commission Action Letter dated July 8, 2016, the College developed a focused approach to completing the Follow-Up Report.

The Acting Vice President of Academic Affairs, who serves as Accreditation Liaison Officer (ALO) and Co-Chair of the Accreditation Steering Committee, is designated as the coordinator for this Follow-Up Report, along with the Accreditation Steering Committee (ASC) Faculty Co-Chair. The ASC has broad representation and strong participation, and serves as the primary committee for the development of this document. The Committee met monthly throughout 2016 and 2017 to review and discuss the timeline and to update progress on each recommendation.

The ASC assigned responsibility for each recommendation to the appropriate division Vice President who monitored and reported progress while ensuring that the writing teams contained broad representation from faculty, staff, and administration. The writing teams met during the fall, winter, spring, and summer terms to address the recommendations and organize the writing of the draft report. The administrators, ASC Co-Chairs, ALO and writing teams collaborated to ensure that the timelines were monitored, updated and adhered to, that processes were updated as necessary, and that data and evidence were collected. Progress of the recommendations and draft reports were presented and reviewed by the ASC writing teams regularly. As drafts were reviewed and updated, they were made available on the campus shared drive. In addition, evidence supporting each recommendation was gathered and posted on the College's website. The final report was compiled and edited by the ASC Co-Chairs and the ASC writing teams in May 2017.

To keep the campus community informed about the status of the Follow-Up Report process, the President, in collaboration with ASC leadership, held a Town Hall meeting on May 16, 2017 and the Accreditation Steering Committee made monthly reports to the Educational Planning Committee, the Academic Senate, and College Council. The opportunity to review the final draft of the Follow-Up Report for accuracy and evidence review was made available to the campus community. Minor changes were recommended and incorporated.

The Los Angeles Community College District, Board of Trustees Institutional Effectiveness and Student Success Committee met with the College's ASC leadership on **August 23, 2017** and were apprised of the process and progress of the Follow-Up Report. The final Accreditation Follow-Up Report was approved by the Academic Senate on **June 1, 2017** and College Council on **June 15, 2017**. The Board of Trustees approved the final Accreditation Follow-Up Report on **September 6, 2017**.

COLLEGE RECOMMENDATION 2

In order to meet the Standards, and as noted by the College in its Quality Focus Essay, the Team recommends that the College provide appropriate, reliable, and equitable support services to all students. In addition, the Team recommends training staff to improve the design and assessment of service area outcomes to continuously improve student support programs and services. (I.B.4, II.C.1, II.C.2, II.C3, II.C.5, ER15).

PROGRESS IN ADDRESSING THE RECOMMENDATION

The College has moved forward to effectively address the Quality Focus Essay in the areas of (1) "Action Project Two: Transforming Student Services to Achieve Student Success" (2) providing students appropriate, reliable, and equitable support services and (3) training staff to improve the design and assessment of service area outcomes.

The Student Services Unit held three retreats that focused on the improvement objectives of the QFE, ranging from appropriate and necessary staffing for the Student Services Division to integrating Student Services policies, procedures, and practices with campus-wide initiatives (2.1).

During the President's Cabinet Retreat in summer 2016, it was determined that Student Services and Academic Affairs would initiate ongoing meetings between Deans from both units to improve collaboration and resolve cross-sectional issues. The ongoing communication between the deans has resulted, thus far, in the streamlining of dual enrollment, outreach, documentation of certificates and various credentials, the clarification of college policies and practices, and sharing of personnel. The deans' group continues to meet on a bi-weekly basis (2.2).

In October 2016, the Student Services Division held a retreat that focused on the eight improvement objectives of the QFE with a particular emphasis placed on the improvement of leadership skills of Student Services faculty and staff and an assessment of staffing levels, as noted in the QFE timeline under "Desired Goals and Outcomes." Other topics focused on staff development, cross-training, improving collaboration between Student Services and Academic

Affairs, and establishing a data-driven decision-making culture within the Student Services Division.

A total of approximately 50 administrators, faculty, and classified staff participated in the retreat led by Dr. Kenneth P. Gonzalez who serves as the Director of the University of California, San Diego/California State University, San Marcos Joint Doctoral Program in Educational Leadership. He also serves as a coach for the national initiative, *Achieving the Dream*. Dr. Gonzalez and the Vice President of Student Services at Los Angeles Mission College, Dr. Christopher Villa, facilitated input from all participants at the retreat, culminating in a report provided by Dr. Gonzalez that will be used to guide the Division in addressing the QFE Improvement Objectives (2.3).

The College has demonstrated within the past several months its focus on promoting leadership behavior and staff development. Two key staff members, a Dean of Student Services and a faculty leader and former chair of the Counseling Department were selected to be one of only 20 fellows in the National Community College Hispanic Council (NCCHC), an affiliate of the American Association of Community Colleges (AACC) (2.4). In addition, the College recently sponsored a classified staff professional development day that focused on improving customer service (2.5).

The College has addressed the need to provide appropriate, reliable, and equitable support services by developing a staffing plan that has been approved and is being implemented. The plan reflects input from administrators, faculty, and classified staff within the Division and is designed to provide students more support in the areas of outreach, matriculation, admissions and records, and transfer (2.6).

The College hired a Webmaster in July 2016 who works closely with the Public Information Office and Student Services to improve the delivery and navigation of information. The main page of the College Website has become more user friendly. In addition, Student Services units, such as the Financial Aid and Scholarships Office, have improved their Webpages (2.7).

The College provides equitable support services for all students. On February 27, 2017 with support from the Student Equity Committee, the Disabled Student Programs and Services Office (DSPS) expanded services for the learning disabled by hiring a part-time Learning Disabled Specialist. The College also established a new Veterans Resource Center (VRC) in spring 2015. Additional funding was provided to the VRC through the Student Equity funds for a new Veterans Outreach and Engagement Project in order to increase the number of veterans on campus and to increase their retention, certificate completion, degree attainment, transfer rates and job readiness. The VOE project, in alignment with the requirements set forth by SB860, is tasked with reducing gaps in access and success for this special population (2.8).

The college has expanded its efforts to serve undocumented students by establishing a Dream Center that will provide matriculation services combined with academic, social, and community support services (2.9). The college has determined that approximately 10 percent of its student population (or close to 1,000 students) are undocumented.

Training

On November 4 and November 18, 2016, the Office of Institutional Effectiveness, in Coordination with the College's SLO Coordinators and Student Services Deans, provided hands-on Service Area Outcome assessment training to various divisions of Student Services. The workshops met for a total of six hours and included eighteen participants. Representatives from Admissions & Records, ASO, Career Center, Disabled Students Programs & Services, Extended Opportunity Programs & Services, Financial Aid, Outreach & Recruitment, Veterans Resource Center, Student Health Center, and the Transfer Center attended the workshops during which they updated their assessment data, analyses and plans for improving SAOs within the Program Review Screens (2.10), (2.11).

On February 10, 14 and 15, 2017, thirteen representatives from eight areas of Student Services attended focus group training workshops facilitated by faculty from Academic Affairs. The training focused on ways to conduct student focus groups, data analysis, and the assessment of changes in service areas. Exit surveys indicated a higher level of confidence among participants to conduct student focus groups and assess service area outcomes (2.12), (2.13), (2.14), (2.15), (2.16), (2.17).

Next, six units in Student Services conducted their own student focus groups to assess their Service Area Outcomes. After analyzing the data, many units implemented changes and shared their assessments during committee and management meetings. Some of the changes included:

- The Counseling Department implemented two of the recommendations: create a suggestion box in the Counseling office for students to provide constant feedback, and promote counseling events and deadlines in classrooms.
- The Financial Aid Office improved customer service by setting up an information table near the office window to assist students during hours of heavy traffic.
- The Transfer Center will implement student success stories on its website.
- The Veterans Resource Center will improve the organization of the office and provide additional training to its employees (2.18), (2.19), (2.20), (2.21), (2.22), (2.23), (2.24), (2.25), (2.26).

Assessments

Service Area Outcomes (SAOs) have become central to the culture and operations of the Student Services Division. All units within the Division submitted 2016-17 SAOs that have undergone review by the Vice President of Student Services, Deans, faculty and classified staff in conjunction with the College Student Learning Outcomes Coordinator. The SAOs have been implemented and additional assessments have been completed in Program Review.

For example, the Counseling Department assessed an SAO indicating that Distance Education (DE) Students will be aware of e-counseling services. A focus group was formed that revealed

that 17 percent of all students were aware of e-counseling services. Participants in the focus group recommended that (1) e-counseling and counseling should be more visible on the LAMC home page (2) Distance Education (DE) instructors include this service on their course syllabi, and (3) information about this service should be embedded in welcome emails to new DE students (2.27). In response to the focus group feedback above, the counseling link is now prominently visible on the LAMC homepage (2.28). Additionally counseling has collaborated with the Public Information Office to update the Website to enhance its aesthetics and user experience. Counseling will work with the DE committee and DE faculty to get information out to DE students about e-counseling services. Counseling is currently pursuing options to create short videos and texting options to better reach students. Additionally, the College is in the process of purchasing a new counseling platform called Cranium Café.

The DSPS unit established an SAO with the goal of completing a minimum of ten learning disability assessments per academic year. Eighteen learning disability assessments were completed in the last year (2.29).

The Health Center created an SAO to increase awareness of depressive symptoms among students. Assessment results indicate that 74 percent of students seen at the Health Center are now mindful of symptoms of depression (2.30).

An assessment of the results from the spring 2017 LAMC Student Survey indicate that 70 percent of students are either very satisfied or satisfied with the Counseling Department services. The rate of dissatisfaction with the unit's performance was reported at 9.2 percent while 20.7 percent of respondents selected the option of "not applicable" when asked about their level of satisfaction with counseling services. These results are encouraging as they reflect an 8 percent increase (up from 62 percent) in student satisfaction over a two-year period (2.31).

The 2017 LAMC Student Survey provided additional information on the efficacy of the Financial Aid Office with 74.2 percent of respondents indicating that they were either very satisfied or satisfied with its services, placing the College within 1 percent of its satisfaction goal for that unit (2.32).

Results for the DSPS Office were less encouraging, with only 47 percent of the 2017 Student Survey respondents claiming a high or moderate level of satisfaction with the unit's services, falling short of the 60 percent benchmark (2.33). The unit plans to investigate this gap and address the deficiency perceived by students.

In April 2017, the Vice President of Student Services, in close collaboration with the Vice Presidents of Academic Affairs and Administrative Services, began the process of integrating three existing committees (Student Equity, Student Success and Support Program (SSSP), and the College Readiness Committee) into a combined group focused on improving student outcomes. The new committee will establish its charter and begin its official work in August 2017.

Conclusions

The College has effectively addressed this recommendation and will move to implement the action steps noted in the QFE by focusing on the need for data collection, the development of tasks and activities to better support students, and improvements through the assessment process.

LIST OF EVIDENCE

- 2.1 Student Services Retreats 7/7/2017 & 7/12/2017
- 2.2 Student Services-Academic Affairs Meeting 10/26/2016
- 2.3 Report on College's Student Services Retreat 10/28/16
- 2.4 Graduation from National Hispanic Leadership Program
- 2.5 1521A Classified Professional Development Day 1/24/2017
- 2.6 Student Services Staffing Plan and Proposed Funds
- 2.7 Improvement of Opening College Web Page
- 2.8 Student Equity Proposals – Veterans Resource Center and DSPS
- 2.9 Dream Center
- 2.10 2016-2017 Service Area Outcomes
- 2.11 SAO Training Follow Up Email 11/18/2016
- 2.12 Focus Group Training Sign-In sheet 2/10/2017
- 2.13 Focus Group Training Sign-In sheet 2/14/2017
- 2.14 Focus Group Training Sign-In sheet 2/15/2017
- 2.15 Focus Group Training Exit Survey
- 2.16 Focus Group Training Lesson Plan
- 2.17 Focus Group Training PowerPoint Presentation
- 2.18 ASO Student Focus Group Sign-In sheet
- 2.19 Counseling Student Focus Group Sign-In sheet
- 2.20 Financial Aid Student Focus Group Sign-In sheet

- 2.21 TRiO Student Focus Group Sign-In sheet
- 2.22 Transfer Center Student Focus Group Sign-In sheet
- 2.23 Veterans Student Focus Group Sign-In sheet
- 2.24 Student Support Services Committee Minutes 3/14/2017
- 2.25 Student Support Services Management Minutes 3/23/2017
- 2.26 Student Services Report to College Council 4/20/2017
- 2.27 Student Focus Group results
- 2.28 Counseling link on LAMC homepage
- 2.29 DSPS assessment results
- 2.30 Health Center assessment results
- 2.31 Counseling Student Satisfaction Survey results
- 2.32 Financial Aid Office Student Satisfaction Survey results
- 2.33 DSPS Student Satisfaction Survey results

COLLEGE RECOMMENDATION 3

In order to meet the Standard, the team recommends that the College develop a plan to evaluate all learning and tutoring center services and support to students, regardless of location or means of delivery, and use the result of the evaluation as a basis for improvement. (II.B.3)

PROGRESS IN ADDRESSING THE RECOMMENDATION

The College has developed a systematic plan to evaluate all learning and tutoring center services that support students, and it uses the evaluation results as the basis for improvement and enhancement of the learning experience.

In April 2016, the Vice President of Academic Affairs requested that the Dean of Academic Affairs commence the process of developing an evaluation plan for all learning and tutoring center services. The approved plan included:

- The completion of a program review/unit update for the College's Learning Resource Center;(3.1)

- Discussions pertaining to tutoring services at the Council of Instruction/Chairs & Deans meetings;
- Meetings with key tutoring services staff members; and
- Point-of-service surveys at all locations where learning and tutoring services were provided:
 - STEM Center
 - Learning Resource Center
 - Learning Center Math Lab
 - The Math Center
 - The Science Success Center.

Evaluation

For a number of years, tutoring services at LAMC were funded by a Title V grant. Upon the expiration of the grant and with the 2008 Recession, support services were sharply reduced on campus. Due to budgetary constraints, the tutoring budget for the Learning Resource Center was cut sharply for 2012-2014, resulting in a reduction in the Learning Center hours and staff.

One of the most pressing challenges of tutoring services has been to provide continued and adequate support for the high numbers of students underprepared for college-level Math and English. To that effect, the College has leveraged Basic Skills funds to address the needs of developmental students. Furthermore, students enrolled in college-level courses have been provided services by leveraging Equity funds.

Improved coordination between grant-funded tutoring services across campus (the LRC, the Science Center, and the Math Center) has allowed the College to maximize the efficiency of its tutoring programs.

The three tutoring centers on campus (Learning Resource Center, Science Center, and Math Center) conducted a week-long student survey in April 2016 to assess student needs and to maximize efficiency. Overall, students expressed satisfaction with the quality of services offered in various tutoring labs. However, there is an express need to expand tutoring services to a greater number of subjects.

To strengthen student success across the college, tutor training has been centralized and best practices shared with all the programs that provide tutoring assistance. During fall 2015, all tutors were invited to attend tutor training sessions at LA Pierce College while the College pursues its efforts to backfill positions that have remained vacant in our support services.

The data gathered from the April 2016 student surveys are as follows:

STEM Center (Science Success) Survey

Among students surveyed in April 2016, 95.5 percent visited the STEM Center more than ten times during the semester and 81.8 percent strongly agreed that the services they received helped

them in their science courses. Students requested tutoring services be offered on Fridays. However, 100 percent of students surveyed expressed satisfaction with the quality of tutoring and stated that they would recommend the services to a friend (3.2).

LRC Survey

Among students surveyed in April 2016, 66.7 percent visited the LRC more than ten times during the semester and 51.2 percent strongly agreed that the tutoring service helped them in their class (3.3).

LRC Math Lab

90 percent of students surveyed who visited the LRC Math Lab specifically sought individual tutoring services. However, there was some dissatisfaction with the number of tutors available on site as well as the hours of operation of the center (3.4).

Math Center (STEM)

69.5 percent of students surveyed who routinely visit the Math Center on East Campus strongly agreed that the service helped them in their Math class. Some students requested earlier opening times and longer hours of operations (3.5).

NetTutor

The College contracted with LinkSystems International in 2015 to offer online tutoring in a variety of subjects. The product, NetTutor, is approved by and is ADA-compliant. OEI in the State Chancellor's Office; NetTutor offers online tutoring in Accounting, Biology, Business, Chemistry, Computer Science and Information Technology, Economics, English, ESL, Finance, General Humanities and Social Sciences, Mathematics, Physics, and World Languages, to name a few.

NetTutor integrates well with Canvas, the College's learning management system. Students are able to directly access NetTutor from the course page in Canvas as well as the College's Webpage. NetTutor is customizable per section and allows faculty to share their syllabi and assignments as well as set parameters on the type and amount of help that should be extended to their students. Many faculty include information on NetTutor in their syllabi (3.6), (3.7), (3.8).

In addition to synchronous tutoring in a variety of topics, NetTutor assists students with their papers by providing feedback in accordance with the parameters set forth by faculty. All paper/lab reports can be submitted 24 hours a day, seven days per week. All writing submissions to NetTutor maintain a 48-hour turnaround time.

NetTutor assessment

In fall 2016, an assessment was completed to determine the usage and satisfaction of NetTutor. 322 students used NetTutor for a total of 653 sessions. 92% of students surveyed strongly agreed they had a positive experience with NetTutor and would recommend it to others (3.9), (3.10), (3.11).

Improvement

The following improvement goals, as set forth in the most recently-completed Program Review, have been met:

- Increase coordination and collaboration among all tutoring services on campus under the umbrella of the Learning Center;
- Open the LRC on Fridays;
- Promote NetTutor, the online tutoring service, both to the faculty and students;
- Secure ongoing funding for tutors and institutionalize the tutoring/learning support services;
- Fill the LRC Director (1.0 FTE), was filled in fall 2016 (3.12), (3.13).

In addition, the College plans to fill the position of Language Arts Instructional Assistant (0.5 FTE) in Fall 2017.

Conclusion

The College has met this recommendation.

LIST OF EVIDENCE

- 3.1 LRC Program Review
- 3.2 STEM Center Survey
- 3.3 LRC Survey
- 3.4 LRC Math Lab Survey
- 3.5 Math Center (STEM) Survey results
- 3.6 Art syllabus with NetTutor information

- 3.7 Biology syllabus with NetTutor information
- 3.8 Math syllabus with NetTutor information
- 3.9 NetTutor email regarding survey results 12/6/2016
- 3.10 NetTutor Satisfaction Survey 12/1/2016
- 3.11 NetTutor Usage Report 12/6/2016
- 3.12 LRC Job announcement
- 3.13 LRC hire

COLLEGE RECOMMENDATION 4

In order to meet the Standards, the team recommends that the College add an academic calendar to the catalog. (I.C.2, ER20)

PROGRESS IN ADDRESSING THE RECOMMENDATION

During the Accreditation Team visit in March 2016, the College added an academic calendar to the 2016-17 print and online college catalog. This practice of including the academic calendar in the online and print college catalog will be continued in the future.

Conclusion

The College has met this recommendation.

LIST OF EVIDENCE

4.1 Screenshot of page 3 of the 2016-2017 College Catalog Academic Calendar.

COLLEGE RECOMMENDATION 6

In order to meet the Standards, the team recommends that the College update academic administrator's and part-time faculty performance evaluations to include the responsibility of these individuals in learning outcomes assessment to improve teaching and learning. (III.A.6)

PROGRESS IN ADDRESSING THE RECOMMENDATION

The Human Resources Division has worked with Teamsters Local 911, the collective bargaining group representing academic administrators, to add Student Learning Outcomes (SLO) and Service Area Outcomes (SAO) language to job descriptions, job duty statements, and evaluation forms. (Teamster CBA). On June 2, 2016, the union and the District entered into a Memorandum of Understanding to include the results of the assessment of learning and/or service outcomes in the evaluation of all Deans (6.1). The evaluation form was immediately put into practice (6.2).

All unrepresented management and executive level administrators have also had SLO and/or SAO assessment integrated into their evaluation process. The revised evaluation forms ensure that learning and/or service outcomes are a component of the evaluation process (Vice President Evaluation Form, Executive Evaluation Form).

Each college has implemented the new evaluation process for academic administrators and managers. The process begins with common language in administrative job announcements that make clear the role of administrators in using learning and/or service outcomes to improve academic and service programs. **X** Colleges have used the revised job description for all new academic administrators (6.3). All colleges have evaluated current administrators based on the revised job duties and evaluation processes. This includes utilizing the revised evaluation form that mandates a review of the administrator's use of learning and/or service outcomes. All administrative evaluations are up to date and are available in the personnel files for review.

Both fulltime and adjunct faculty are evaluated on their participation in student learning outcomes assessment as outlined in the AFT, Local 1521 Collective Bargaining Agreement and incorporate SLO assessments as part of the faculty contractual responsibility. The AFT's

clarification of the meaning of “participates in the SLO assessment cycle” states “all instructors shall conduct SLO assessment in their assigned classes and use the results to make appropriate changes to instruction to improve student learning” (6.4).

All faculty must include the officially approved course SLOs on course syllabi, conduct SLO assessments in their assigned classes, and use the results to make appropriate changes in instruction to improve student learning. Faculty are required to provide evidence of changes in instruction and improvement in student learning through uploading data analysis to the SLO website portal (6.5-6.10).

Faculty share the responsibility of producing and assessing student learning outcomes in their individual disciplines, and department chairs are tasked with monitoring the outcomes assessment process (6.11).

LIST OF EVIDENCE

- 6.1 MOU agreement
- 6.2 Evaluation form
- 6.3 Sample of job postings
- 6.4 LACCD Faculty Guild, Local 1521, Appendix L, p. 261
- 6.5 LACCD Faculty Guild Agreement, Faculty evaluation form p. 189
- 6.6 SLO Online System Website
- 6.7 Sample syllabus
- 6.8 Sample syllabus
- 6.9 Sample syllabus
- 6.10 Sample syllabus
- 6.11 Department memo

Los Angeles Pierce College Draft Accreditation Follow-Up Report

Report Preparation

The Los Angeles Pierce College Follow-Up Report provides evidence that the college has addressed the two recommendations for compliance and eight District recommendations for compliance as outlined in the Accrediting Commission’s July 8, 2016 Action Letter (RP01: Action Letter).

For the two college compliance recommendations, the college president assigned primary responsibility for the analysis and evidence presented in the Follow-Up Report to the college’s administrators, staff, and the participatory governance bodies whose areas of responsibility involve technology and resources: the Information Technology Services Group (ITSG), the Administrative Services division, the Budget Committee (BC), and the Technology Committee (TC) (RP02: Email dated Month date, Year). The preparation of the college’s response to the recommendations was coordinated by the Los Angeles Pierce College Accreditation Steering Committee (ASC), a participatory governance body under the umbrella of the Pierce College Council (PCC), which is co-chaired by the Accreditation Liaison Officer and the Faculty Accreditation Coordinator. The ASC functioned as the responsible party for the establishing the timeline, the developing of the draft document, and providing the editorial comments before completion of the Follow-Up Report. The committee met monthly during the fall 2016 and spring 2017 semesters to hear reports from the responsible parties, and to review the evidence included in this report.

Los Angeles Pierce College Accreditation Steering Committee (ASC)			
Administrators	Staff	Faculty	Student
Sheri Berger*^	Doreen Clay	Wendy Bass Keer	Kareen Cohen-Sadik
Oleg Bepalov	Carlos Guzman	Anna Bruzzese	Rita Ngaka
Eric Dixon-Peters	Shytovia Jernigan	Lyn Clark	
José Luis Fernández	Miguel Montanez	Monique Cleveland	
Mark Henderson		Fernando Oleas	
William Marmolejo		Paula Paggi	
Kalynda McLean		Margarita Pillado*^^	
Paul Neiman		Adrian Youhanna	
Anafe Robinson			
Rolf Schleicher			

* Committee Co-Chair

^ Accreditation Liaison Officer

^^ Faculty Accreditation Coordinator

Los Angeles Pierce College Budget Committee (BC)			
Administrators	Staff	Faculty	Students
Sheri Berger	Suleman Ishaque	Angela Belden	
Eric Dixon-Peters	James Theoharris	Kaycea Campbell*	

Mary Anne Gavarra-Oh		Fernando Oleas	
Paul Nieman		Joseph Perret	
Victoria Romero			
Rolf Schleicher*			

* Committee Co-Chair

Los Angeles Pierce College Technology Committee (TC)			
Administrators	Staff	Faculty	Students
Eric Dixon-Peters	Suleman Ishaque	Wendy Bass Keer	Ahmed Jiha
José Luis Fernández	John Millhone	Jill Binsley	Caroline Maroutian
Mary Anne Gavarra-Oh	Randall Sparks	Clayton Gediman	
Mark Henderson	James Theoharris	Michael Gend	
Larry Kraus		Amy Sirott	
Susan Rhi-Kleinert		Edward Tchertchian*	
Anafe Robinson		Adrian Youhanna	
Bruce Rosky*			

* Committee Co-Chair

As one of the nine colleges in the Los Angeles Community College District (District), the college was also involved in the preparation of the District’s response to the eight district compliance recommendations. The college’s Accreditation Liaison Officer, the = Faculty Accreditation Coordinator, and the college president participated as members in the District Accreditation Committee (DAC), which is comprised of the nine Accreditation Liaison Officers, nine college faculty accreditation leads, a college president, and representatives from the Educational Services Center (RP03: DAC Charge). Following the Accrediting Commission’s Action Letter, the DAC developed a timeline to ensure the timely completion of the district portions of the Follow-Up Reports and the assembly of the evidence that supports it.

LACCD Accreditation Committee (DAC)			
ALO	CEO	Faculty	ESC
LACC – D. Walden	LAPC – K. Burke	LACC – D. Wanner	R. Cornner
ELAC – L. Ramirez		ELAC – N/A	M. Pearl
LAHC – B. Villalobos		LAHC – vacant	
LAMC – I. Saber		LAMC – K. Enos	
LAPC – S. Berger		LAPC – M. Pillado	
LASC – L. Bradford		LASC – R. Davis	
LATTC – L. Barajas		LATTC – K. Le	
LAVC – K. Daar		LAVC – D. Kaye	
WLAC – A. Aguiar		WLAC – K. Manner	

The DAC met during the 2016-2017 academic year and reviewed progress made on the recommendations. The DAC regularly reported progress towards addressing the district compliance recommendations to the Board of Trustees through the Institutional Effectiveness and Student Success Committee (IESS) (RP04: Accreditation Response Plan; RP05: LACCD Accreditation summary; RP06: IESS District Accreditation Update).

The sections of this Follow-Up Report that address the district compliance recommendations were drafted by the leads in each area at the Educational Services Center from the areas of Human Resources, Information Technology, Educational Programs and Institutional Effectiveness (EPIE), Office of General Counsel, and Finance and Resource Development. The area lead responses were compiled and written in one voice by the Educational Programs and Institutional Effectiveness division and provided to the District Accreditation Committee for approval (RP07: DAC Agenda, May 9, 2017).

The Follow-Up Report was vetted and approved by the Pierce College Academic Senate on May 22, 2017 and the Pierce College Council on May 25, 2017 (RP08: Academic Senate minutes Month date, Year; RP09: PCC minutes Month date, Year). Following the local approval, the Follow-Up Report was submitted to the EPIE office, where all nine follow-up reports were assembled and presented to the IESS Committee on August 23, 2017 (RP10: IESS Agenda). The Board of Trustees reviewed and approved the nine college reports on September 6, 2017 (RP11: September Board Agenda). Following Board approval, the college's Follow-Up Report was submitted to the Accrediting Commission with all required signatures. The Follow-Up Report, and the supporting evidence have been posted on the college website.

Report Preparation and Approval Timeline

July 8, 2016	Accrediting Commission	College is notified of reaffirmation of accreditation for 18 months and is required to submit a Follow-Up Report by 10/1/2017.
July 12, 2016	College President, ALO	Responsible parties and deadlines are identified.
July 2016	TC/PCC	Dialogue about college recommendations begins.
August 17, 2016	ASC	Report timeline is established and Tech Refresh key support parties are identified.
September 21, 2016	Tech Refresh Task Force	Timeline to the Tech Refresh Plan is established.
October 1, 2016	College President	Progress report of college recommendations is presented to the IESS.
December 8, 2016	TC	Tech Refresh Plan is approved by the TC.
December 15, 2016	PCC	Tech Refresh Plan is approved by the PCC.
February 2017	College President/TC	Tech Refresh Plan is edited and returned to the TC and accepted with no objections by the committee.
February 15, 2017	ASC	Report evidence is discussed.
March 15, 2017	ASC/DAC	First revision of Follow-Up Report is completed. This initial draft includes a first draft of District responses to district compliance recommendations.
April 19, 2017	ASC	Second revision of Follow-Up Report is completed.
April 11, 2017	DAC	Second draft of District responses to compliance recommendations reviewed via email.
May 9, 2017	DAC	Revisions to the district compliance recommendations are approved.
May 17, 2017	ASC	Third revision of Follow-Up Report is completed and approved, including the third draft of district compliance recommendations.
May 22, 2017	Senate	Follow-Up Report is ratified.
May 25, 2017	PCC	Follow-Up Report is ratified.
August 23, 2017	IESS	Follow-Up Report is approved and submitted to the Board for final approval.
September 9, 2017	BOT	Board approves the Follow-Up Report.
October 1, 2017	College President	Report is submitted to the Accrediting Commission for Community and Junior Colleges.

Evidence List: Report Preparation

- RP01: Accrediting Commission's Action Letter dated July 8, 2016
- RP02: Email Communications to Responsible Parties dated Month day, Year
- RP03: DAC Charge
- RP04: Accreditation Response Plan
- RP05: LACCD Accreditation summary

- RP06: IESS District Accreditation Update
- RP07: DAC Agenda, May 9, 2017
- RP08: Academic Senate Minutes, May 22, 2017
- RP09: Pierce College Council Minutes, May 25, 2017
- RP10: IESS Agenda, August 23, 2017 (or the minutes if they are available before October 1)
- RP11: Board Agenda, September 9, 2017 (or the minutes if they are available before October 1)

College Recommendation 7 (Compliance)

In order to meet the Standard, the team recommends the College allocate appropriate fiscal resources and adopt a lifecycle plan for the ongoing refresh and replacement of technology to ensure that its technological infrastructure quality and capacity are adequate to support its mission, operations, programs, and services. (III.C.2)

The college has allocated appropriate fiscal resources to strengthen its technological infrastructure quality and capacity. Through its annual resource prioritization process, the college has recommended that both ongoing and one-time fiscal resources be dedicated to information technology services as shown in the two most recent cycles of prioritization covering fiscal years 2016 and 2017. As indicated in the Resource Priority Lists (RPL) for those years, funding is recurring in the general fund (CR01: RPL for 2015-2016 and CR02: RPL for 2016-2017).

In particular, the RPL for 2015-2016 dated September 21, 2015 shows that out of 264 requests for increased financial support 12 requests were directly related to information technology services. All 12 requests were ranked in the top 60, and the top 60 requests were funded by the college. Seven of the 12 requests provide ongoing funding for information technology services; all three personnel requests and three requests dedicated to technology replacement or repair provide ongoing support, including Item six on the RPL, which sets aside \$200,000 in ongoing funds for “Tech Refresh” to replace all computers campus wide; specifically, 170 computers are slated for replacement annually (CR03: GST Purchase Order - Tech Refresh January 28, 2016; CR04: GST Purchase Order – Tech Refresh August, 2017).

These 12 approved requests include the following:

- Three (3) requests for increased personnel (Items 9, 10, and 30)
- Three (3) requests for investment in technology refresh or smart classroom technology (Items 6, 19, and 56)
- Six (6) requests for network stability and reliability (Items 1, 4, 17, 32, 52, and 53)

The 2016-2017 Resource Priority List October 2016 (CR02) shows that out of 67 requests prioritized for fiscal year 2017, four requests were directly related to information technology services. Three of the four requests were ranked in the top 20; and the top 20 requests were funded. These four requests included the following:

- Two (2) requests for increased personnel (Items 1 and 11)

- One (1) request for network stability and reliability (Item 2, \$285,000 one-time funds)
- One (1) request for investment in smart classroom technology (Item 29, \$550,000 one-time funds)

The following resources related to stabilizing the network and providing reliable infrastructure have been secured as follows:

- A third party was contracted to stabilize the network system (CR05: Contract for Network Stabilization)
- Technology Refresh for computers used campus wide to include Windows 7 with a three-year warranty contract (CR03; CR04)
- Wireless ports to increase access to Wi-Fi throughout the principal instructional portions of campus (CR06: RFC-Wireless Ports)
- Contract for Voice-over Internet Protocol (VoIP) support services to support the telephony systems throughout the campus (CR07: Contract VoIP Support Services)
- Contract for repair of smart classroom projections systems in the Center for the Sciences (CR08: AV Agreement letter with GST for CFS)
- Contract for repair of smart classroom projections systems in Automotive Technology (CR09: RFC Smart Classroom AV in Automotive Technology)

Several major requisitions have been forwarded and purchase orders have been generated through the Business Office to enhance and stabilize the college's IT environment.

- Head phones for the use of ITSG staff in the Information Technology Help Desk. (CR10: Purchase Order Head Phones)
- Asset Management Software to monitor and maintain items of value and to create structure in our IT refresh cycles to ensure that devices are replaced and upgraded as required (CR11: RFP AMS Asset Management Software 2017-04-04)
- Testing equipment for the network. This equipment is vital towards maintaining a stable and dependable environment. (CR12: RFP CDW Fluke Probes 2017-03-15)
- Lenovo laptops have been dispersed to all technicians in the ITSG. These laptops permit the technicians to access their work orders in the field and to connect to web-based applications. The use of these devices will improve the efficiency of each technician. (CR13: GST Order for Lenovo Laptops)

In addition to these resources, the college committed \$9,804,000 in general obligation bond funding to install smart classroom technology in 114 classrooms in the following construction projects: North of Mall Phase I and Phase II (84), South of Mall (27), and Agricultural Sciences (3). In spring 2017, North of Mall Phase I was completed and 46 smart classrooms became fully operational with 608 class sections scheduled. According to the schedule, construction will begin on the remaining 29 classrooms in the summer of 2018 (CR14: Email from Build LACCD).

The college allocated a one-time investment of \$780,000 to procure updated servers for the data center, conduct focus groups regarding wireless access, procure additional wireless access points, migrate email to Microsoft Office 365, and procure redundant servers for a disaster recovery center (CR15: PCC Minutes and Action Item 36-Completed). The request August 16, 2017

for contract was submitted to the Board of Trustees for approval in fall 2016. However, the request was removed from the consent calendar at the Board meeting on November 2, 2016. No further action has been taken (CR16: Board of Trustees Minutes, November 2, 2017, pp. 10-11).

In fall 2016, the Technology Committee (TC), in collaboration with the Information Technology Services Group (ITSG) manager, developed a “Tech Refresh Plan” for information technology related equipment, which includes desktop computers for staff, instructional computer labs, networking equipment, including wireless and data center equipment. The Pierce College Council reviewed the plan, approved it at the December 15, 2017 meeting and forwarded it to the college president for adoption. In February 2017, the college president recommended revisions to the plan and returned it to the TC for their consideration. The TC discussed the revisions and accepted all revisions with no objections at its February 9, 2017 meeting. Implementation of the Tech Refresh Plan commenced immediately (CR17: Technology Refresh Plan; CR18: Action Item 8-Approve Tech Refresh Plan; CR19: PCC Minutes, December 15, 2016; CR20: TC Minutes, February 9, 2017; CR21: PCC Minutes, February 23, 2017; CR22 TC Minutes, May 11, 2017).

In addition to the above resource allocations, the ITSG manager proposed an IT maintenance schedule of two days per month when individual servers can be taken offline and serviced. The request was approved by the PCC on May 26, 2016 (CR23: IT Maintenance Schedule, Action Item 31; CR24: IT Maintenance Emails). Recognizing the need for increase server maintenance, the ITSG manager requested a revised maintenance schedule of every Friday during the summer to improve system accuracy, validity, and resiliency (CR25: IT action item dated May 10, 2017). The PCC approved this new request May 25, 2017 (CR26: PCC Minutes from May 25, 2017).

The college has fully addressed Recommendation 7. The evidence described above supports the claim that the college has allocated appropriate fiscal resources and has adopted a lifecycle plan for the ongoing refresh and replacement of technology. These resources and the plan greatly enhance the quality and capacity of the college’s technological infrastructure to effectively support its mission, operations, programs, and services. The majority of these ongoing fiscal resources are expended from the general fund; thus, ensuring the sustainability of the improvements.

College Recommendation 8 (Compliance)

In order to meet the Standard, the team recommends the College achieve an adequate level of professional support for students and staff to address service gaps in the information technology department and to fully support technology needs directly related to local instructional and student support services as well as institutional operations. (III.C.1, III.C.4)

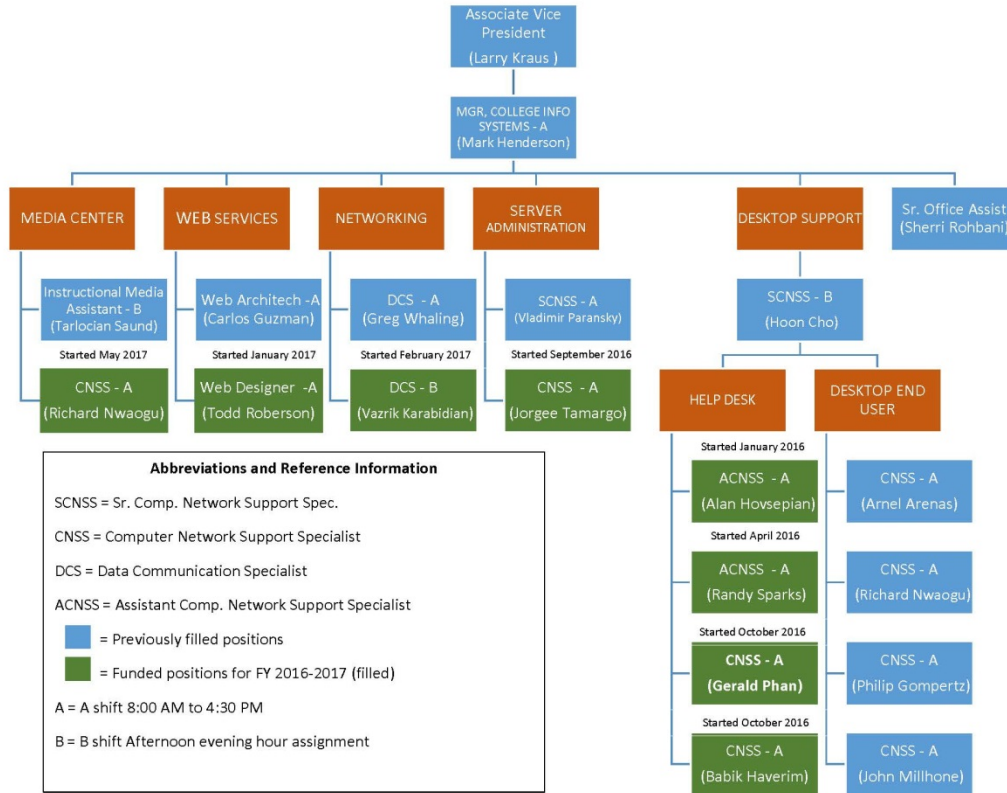
The college has approved a total of eight new positions in the Information Technology Services Group (ITSG), which represents an 89 percent increase in staffing, excluding the ITSG manager and Senior Office Assistant (from 9 to 17 employees). All positions have been filled. These new positions, combined with organizational changes in the ITSG, August 16, 2017

increase the number of employees working in the evening hours by 50 percent (CR27: IT Organization Chart Comparison 2014-2017- Revised August 2017). The following list itemizes the recent increase in ITSG personnel to support the college's IT infrastructure:

- A Request for Authorization to Fill a Permanent Position to hire an Assistant Computer Network Support Specialist (ACNSS) was approved by the president on June 29, 2015 and filled in January, 2016 (CR28: Request for Authorization, ACNSS / AH)
- A Classified Staffing Request to hire an Assistant Computer Network Support Specialist (ACNSS) was approved by the president on January 26, 2016 and filled in April 2016 (CR29: C-1121form / RS)
- A Classified Staffing Request to hire an Instructional Media Technician was approved by the president on May 19, 2016, but the search failed. (CR30: C1121/IMT)
- A Classified Staffing Request to hire a Computer Network Support Specialist (CNSS) was approved by the president June 29, 2015 and filled October 2016 (CR31: C1121 / GP)
- A Classified Staffing Request to hire a vacant position for a Computer Network Support Specialist (CNSS) was approved by the president December 9, 2015 and filled September 2016 (CR32: C1121 / JT)
- A Classified Staffing Request to hire a Computer Network Support Specialist (CNSS) was approved by the president July 7, 2016 and filled October 2016 (CR33: C1121 / BH)
- A Classified Staffing Request to hire a Web Designer was approved by the president October 26, 2016 and filled February 2017 (CR34:C1121 form / TR)
- A Classified Staffing Request to hire a Data Communications Specialist was approved by the president November 17, 2016 and filled February 2017 (CR35: C1121 / VK – B shift)
- A Classified Staffing Request to convert the A-shift IMT position into a new position for a Computer Network Support Specialist (CNSS) was approved by the president February 28, 2017 and filled May 2017. At that time, 46 new classrooms equipped with smart classroom software became operational. This new technology basically rendered the original IMT job description almost obsolete as it did not accurately describe the new knowledge and functions required. The CNSS position is more congruent with handling level-one responses to inoperable audio/visual equipment and end components (i.e. computers, projectors, cameras, etc.) (CR36: C1121 / RN).

The following chart illustrates the growth in support positions in the Information Technology Services Group:

ITSG Organizational Chart
August 11, 2017



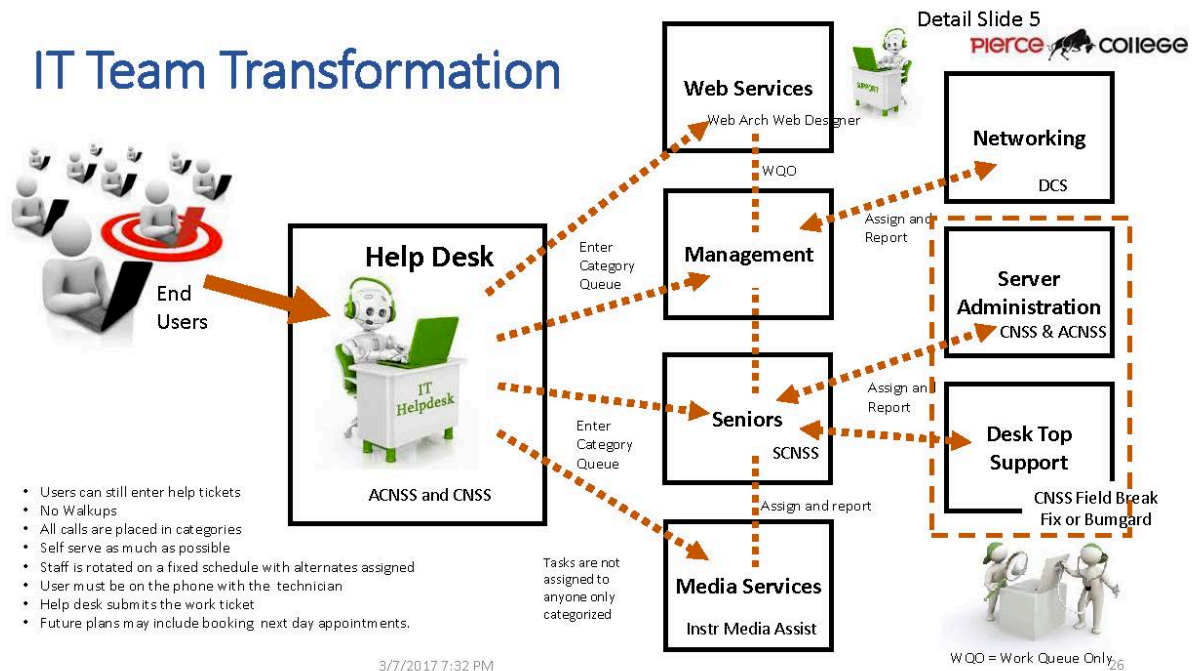
Along with this significant increase in personnel, the college has implemented a reorganization of the ITSG to improve the efficiency and effectiveness of its operations and support services. The improvements involved additional equipment, training, and more personnel assigned to the afternoon and evening schedule. Below is an itemized description of the evidence related to these improvements:

- In addition to the resources described under Recommendation 7 above, the reorganization involved additional ad-hoc resources such as technical equipment to facilitate communication with end users and professional training to support Microsoft server, security and maintenance (CR37: P.O. CDW Headphones; CR38: GST P.O for Lenovo Notebooks; CR39: P.O. New Horizons Windows Server Training).
- Training was scheduled in customer service and improving the work environment. (CR40: Email, MHN- Creating a Respectful Work Environment, Workshop Confirmation, March 25, 2017; CR41: Email and Attendance Sheet, Mind the Gap Training, April 28, 2017).
- In spring 2017, all ACNSS/CNSS/SCNSS personnel received an intensive five-day training, which ensured timely and efficient support to faculty related to the audio

visual systems in the 46 new classrooms. (CR42: Request for Contract, Utelogy Training, March 14, 2017; CR43: Short Term Agreement, Utelogy Training, March 23, 2017).

- Increase of staff members working the evening B shift ensured that faculty and students are adequately supported during the afternoon and evening schedules. (CR27)

A noticeable improvement in the support of technology end-users is the reduction in open help tickets (CR44: History of Help Tickets). This improvement is largely due to a significant reconfiguration of the how tickets are created, routed and resolved. In spring 2016, the college moved from the Computerized Maintenance Management System (CMMS) to a more-user friendly JitBit work order system to process technology end-user issues. The transition to the JitBit system was the first step to develop an IT Help Desk environment focused on a prompt mitigation of issues (CR45: Email and JitBit Brochure). Thirteen months later, on May 1, 2017, the ITSG launched a new IT Help Desk for faculty and staff to receive immediate assistance (CR46: Email to Users-Help Desk). The Help Desk is staffed Monday through Thursday 8:00 a.m. to 7:00 p.m. and Friday 8:00 a.m. to 3:00 p.m., except from 12:00 p.m. to 1:00 p.m. daily. The service allows faculty and staff to request IT assistance, submit a new work order, or get a status on open work orders. The technician who staffs the Help Desk can assist over the telephone or open a work order ticket if the problem is more complex and needs additional time to resolve (CR47: Help Desk Log). The new process for addressing help tickets is illustrated below:



The college has fully addressed Recommendation 8 by demonstrating that it has enhanced the professional support for technology-related needs of faculty and students by significantly

increasing the number of IT personnel, reorganizing the ITSG, and providing resources in the form of equipment and training to improve technical proficiency and customer service.

Evidence List: College Recommendations for Compliance 7 and 8

- CR01: Resource Priority List 2015-2016 dated September 21, 2015
- CR02: Resource Priority List 2016-2017
- CR03: Purchase Order GST for Tech Refresh 2016
- CR04: Purchase Order GST for Tech Refresh 2017
- CR05: Contract with CDW Government for EMC VN5300 for Network Stabilization
- CR06: Request for Contract for Wireless ports
- CR07: Request for Contract for VoIP Support Services
- CR08: GST Audio Visual support letter of Center for the Sciences
- CR09: RFC GST Automotive Technology AV
- CR10: PO Head Phones CDW 2017-04-17
- CR11: RFP AMS Asset Management Software 2017-04-04
- CR12: RFP CDW Fluke Probes 2017-03-15
- CR13: GST Order for Lenovo Laptops
- CR14: Email from Build LACCD, dated Month day, Year
- CR15: PCC Minutes dated June 23, 2016 and Action Item 36, completed
- CR16: Board of Trustees Minutes, November 2, 2017, pp. 10-11
- CR17: Technology Plan, submitted December 2016
- CR18: Action Item 8-Approve Technology Refresh Plan
- CR19: PCC Minutes from December 15, 2016, Item VI.E, p 6.
- CR20: TC Minutes from February 9, 2017
- CR21: PCC Minutes from February 23, 2017
- CR 22: TC Minutes from May 11, 2017
- CR23: IT Maintenance Schedule (spring 2016)-Action Item 31
- CR24: IT Maintenance email to users (2016-2017)
- CR25: IT Maintenance schedule update dated May 10, 2017 –Action Item XX
- CR26: PCC Agenda or Minutes from May 25, 2017
- CR27: Information Technology Organizational Chart Comparison between 2014 and 2017 as of April 28, 2017
- CR28: Request for Authorization – ACNSS dated June 29, 2015
- CR29: Classified Staffing Request for a new position – ACNSS dated December 18, 2015
- CR30: Classified Staffing Request for a new position – IMT dated May 19, 2016
- CR31: Classified Staffing Request for a new position – CNSS dated August 4, 2016
- CR32: Classified Staffing Request for Reclassification of a vacant position - CNSS dated December 18, 2015
- CR33: Classified Staffing Request for Reclassification of a vacant position - CNSS dated July 7, 2016
- CR34: Classified Staffing Request for a new position – Web Designer dated October 26, 2016
- CR35: Classified Staffing Request for a new position – DCS dated November 7, 2016
- CR36: Classified Staffing Request for a new position – CNSS dated March 1, 2017

- CR37: Purchase Order, CDW headphones order, April 17, 2017
- CR38: Purchase Order, GST, Lenovo Notebooks, February 6, 2017
- CR39: Purchase Order, New Horizons, Windows Server Training, April 13, 2017
- CR40: Email, MHN, Creating a Respectful Work Environment, Workshop Confirmation, March 25, 2017
- CR41: Email and Attendance Sheet, Mind the Gap Training, April 28, 2017
- CR42: Request for Contract, Utelogy training, March 14, 2017
- CR43: Short Term Agreement, Utelogy training, March 23, 2017
- CR44: History of help tickets as of April 10, 2017
- CR45: JitBit email and brochure
- CR46: Help Desk email May 1, 2017
- CR47: Most recent Help Desk log

District Recommendation 1 (Compliance)

In order to meet the Standard, the team recommends that the District ensure consistent and uniform guidelines for the search and selection of adjunct faculty. (III.A.1)

The District has policies for hiring that are established in Board Rule Chapter X Article III (D1.01 Ch. X - Article III). The previous adjunct hiring process allowed for the development of local processes that were not consistent across all colleges. Following the Commission's comprehensive visit, the District Academic Senate (DAS), working with the District's Human Resources Division (HRD) and Chancellor as representatives of the governing board, jointly agreed to a uniform hiring procedure for all adjunct positions. The District Academic Senate approved the hiring process on May 11, 2017. (D1.02 May 2017 DAS Agenda; D1.03 Adjunct Recruitment Process). Other participatory governance groups were consulted as well. The revised adjunct hiring process was included in the HR Guide (D1.04 HR GUIDE) which was approved and signed by the Chancellor on Month day, 2017. Based on the new process, an FAQ was developed to assist colleges in implementation (D1.05 FAQ Adjunct Hiring Process).

As part of the new process, a centralized web-based adjunct recruitment system of applicant lists by discipline was developed and is maintained by the HRD for dissemination to the colleges and other district hiring locations (D1.06 Recruitment Portal). The revised process includes a hiring selection committee with an Equal Employment Opportunity officer, for screening and interviewing applicants. The HRD also developed templates for posting adjunct positions (D1.07 Example Template PT HEALTH (DR-1)). The templates include duty statements, minimum qualifications, and application processes and are accompanied by a style guide to ensure conformity in the appearance of postings. The new process provides consistency for the recruitment and selection of adjunct faculty with the goal of ensuring a diverse and highly qualified lists of applicants. All hiring processes throughout the district are confidential, and all evidence for this section has been redacted to protect that confidentiality.

The new process was implemented for adjuncts hired for fall 2017. The online application portal includes requests from every college for disciplines in need of adjunct faculty (D1.08

List of Disciplines Posted). The HRD validated adjunct hiring lists and distributed the lists to department chairs throughout the spring and summer sessions (D1.09 Example Email to Colleges; D1.10 Example Redacted applicant list). Selection committees reviewed the lists through the online portal to determine which candidates to offer interviews (D1.11 Process for Reviewing Applicants). All interviews were conducted as defined in the adjunct hiring process and included faculty and EEO membership. The uniform guidelines were used in the hiring of all new adjuncts for fall (D1.12 New Adjunct Hiring List to date).

At Los Angeles Pierce College, departmental adjunct hiring committees were formed during summer 2017 in accordance with the approved process. As of August 7, 2017, committees for Art History and Veterinary Technology have selected new adjuncts through this process, selecting a total of six new adjunct faculty (D1.13 Sample interview list redacted).

District Recommendation 2 (Compliance)

In order to meet the Standard, the team recommends that the District ensure all personnel are systematically evaluated at stated intervals in accordance with the bargaining agreements and Board policies. (III.A.5)

Following the site visit, the Human Resource Division (HRD) began an analysis of the current evaluation tracking processes. It found that the process did not include the ability to upload the evaluation as a digital record, which left a gap in the tracking mechanism. Additionally, the District enterprise system, SAP, did not include academic personnel as part of the evaluation tracking. This led to paper records that were sometimes incongruent with the SAP system and two separate means of tracking evaluations. The impact was District records that sometimes reflected fewer completed evaluations than college records.

The District has completed an update of the SAP system to enhance tracking and congruence in the evaluation process. The system is now used for all personnel, including classified and academic employees, as the system of record for evaluations. In addition, the system has been updated to include the ability to upload the evaluation (D2.01 Evaluation Alert System User 3.0 Manual; D2.02 LACCD_EASY enhancements release - 3.0). The digitizing of evaluation forms ensures that all official records are in agreement and that the SAP system can serve as the official record. The SAP system can now track the percentage of evaluations that have been received and provide reports to managers to assist in completing all evaluations (D2.03 Evaluation Report). The system is programmed to track evaluations in accordance with the contractual guidelines in bargaining agreements. The system of submitting digital copies of evaluations for the official record and for tracking purposes went into effect for evaluations due January 1, 2017 or later. This process will capture all evaluations as they are due.

All colleges have implemented the evaluation process developed in the SAP system. As of June 30, 2017, the District has evaluated X percent of employees in accordance with the stated intervals. Los Angeles Pierce College has evaluated X percent of employees in accordance with contractual requirements.

District Recommendation 3 (Compliance)

In order to meet the Standard, the team recommends that the District update the performance evaluations of academic administrators to include the results of the assessment of learning outcomes to improve teaching and learning. (III.A.6)

The Human Resource Division has worked with collective bargaining groups to add Student Learning Outcomes (SLO) and Service Area Outcomes (SAO) language to job descriptions, job duty statements, and evaluation forms. The District academic supervisors (Deans) operate under a collective bargaining agreement (D3.01 Local 911 2014-17 Agreement). On June 8, 2016, the Teamsters union and the District entered into a Memorandum of Understanding to include the results of the assessment of learning and/or service outcomes in the evaluation of all Deans (D3.02 Signed Teamsters MOU). The evaluation form was immediately put into practice (D3.03 Deans Evaluation with SLO Assessment).

All unrepresented management and executive level administrators have also had SLO and/or SAO assessment integrated into the evaluation process. The revised evaluation forms ensure that learning and/or service outcomes are a component of the evaluation process (D3.04 Basic Other Academic Administrator; D3.05 FORM HR E-210C LACCD Summary Evaluation of College President Academic/Vice Chancellor).

Each college has implemented the new evaluation process for academic supervisors and managers. The process begins with common language in administrative job announcements that make clear the role of administrators in using learning and/or service outcomes to improve academic and service programs. All Colleges have used the revised job description for all new academic administrators (D3.06 Associate Dean, Strong Workforce; D3.07 Dean of Special Programs and Services). All colleges have evaluated current administrators based on the revised job duties and evaluation processes. This includes utilizing the revised evaluation form that mandates a review of the administrator's use of learning and/or service outcomes. All administrative evaluations are up to date and are available in the personnel files for review.

District Recommendation 4 (Compliance)

In order to meet the Standard, the team recommends that the District and colleges develop a comprehensive Business Continuity/Disaster Recovery plan to ensure reliable access, safety, and security. (III.C.3)

The visiting team indicated that the District and the colleges share responsibility for technology resources and that this led to situations in which technology resources and planning were inconsistent across the colleges. As an example, the team noted that while the District's Educational Service Center has onsite and offsite backups, only some of the colleges had offsite backup systems. In addition, business continuity plans were inconsistent as were the technology resources needed to implement such plans. The District has worked to develop a comprehensive Business Continuity plan that is consistent across all colleges and for the District centralized functions. The plan utilizes the California Community College

System Office Information Security Center Template as the framework for a robust disaster recovery process.

The plan was developed through the District Technology Committee constituted by all college IT managers and the District Chief Information Officer. Based on the state template and multiple district-wide technology assessments (D4.01 District Technology Assessment Summary, D4.02 CCCCIO Assessment), the committee refined the recommendations to fit the specific staffing, governance, and technology infrastructure of the District. The committee approved a district-wide business continuity and disaster recovery plan on July 14, 2017 (D4.03 LACCD College and ESC IT Systems Backup and Disaster Recovery Standards and Procedures). The plan was codified in Administrative Regulation B-37, which was approved by the Chancellor on Month day, 2017 (D4.04 Administrative Regulation).

While the plan puts in place a consistent process for ensuring reliable access, safety, and security of district and college technology and data, the District has worked to further identify improvements in technology systems, hardware, and processes that will offer even further protection and continuity. As part of a district-wide technology project, the Board requested an assessment of college and district technology needs (D4.05 FMPOC 40J Technology Update) and the development of a Strategic Execution Plan (DD4.06 Strategic Execution Plan Timeline) that would improve technology systems such that all colleges are operating at the same standard. The plan included improvements of storage systems, firewall security, and servers that was used in the development of the business continuity and disaster recovery plan.

The completed technology assessment indicated a need for enhanced data storage processes. The Strategic Execution Plan included enhancement to data storage that would lead to segregated onsite storage, local offsite storage, and offsite emergency backups (D4.07 Backup Plan Update Presentation and Timeline). The District has already begun implementation of these improvements with the District and each college adopting a new segregated backup storage system that ensures that all data and systems have a backup separated from the general system. These storage systems bring all colleges up to the same standard for security, and training has been provided for college IT employees on the use of the systems (D4.08 Backup Strategy).

The second phase of the back-up plan includes the development of offsite backups for all colleges. The District has sought industry experts in the development of these planned upgrades. As part of an overall technology assessment strategy, the District will be contracting with a consultant to conduct an evaluation of current IT policies and processes at the college and district level (D4.09 LACCD IT Infrastructure and Organization Assessment). This evaluation will include final recommendations for the use of offsite cloud or tape back-ups. The technology solution will be implemented uniformly across all colleges to add another layer of security.

The District also plans to enhance business continuity and minimize downtime through the purchase of additional servers that could be used as a cold site in the event of a catastrophic event or as a warm site in the event of minor outages. These servers will allow the district to

maintain enterprise functions in the event that the primary datacenter is inoperable. The purchase of these servers is included in the Strategic Execution Plan with funding identified. The technology assessment strategy noted above will assist the District in identifying the most appropriate location for the secondary site. Additionally, the District has already developed performance/product standards for servers (D4.10 Server Standards). The result of these actions will be uniform server functionality across the district and colleges and the ability to mobilize district resources in support of any college in the event of an emergency.

Through initial assessments it has been made clear that there is a need for a greater standardization related to IT systems. The technology assessment strategy will include an evaluation of current IT organizational structure, policies, processes, and staffing at the college and district-level. This evaluation will be used to determine what additional policies, regulations, and processes should be adopted to bring the District to a higher industry standard for IT operations, cyber security, and business continuity.

District Recommendation 6 (Compliance)

In order to meet the Standard, the team recommends that the District comprehensively responds to the recurring audit findings concerning: 1) the internal control weakness in information technology controls over the areas of security and change management; and 2) the state compliance exceptions related to “To Be Arranged” (TBA) hours attendance documentation and course classifications. (III.D.7)

As part of the ongoing efforts to correct audit findings, the District develops corrective action plans. The corrective action plan for technology controls was developed following the 2015 Audit indicating that the District would increase segregation of duties and further implement Security Weaver (D6.01 2014-2015 Audit p.82-84). The segregation of duties issue has been addressed with additional hiring of a Software Systems Engineer who developed and improved the processes related to security and change management. Over the past year, the District Information Technology Team refined internal controls to establish a list of users who should have administrative and other elevated (Super User) access within the district enterprise system (SAP) (D6.02 LACCD SAP Privileged Access Report). The District has redacted names and usernames for security purposes. Full reports are available upon visit. The team conducted further reviews of roles and implemented processes and procedures to segregate duties. Additionally, the District Information Technology Division established a new process to limit the use of shared user IDs to ensure that access is appropriate to the user’s job responsibilities. In August 2016, the District engaged in its regularly scheduled audit. The auditing firm found significant improvements related to technology controls over the areas of security and change management. (D6.03 2015-2016 Audit p.96-98)

Past corrective action plans related to the audit findings for TBA hours have included training with no changes in internal procedures. The District worked to develop a new corrective action plan (D6.04 TBA Validation Process) that involves increased central review and control over the TBA reporting. This plan was shared with Chief Instructional and Student Service Officers in a joint meeting on May 20, 2016, for final revision and approval (D6.05 CIO CSSO Joint Council Agenda 5 20 16). The validation process includes periodic

reviews of TBA courses to ensure that required curricular and attendance records are present. While the colleges still retain the autonomy to schedule TBA courses, the District assumes the role of verifying that all state requirements are satisfied prior to submitting final FTES reports. At the end of each semester, the Division of Educational Programs and Institutional Effectiveness will audit attendance records for compliance. Scheduled sections not meeting requirements will not be submitted for apportionment.

The corrective action plan was presented at a districtwide meeting to ensure all personnel involved were aware of the new processes (D6.06 Corrective Action - Audit - August 2016 Presentation). The plan was put into action for the 2015-2016 FTES reporting. All colleges worked with the District to ensure that sections included the correct documentation prior to submission. The external audit report found no deficiencies with TBA documentation and reporting, indicating that the reoccurring finding regarding TBA hours had been addressed (D6.07 2015-2016 Audit p.126-128). One course was identified as being used to address a student time conflict and was not related to the documentation of TBA hours.

District Recommendation 8 (Compliance)

In order to meet the Standard, the team recommends that the District develop a process to capture the full impact of the District's liability for load banking and to record the liability in the District's financial statements. (III.D.12)

The District completed an assessment of load banking across all colleges and noted the liability in the financial statements (D8.01 FINANCIAL STATEMENTS). Through collaboration with the college offices of academic affairs, the District has developed a system that, each semester, requires the colleges to submit required detailed information to calculate the district-wide load banking liability resulting from load banking at the colleges (D8.02 Load Banking Memo, D8.03 Load Banking work sheet 2017). The load banking information will be regularly reported to the Accounting Department and recorded as a liability in the District's books for use in the District's financial statements at the end of the fiscal year.

District Recommendation 10 (Compliance)

In order to meet the Standard, the team recommends that the Board adopt policies that clearly define the process for the selection and evaluation of the chancellor. (IV.C.3)

In the evaluation of Board policies, the team determined that there were no policies that clearly identified the process for the selection and the evaluation of the chancellor. Board Rule Chapter X, Article III articulates hiring processes, including those for college presidents. Section 10309 was added to the Board Rule to clearly define the process for the selection of the Chancellor (D10.01 Ch. X - Article III). The revised Board Rule was approved by the Board on March 8, 2017 and is in effect for the next selection process (D10.02 March 8 2017 Board Agenda; D10.03 March 8 2017 Board Minutes).

The evaluation of the Chancellor was added to Board Rule Chapter X Article I, Human Resources Services (D10.04 Ch. X - Article I). Section 10105.13 defines the process of the evaluation of the Chancellor stating:

The Board shall conduct an evaluation of the Chancellor of the District at least annually. Such evaluation shall comply with any requirements set forth in the contract of employment with him/her as well as this policy. The Board shall evaluate the Chancellor using an evaluation process developed and jointly agreed to by him/her and the Board.

The criteria for evaluation shall be based on board policy, the Chancellor's job description, and overall priorities developed in accordance with board policy.

The Board Rule was approved on March 8, 2017 (D10.2 March 8 2017 Board Agenda; D10.3 March 8 2017 Board Minutes). The evaluation process goes into effect immediately and will be used in the annual evaluation of the Chancellor.

District Recommendation 11 (Compliance)

In order to meet the Standard, the team recommends that the Board establish a formal process for approving the review of policies in which no revisions are made and to regularly assess the effectiveness of all policies in fulfilling the District mission. (IV.C.7)

The District has had a long established process for the regular review of policies and Board Rules defined in C-12 (D11.01 Administrative Regulation C12). The previous process had called for District executive staff to review all Board rules on a triennial basis and to bring all proposed changes to the Board for approval. The procedure did not require the review of Board rules in instances when no changes were recommended. The recommendation from the visiting team stressed the need to revise the process to include a regular review even when no changes are recommended. In May 2016, Administrative Regulation C-12 was updated to include the provision that the Board review all policies on a triennial basis regardless of whether changes were recommended (D11.02 Revised Administrative Regulation C12). Specifically, the regulation indicates:

If the specified designee recommends that no changes be made to a particular rule or regulation, the rule will be noticed at the next scheduled Board meeting for subsequent affirmation. The next scheduled review period for that rule or regulation shall be calendared three years from the current year.

To ensure that all current Board Rules have been reviewed by the Board in the past three years, the Office of General Counsel provided all unchanged Board Rules for approval to the Board on December 7, 2016 (D11.03 Board Agenda, item C-5; D11.04 Board Minutes). To date, all Board Rules have been reviewed and approved by the Board at least once in the past three years, and the Office of General Counsel will continue its practices of tracking the review of all policies and procedures to ensure that triennial reviews occur. (D11.05 Board Rule Tracking).

The District has also used this recommendation as an opportunity to improve all of its policies through a process of continuous quality improvement. The Office of Educational Programs and Institutional Effectiveness in consultation with the Office of General Counsel will be working toward the adoption of the Community College League of California model policies. The District has developed a crosswalk of the model policies to current policies beginning with Chapter 2 (D11.06 Example Crosswalk) and assigned the revision of District policies to appropriate consultation groups. The District plans on integrating the model policies over the course of the next 18 months and believes that these efforts will provide additional uniformity to the District policies and a greater ability to respond to legislative changes from the state.

Evidence List: District Recommendations for Compliance 1, 2, 3, 4, 6, 8, 10 and 11

- D1.01 Ch. X - Article III
- D1.02 May 2017 DAS Agenda
- D1.03 Adjunct Recruitment Process
- D1.04 HR GUIDE
- D1.05 FAQ Adjunct Hiring Process
- D1.06 Recruitment Portal
- D1.07 Example Template PT HEALTH
- D1.08 List of Disciplines Posted
- D1.09 Example Email to Colleges
- D1.10 Example Redacted applicant
- D1.11 Process for Reviewing Applicants
- D1.12 New Adjunct Hiring List to date
- D1.13 Sample interview list redacted

- D2.01 Evaluation Alert System User 3 0 Manual;
- D2.02 LACCD EASY enhancements release 3.0
- D2.03 Evaluation Report

- D3.01 Local9112014-17 Agreement
- D3.02 Signed Teamsters MOU
- D3.03 Deans Evaluation with SLO Assessment
- D3.04 Basic Other Academic Administrator Evaluation – February 2017
- D3.05 FORM HR E-210C LACCD Summary Evaluation of College President or Academic Vice Chancellor
- D3.06 Associate Dean, Strong Workforce
- D3.07 Dean of Special Programs and Services

- D4.01 District Technology Assessment Summary
- D4.02 CCCCIO Assessment
- D4.03 LACCD College and ESC IT Systems Backup and Disaster Recovery Standards and Procedures
- D4.04 Administrative Regulation

- D4.05 FMPOC 40J Technology Update
- D4.06 Strategic Execution Plan Timeline
- D4.07 Backup Plan Update Presentation and Timeline
- D4.08 Backup Strategy
- D4.09 LACCD IT Infrastructure and Organization Assessment
- D4.10 Server Standards

- D6.01 2014-2015 Audit p.82-84
- D6.02 LACCD SAP Privileged Access Report
- D6.03 2015-2016 Audit p.96-98
- D6.04 TBA Validation Process
- D6.05 CIO CSSO Joint Council Agenda 5 20 16
- D6.06 Corrective Action - Audit - August 2016 Presentation
- D6.07 2015-2016 Audit p.126-128

- D8.01 FINANCIAL STATEMENTS
- D8.02 Load Banking Memo
- D8.03 Load Banking Worksheet 2017

- D10.01 Ch. X - Article III
- D10.02 March 8 2017 Board Agenda
- D10.03 March 8 2017 Board Minutes
- D10.04 Ch. X - Article I

- D11.01 Administrative Regulation C12
- D11.02 Revised Administrative Regulation C12
- D11.3 Board-Agenda December 7 2016 item C-5
- D11.4 Board Minutes December 7
- D11.5 Board Rule Tracking
- D11.6 Example Crosswalk



Los Angeles Southwest College
Accreditation Follow-up Report

Submitted by:

Los Angeles Southwest College
1600 West Imperial Highway
Los Angeles CA 90047

Submitted to:

Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

Date Submitted

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CERTIFICATION OF THE FOLLOW-UP REPORT

To: Accreditation Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

From: Denise F. Noldon, Ph.D.
Los Angeles Southwest College
1600 West Imperial Highway
Los Angeles, CA 90047

I certify there was broad participation/review by the campus community and believe this Report accurately reflects the nature and substance of this institution.

Signatures:

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President, Board of Trustees, Los Angeles Community College District

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Glossary of Acronyms

Acronym	Definition/Meaning
A2RT	Accreditation Recommendation Response Team
AS	Academic Senate
ATC	Academic Technology Committee
AFT 1521A	AFT College Staff Guild Local 1521A
ASO	Associated Student Organization
BC	Budget Committee
CC	College Council
COOR	College's Office of Outreach and Recruitment
CTC	Campus Technology Committee
DEC	Distance Education Committee
ECDBC	Executive Committee of the District Budget Committee
EMPC	Educational Master Plan Committee
FPC	Facilities Planning Committee
LASC	Los Angeles Southwest College
LTP	LASC Technology Plan
PRC	Program Review Committee
SLO	Student Learning Outcomes
SLOC	Student Learning Outcomes Committee
SPC	Strategic Planning Committee

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Acknowledgements

Special thanks go out to the *Mathematics Department, English Department, and Behavioral & Social Sciences Department, Associated Student Organization (ASO), AFT College Staff Guild Local 1521A (AFT 1521A), College Council (CC), Academic Senate (AS)* and their shared governance committees:

Strategic Planning Committee (SPC)
Budget Committee (BC)
Educational Master Plan Committee (EMPC)
Facilities Planning Committee (FPC)
Campus Technology Committee (CTC)
Distance Education Committee (DEC)
Program Review Committee (PRC)
Student Learning Outcomes Committee (SLOC)
Academic Technology Committee (ATC)

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Report Preparation

To meet the standards and to address deficiencies identified in the Commission action letter submitted to Los Angeles Southwest, and dated July 8, 2016, the College developed a Tri-Chair model and formed Accreditation Recommendation Response Teams (A2RT).

Invitation to join the response teams was initiated via campus wide email announcements and word of mouth. Fall 2016 Flex Day also served as a catalyst to addressing concerns from the Commission; the theme for that event was *“Accreditation: Through collaboration we can build success.”* All faculty and staff in attendance were invited to join A2RT. The Tri-Chairs model places one classified staff member, one faculty, and one administrator in charge of an A2RT. Seven response teams were formed to address each of the compliance recommendations.

On October 26, 2016 the LASC Accreditation Tri-Chairs and A2RTs met to discuss how the College would address accreditation recommendations from the Commission. Among the activities discussed at that meeting included description of an Accreditation Recommendation Action Plan template that A2RTs would use to collect information about how the College was addressing deficiencies identified by the Commission; instruction on how to collect and the process for storing evidence; a timeline for completion accreditation activities was also reviewed and discussed. A second – major – Tri-Chairs/A2RT meeting was held on December 12, 2016, but A2RTs were mostly independent in their collection of evidence. Subsequent Tri-Chairs/A2RT meetings were held for accreditation update purposes.

The Los Angeles Southwest College Follow-up Report was prepared by the A2RTs; the Dean of Institutional Advancement was responsible for collating the work of the response

teams. Drafts of the Follow-up Report were shared with A2RTs, various shared participatory committees at both the College and the District. The document before you shows a commitment by Los Angeles Southwest College to ensure an integrated approach to accreditation and, more importantly, meeting the needs of the College community including its students, staff, faculty, administrators, and the community of South Los Angeles.

DRAFT

Response to Commission Action Letter

Los Angeles Southwest College

Recommendations

Response to Commission Action Letter

Recommendation 1.

In order to meet the criteria for standards pertaining to institutional effectiveness, resources, and decision-making, the Team recommends that the College implement a systematic, sustained and integrated planning and resource allocation process that results in the improvement of student learning and student achievement. To implement this process this process the Team recommends that the College:

- (1) Review and revise its Mission to include the types of degrees and other credentials offered by the College and then aligns its planning, data collection, decision-making, and resource allocation process with the revised Mission. (I.A.1)
- (2) Build on the progress it has made in the last four years by: completing its Educational, Facilities and Technology Master Plans, (to include Distance Education); refining, implementing, and systematically assessing these and other institution wide plans and processes, such as comprehensive program review and the Integrated College Operational Plan; and assessing the overall effectiveness of its integrated planning process. (I.A.2, I.B.1, I.B.6, I.B.7, I.B.9, II.A.13, II.A.16, II.B.3, III.C.1, III.C.2, III.C.5, ER11, ER 19)
- (3) Complete the implementation of Student Learning Outcomes to include developing and implementing an ongoing cycle for assessing course, program, and institutional SLOs, student services, library and learning support services, and administrative unit outcomes and tracking the status of implementation of this cycle. (I.A.2, I.B.2, I.B.3, I.B.6, I.B.7, II.A.3, II.A.7, II.B.3, II.C.2, III.A.6, IV.A.1, ER11)
- (4) Work collaboratively with the District to address the existing deficit and to improve the annual budget allocation model to ensure fiscal stability and the ability to fulfill the College's Mission by adequately meeting the needs of instruction, student services and operations. (I.A.3, I.B.7, III.A.7, III.D.1, III.D.4, III.D.15, IV.C.5, ER18)
- (5) Develop an integrative and comprehensive planning process guided by an updated Educational Master Plan and Strategic Plan that incorporates Total Cost of Ownership in the following areas: technology, business continuity, disaster recovery, and physical plant. (I.A.3, III.B.2, III.C.2, III.C.3)

Actions Taken to Resolve College Recommendation 1:

(1) Review and revise its Mission

On March 3, 2016, the Strategic Planning Committee (SPC) began to discuss the need to update the College's Mission statement [\[Rec1.1\]](#). On April 13, 2016, the SPC convened the

Mission Review Taskforce (MRT) [\[Rec1.2\]](#). And on April 29, 2017, the MRT came together to review and revise the Mission. The taskforce drafted a Mission statement that included the types of degrees and other credentials offered by the college, and recommended that the College adopt the revised Mission statement [\[Rec1.3\]](#). Subsequently, SPC, Educational Planning Committee, College Council, Academic Senate, [\[Rec1.4\]](#) the Board of Trustees Institutional Effectiveness & Student Success subcommittee [\[Rec1.5\]](#), and the Los Angeles Community College District (LACCD) Board of Trustees approved the revised Mission [\[Rec1.6\]](#). The College has undertaken activities to align planning, data collection, decision-making, and resource allocation processes with the revised Mission. The Comprehensive Program Review form, for example, asks programs to describe how their mission relates to the college mission; throughout the various planning activities the college's planning groups have all been informed of the importance of addressing the college mission throughout the planning process [\[Rec1.7, Rec1.8\]](#); in effect, the revised Mission guides decision-making that is supported by aligned planning and data collection.

(2) Complete Educational, Facilities and Technology Master Plans; refining, implementing, and systematically assessing these and other institution wide plans and processes

On March 29, 2016 a Master Plan Kickoff Meeting was held and the process for development of the Educational Master Plan (EMP) was discussed. The Strategic Planning Goals (SPG) were reviewed, as was the College Mission, and data (including student demographics, labor market information, enrollment and course offerings, and outcomes data) [\[Rec1.9\]](#). Shortly thereafter, a taskforce of the Educational Planning Committee (EPC) was formed. The composition of the taskforce included students, staff, faculty, and administrators [\[Rec1.10\]](#). The EPC taskforce worked throughout the spring 2016 semester; they met weekly for over one month.

During the working meetings the workgroup reviewed the SPG, developed objectives that aligned with the SPG, defined activities to bolster achievement of the SPG, aligned measures previously defined in the LASC SP, and identified responsible parties for oversight of the activities and implementation of the plan's various objectives. Over the next year, the EMP was vetted throughout the campus. Faculty, staff, students, and administrators reviewed the plan and provided input. The LASC EMP was completed [\[Rec1.11\]](#) and approved by college participatory governance on May 30, 2017, and by the LACCD Board of Trustees on July 12, 2017 [\[Rec1.12\]](#).

In September of 2016 the Academic Senate sanctioned the Academic Technology Committee (ATC) to develop an Academic Technology Plan (ATP) [\[Rec1.13\]](#) that defines faculty needs and feeds that information into the LASC Technology Plan [\[Rec1.14\]](#). Shortly thereafter, a working group was formed and that group worked throughout the fall semester and into the spring 2017 semester. On April 11, 2017, the Academic Senate approved the Academic Technology Plan [\[Rec1.15\]](#) [\[Rec.1.16\]](#).

The Campus Technology Committee (CTC) began work on the LASC Technology Plan (LTP) in December 2016 [\[Rec1.17\]](#). The Campus Technology Committee continued to work on the development of the plan throughout the spring 2017 semester. During the planning phase the CTC, in collaboration with the Information Technology Department, conducted and reviewed the results of a technology inventory study [\[Rec1.18\]](#), a technology needs assessment survey [\[Rec1.19\]](#); and developed the LTP by creating objectives that aligned with the SPG, EMP and ATP, measures and activities were also developed, and responsible entities were identified. The LASC Technology Master Plan was completed [\[Rec1.20\]](#) and

approved by college participatory governance on DATE and the LACCD Board of Trustees on DATE [Rec1.21].

On October 19, 2016, the Facilities Planning Committee (FPC) began work on the Facilities Master Plan (FMP) [Rec.1.22]. An architectural firm, Carrier-Johnson, was engaged to assist in the planning effort. The FPC continued to work on the development of the FMP throughout the spring 2017 semester. The FPC, in collaboration with Carrier-Johnson, reviewed goals and guidelines from the 2003 FMP, identified future opportunities, aligned the FMP with the EMP and the LTP, assessed Central Plant capacity/performance. Additionally, studies assessing facility needs were conducted and reviewed during the FMP development phase. The Facilities Master Plan was completed on [Rec1.23] and approved by college participatory governance on DATE and the LACCD Board of Trustees on DATE [Rec1.24].

To meet the criteria regarding the systematic assessment of institution wide plans and processes, the College convened a Strategic Planning Retreat during the spring 2017 semester, on April 28, 2017 [Rec.1.25]. At that meeting the LASC SP was assessed. Attendees were assigned to five groups, each tasked with evaluating the college's progress in meeting measures set for each SP goal. Assessment groups were asked to read and the Goal and objectives that they were evaluating, to review data resulting from defined measures, discuss the results, and answer evaluation questions [Rec1.26]. A report of that assessment will be prepared in fall 2017 and the collated results of the evaluation will be shared with SPC, College Council, and Academic Senate. Once completed, the final SP report will be made available to the public via email announcement and it will also be uploaded to the [Strategic Planning Committee SharePoint site](#).

After completion of [2016-2017 Annual Program Review](#), the Program Review Committee (PRC) determined that a new application, eLumen, would be used to complete the Program Review process: Comprehensive and Annual [\[Rec1.27\]](#). During the spring and summer 2017 semesters the PRC worked on developing new Program Review questionnaires for instructional and non-instructional programs, in eLumen [\[Rec1.28\]](#). Implementation of this new process is expected to occur in fall 2017.

(3) Complete implementation of Student Learning Outcomes

On initial assessment of barriers to completing the implementation of the Student Learning Outcomes cycle the College identified two issues that needed to be addressed. First, Administration acknowledged the need for 100% faculty release time to focus on Student Learning Outcomes. Initially, the assignment was shared by two faculty members but beginning July 2017 one faculty member has been assigned the responsibility for the LASC assessment process. Second, the College acknowledged the need for a systematic method of managing the assessment process. After a thorough review and analysis, eLumen was selected as the tool. Beginning in fall 2017 eLumen will also be used to conduct Program Review. As an additional benefit, the use of eLumen for both SLOs and Program Review will facilitate data sharing between the SLO and Program Review processes.

The LASC Assessment Cycle

While similar and related, each division of the college has a separate process for assessing student learning. For the academic unit, the learning outcomes are referred to as Student Learning Outcomes (SLOs) and are a reflection of what students are to learn in the classroom and an assessment of if those goals were met and how to improve upon them.

For the student services unit, the learning outcomes are referred to as SSOs, or student service outcomes, and are a reflection of what tasks that students will successfully navigate as they matriculate through the College. The overall goal of the SSOs is to encourage self-sufficiency of the student body.

For the administrative services unit, the learning outcomes are known as administrative unit outcomes (AUOs) and are not a direct assessment of student learning but an assessment of how the administrative units support students in meeting their educational goals.

Academic Affairs: Student Learning Outcomes, Program Learning Outcomes and Institutional Learning Outcomes

Assess: SLOs are assessed each semester for each course taught. Each course must have at least 3 SLOs and the SLOs must map to the program learning outcomes (PLOs). Each program (definition of a program reaffirmed by Senate in spring 2017) must have no less than 3 PLOs and those PLOs must map to the institutional learning outcomes (ILOs). The goal is that every student receiving a degree or certificate from LASC will successfully meet each of the 5 institutional learning outcomes (ILOs).

Using eLumen allows us to easily facilitate the management of the SLO library and to track the status of each courses SLOs and the assessment of each. Within the system, once all SLOs are mapped to the PLOs and they are mapped to the ILOs, assessment of the SLOs will result in assessment of PLOs and ILOs. The initial cycle of assessment is expected to be completed at the end of the fall 2017 term.

Reflect: The reflection of SLOs occurs in two parts. Starting spring 2017, after faculty have completed SLO Assessments of their courses they will be required to answer 3 reflective questions about each of their courses:

1. Analyze the impact of this course of students and the change in students from before and after taking the course. What evidence do you have that your students are learning?
2. How did student outcomes in this section compare to previous sections of this course or other courses you have taught? Did you enact any changes or improvements to your instruction or to the course material that could account for this change? Could any other factor explain a change in results?
3. What new ideas will you implement to improve student success in this course? If none, please explain why you wouldn't implement any new ideas for this course.

At the beginning of each semester, faculty will convene in a department meeting to discuss the SLOs of the previous semester using the reflection questions as a guideline. The goal is to both verbalize the results of the previous semester and more importantly, to share successes and plan improvements.

Improve: After sharing in the dialogue each semester, the goal is that faculty will learn from each other and continue to improve upon the learning that is occurring in the classroom, making changes and adjustments to improve upon student successes and attainment of SLOs.

Student Services: Student Service Outcomes

The Student Services unit has developed student service outcomes (SSOs) for each of 20 areas of the unit:

- Admissions and Records
- Assessment
- Associated Students Organization
- Bridges to Success Center
- CalWorks / Gain

- General Counseling
- Disables Students Program & Services
- Educational Talent Search
- Extended Opportunities Programs & Services
- Financial Aid
- First Year Experience
- International Students
- Outreach and Recruitment
- Passage
- Puente
- Student Health Center
- TRIO Scholars
- TRIO/STEM Scholars Program
- Upward Bound
- Veterans Services

Assess: Assessment will be done using surveys and will be conducted regularly, beginning spring 2017. The surveys will be developed specifically for each area to highlight the areas of concern and to assess the accomplishment of that area's goals. Some surveys will be done on a periodic basis and others will be on a per contact basis. The surveys for spring 2017 were administered using Survey Monkey.

Reflect: The survey results will be compiled and entered into eLumen. Reports will be generated and provided to each of the Student Services units as defined above. The units will

meet and analyze the survey results to determine areas of success, areas of needed improvement and better ways to support student success.

Improve: Based on the periodic survey results and discussions, each unit will continue to refine and improve upon the service provided to improve the educational support services provided to students of the College.

Administrative Unit Outcomes

During spring 2017 the Administrative Services unit developed updated administrative unit outcomes (AUOs) for each of 11 areas of the unit:

- Bookstore
- Business Office
- Facilities Use
- Information Technology
- Maintenance & Operations
- Personnel
- Purchasing
- Receiving
- Reprographics & Mailroom
- SPOC (Payroll Single Point of Contact for payroll issues) and Payroll
- Sheriff's Office

Because many of the Administrative Services Unit have no or little direct student contact the decision was made to set goals for this area, instead of learning outcomes for which the assessment are dependent on direct student contact. The goals which were set by the Administrative Services unit reflect activities that are felt to enhance student learning such as

those impacting the learning environment (e.g., clean restrooms, safety, materials available for faculty use).

Assess: Assessment will be done using survey and will be conducted each regularly beginning spring 2017. The surveys will be developed specifically for each area to highlight the areas of concern and to assess the accomplishment of that area's goals. Some surveys will be done on a periodic basis and others will be based on contact basis. The surveys for spring 2017 were administered using Survey Monkey.

Reflect: The survey results will be compiled and entered into eLumen. Reports will be generated and provided to each of the Administrative Services areas as defined above. The areas will meet and analyze the survey results to determine areas of success, areas of needed improvement and better ways to assess operations and support of the college mission.

Improve: Based on the periodic survey results and discussions, each area will continue to refine and improve upon the service provided to improve the educational environment at the College.

(4) Work collaboratively with the District to address the existing deficit, to improve the annual budget allocation model to ensure fiscal stability and the ability to fulfill the College's Mission

The college has worked collaboratively with the District to address the existing deficit and to improve the budget allocation model to ensure fiscal stability to the college while maintaining the integrity of the District to provide a fair and comparable distribution of the State funds to the nine colleges of the District. The current model basically mirrors the State funding model for allocating funds to the colleges which is primarily a growth model based on FTES. Even though the District has implemented several adjustments to the model that

have resulted in the College receiving a larger allocation of funds, the Executive Committee of the District Budget Committee (ECDBC), in August, 2016, was tasked with the review of the model to determine whether there were structural inequities. In February, 2017 the review was completed and it was determined that there are no structural inequities [\[Rec.1.29\]](#). However, after reviewing instructional costs, supplies and other item expenditures by college, there were outliers found in certain areas that require the Colleges to review and make determinations as to what needs to be done to reduce costs. Since the State is revisiting its apportionment funding model, once they have completed the review, the District will again review its model incorporating any significant changes that result in additional funding for smaller colleges.

In the meantime, to meet College Recommendation 1, the college has developed a plan to ensure fiscal stability and the ability to fulfill the College's Mission [\[Rec1.30\]](#). LASC's Financial Recovery Plan includes an analysis of deficit spending, instructional measures, fulltime faculty hiring obligation, college expenditures and staffing trends, and the College's overall educational program evaluation. Strategies and action steps for achieving fiscal stability and cost containment are also detailed in the plan.

(5) Develop an integrative and comprehensive planning process guided by updated plans that incorporate Total Cost of Ownership in: technology, business continuity, disaster recovery, and physical plant

The College has addressed the Total Cost of Ownership in the LASC Technology Master Plan [\[Rec1.20\]](#) and the LASC Facilities Master Plan [\[Rec1.23\]](#). To address Business Continuity/Disaster Recovery, the College has collaborated with District and the other eight colleges ([see District Recommendation 4](#)). The district-wide business continuity and disaster

recovery plan has been taken into account during the College's Technology and Facilities master plan development.

Recommendation 1: College Response

Evidence	Title of Evidence Document
Rec1.1	Rec1.1.1 20160303-spc minutes
Rec1.2	Rec1.1.1 20160413-spc minutes
Rec1.3	Rec1.1.1 20160429-MRT-Minutes
Rec1.4	Rec1.1.1 Presentation - LASC Mission Revise Spring 2016
Rec1.5	Rec1.1.1 20160525-Institutional Effectiveness-minutes
Rec1.6	Rec1.1.1 20160608-Board-Minutes
Rec1.7	Rec 1.1.1 Accreditation Action Plan Rec 1 10-26-16
Rec1.8	Rec1.1.1 Student Services Action Plan Form-Admissions
Rec1.9	Rec1.2.1 Presentation-LASC MP Kickoff Meeting 03-29-16
Rec1.10	Rec1.2.1 Master Plan Meeting Sign-In Sheet 5-27-16
Rec1.11	Rec1.2.1 LASC Educational Master Plan 2017-2021
Rec1.12	Rec1.2.1 LACCD Board of Trustees Agenda
Rec1.13	Rec1.2.1 Technology Committee Minutes 20160922 (Corrected Version)
Rec1.14	Rec1.2.1 Rec1.2.1 Meeting Minutes ATC 20161108
Rec1.15	Rec1.2.1 Academic Senate MINUTES 04 11 17
Rec1.16	Rec1.2.1 Academic Technology Plan (4-10-17)
Rec1.17	Rec1.2.1 Technology Planning Committee Minutes 121416
Rec1.18	Rec1.2.1 Technology Planning Committee Minutes 030917
Rec1.19	Rec1.2.1 LASC Tech Needs Assessment Survey Sp17
Rec1.20	Rec1.2.1 LASC Technology Master Plan 2017-2021
Rec1.21	Rec1.2.1 LACCD Board of Trustees Approval
Rec1.22	Rec1.2.1 Facilities Planning 2016 10-19-2016 Minutes
Rec1.23	Rec1.2.1 LASC Facilities Master Plan 2017-2021
Rec1.24	Rec1.2.1 LACCD Board of Trustees Approval
Rec1.25	Rec1.2.1 STRATEGIC PLANNING RETREAT AGENDA - 20170428
Rec1.26	Rec1.2.1 Spring 2017 Strategic Planning Retreat-presentation 4-28-17
Rec1.27	Rec1.2.1 Prog Rev Meeting Minutes February 21 2017
Rec1.28	Rec1.2.1 Comprehensive Program Review Form - eLumen screenshot
Rec1.29	Rec1.4.1 DBC Minutes 03-15-2017v2
Rec1.30	Rec1.4.1 LASC Financial Recovery Plan 2016-2017

Response to Commission Action Letter

Recommendation 3.

In order to meet the Standard, the Team recommends that the College follow documented procedures related to the responsibilities of librarians and content faculty in the collection development processes. (II.B.2, IV.A.1)

Actions Taken to Resolve College Recommendation 3:

Follow documented procedures related to the responsibilities of librarians and content faculty

On November 22, 2016, the Academic Senate sanctioned the Library Advisory Committee (LAC) [\[Rec3.1\]](#). Committee membership includes all librarians, one library technician, the Dean of the Library, three faculty representatives, an Associated Student Organization representative, and three community representative. The committee's charge states *The Mission of the Library Advisory Committee is to advise the Library Chair and the Library Dean on technology, facility, and resource issues that impact the College Library. Recommendations of the LAC will be acted upon or forwarded to the appropriate body.* To accomplish its Mission, the LAC has committed to facilitating communication between the Library, the College, and the community by periodically assessing needs of these groups; through dissemination of information about its available resources that support academic and lifelong learning; regular review and consultation will ensure that the Library is empowered to meet Accreditation Standards and its Mission [\[Rec3.2\]](#).

At the November 2016 Academic Senate meeting, the Los Angeles Southwest College Founders Library Collection Development Policy was approved. The policy's primary objective is to build and maintain a library collection that supports student success. Included in the policy is a clearly defined process for material selection, retention, and de-selection. In



addition, the policy will support the instructional, institutional, and individual needs of the LASC community; provide a working tool and standards for the selection of library materials; guidelines for the ongoing assessment of the collection; support communication between the library and its users; assist in determining and documenting budget needs [\[Rec3.3\]](#).

The College has also reinstated the Library Liaison Model, which pairs a librarian with each academic department for the purpose of collaborative collection development [\[Rec3.4\]](#). To facilitate that process, an online purchase request form has been put in place [\[Rec3.5\]](#). Furthermore, to best address the needs of the college for the library collection, a librarian has been appointed to the Curriculum Committee [\[Rec3.6\]](#). Finally, the College hired two additional full-time Librarians to improve library services and to expand student-learning opportunities [\[Rec3.7\]](#). To ensure that the Commission Standards are met, the College will regularly review and update the College Development Policy along with related Library policies.

Recommendation 3: College Response

Evidence	Title of Evidence Document
Rec3.1	Rec3.1.1 Academic Senate MINUTES 11 22 16
Rec3.2	Rec3.1.1 Library Advisory Committee Guidelines (20161208)
Rec3.3	Rec3.1.1 Library Collection Development Policy_Official_20161122.docx
Rec3.4	Rec3.1.1 LASC LIBRARIAN LIAISON ASSIGNMENTS
Rec3.5	Rec3.1.1 Screenshot of Online Library form for title recommendations
Rec3.6	Rec3.1.1 CC Minutes 4 27 2017
Rec3.7	Rec3.1.1 Librarian Positions - Notice of Intent

Response to Commission Action Letter

Recommendation 4.

In order to meet the Standard, the Team recommends that the College analyze, discuss, and use student satisfaction data, collected by the College and the District (1), in creating plans of action to improve the quality of the services it offers for all student constituencies (2). (II.B.3, II.C.1)

Actions Taken to Resolve College Recommendation 4:

There are two primary evaluation strategies that are used for the purpose of determining the College's adequacy in meeting identified student needs, supporting student learning and addressing the mission of the institution.

District Student Survey

The Los Angeles Community College District administers a student survey every two years to a sample across the student population to determine the quality of services delivered, whether the services support student learning and meet the mission of Los Angeles Southwest College. The staff, faculty and administration of the College service units met in the fall term of 2016 to review the data extracted from the Fall 2014 Los Angeles Community College District (LACCD) Student Survey [\[Rec4.1\]](#).

The purpose of the meeting was to analyze respondent data and to begin the process of developing action plans aimed at service delivery and student satisfaction. Data were reviewed to identify and discuss challenges students experienced and how to improve services based on student responses. Each service unit developed an action plan designed to improve the quality of services offered to all student constituencies [\[Rec4.2\]](#).

The first assessment opportunity of those action plans will be in the fall term 2017. Once the data are analyzed, respective areas will discuss results and determine whether the data



substantiates that the actions taken have moved the units in the identified direction (improved student satisfaction or learning) or have given us an opportunity to modify action plans should preliminary assessment of data indicate that different strategies need to be employed. Student Services units have begun implementing changes and one example of how the data were used to improve service practices is detailed in the college's response to College Recommendation 6; in short, the Counseling Department purchased software to deliver online orientations to students with disabilities as well as Spanish speaking prospective students.

Assessment of Student Learning Outcomes

Another example that supports that the College is engaged in improving the quality of services to all student constituencies and serves as a basis for improved student satisfaction and learning, is through annual assessment of student learning and service area outcomes. Each service unit conducts annual program reviews where data from the assessment of student learning and service area outcomes are presented. As part of the assessment process, service areas are responsible for using assessment data to improve student outcomes. For those areas that see improved outcomes, most programs will stay the course. If they fall short of expected outcomes, programs will review and analyze their data and revise the strategies with the intent of improving outcomes [\[Rec4.3\]](#).

Furthermore, the College recently implemented use of the eLumen system for student learning and service outcomes, and that system will replace the current SharePoint tool used for program assessment. The use of eLumen for program review will begin in fall term 2017. Integration of learning and services outcomes assessment into one system, eLumen, is expected to provide more robust assessments, better program planning and improvement.



Assessment of student outcomes will also be accomplished through the integrated planning process recently implemented by the California Community Colleges Chancellor's Office for Basic Skills, Student Success and Support Program (SSSP) and Student Equity Programs (SEP). These efforts have been combined into an integrated planning and reporting document [\[Rec4.4\]](#). Each of these programs require, per California Education Code, that we analyze data, develop goals for identified student groups and close achievement gaps. Biennial reporting on how well students are meeting institutionally derived goals will serve to inform the College whether the activities we have engaged in have allowed us to improve student success.

Recommendation 4: College Response

Evidence	Title of Evidence Document
Rec4.1	Rec4.1.1 Fall 2014 Student Survey Presentation 11-16-16
Rec4.2	Rec4.1.2 Student Services Action Plan for Improvement – Financial Aid
Rec4.3	Rec4.1.1 2015-2016 Non-Instructional Program Review – Student Services
Rec4.4	2017-2019 Integrated Plan for BSI, SEP, SSSP (http://extranet.cccco.edu/Portals/1/AA/BasicSkills/2017/AA17-12_SS17-04_BSI_SE_SSSP_Integrated_Plan_2017-2019.pdf)

Response to Commission Action Letter

Recommendation 5.

In order to meet the Standard, the Team recommends that the College evaluate its contracted services for effectiveness and continuity of service (1) and maintain copies of all agreements in a central location on campus (2).

Actions Taken to Resolve College Recommendation 5:

Evaluated its contracted services for effectiveness and continuity of service and established a central location on campus for maintaining copies of all agreements.

In an effort to evaluate its contracted services for effectiveness and continuity of service, on April 14, 2017, the members of Accreditation Recommendation Response Team 5 (A2RT-5) created and electronically distributed to our external vendors (identified from the LACCD Master Procurement List) [\[Rec5.1\]](#), a nine question survey [\[Rec5.2\]](#). Survey results were completed on April 26, 2017 and the data was aggregated. Based on the responses from the vendors, the primary area of concern for our vendors was the lack of timely payment. Continuity of service is a major strength as 100% of the vendors surveyed had three or more years of doing business with Los Angeles Southwest College (LASC). In fact, 100% of the vendors surveyed responded that they are very likely to conduct business with LASC again [\[Rec5.3\]](#). In addition to surveying our external vendors, the members of A2RT-5 also created an internal survey [\[Rec5.4\]](#) which was electronically distributed to LASC staff who were identified as having access to the SAP Procurement module for the purpose of procuring or approving the purchase of goods and services. The data shows that staff would benefit from further training specifically in the area of purchasing and payment of invoices [\[Rec5.5\]](#). Furthermore, we acknowledge that although adopted policies and procedures for the procurement and payment processes are in place at LASC, the decentralized system that



is practiced by the college does not facilitate reliable adherence to timely payment as evidence by facts and data detailing the sequencing of the procurement and accounts payable process [[Rec5.6](#), [Rec5.7](#), [Rec5.8](#), [Rec5.9](#)]. The data supports and validates concerns of frequent instances of late payments in excess of thirty (30) days. Lastly, A2RT-5 has recommended, in the program review process, the addition of a Purchasing Aide, in which this person would act as the liaison and direct person of contact for all contracted services, therefore creating a centralized procurement process at Los Angeles Southwest College and increasing the campus capacity to provide an efficient procurement process that ensures continuity of services.

In February 2017, the Business Office purchased a document scanner and secured additional filing cabinetry in preparation for the transitioning of all procurement documents to the Business Office located in SSB 103. The central location for maintaining copies of all agreements has been determined as the responsibility of the LASC Business Office. The process for consolidating and transferring these files will begin no later than June 30, 2017. Los Angeles Southwest College Administrative Services under the oversight of the Vice President Administrative Services, will conduct an annual review of the centralized filing system to ensure compliance with the recommendation to store all contractual records in a central location for access and review by all constituents. The results of the review will be compared with SAP records to provide an updated analysis of what was reported in [Rec5.10](#) for the purpose of ensuring continuity of service while meeting the college's procurement needs in accordance to Chancellors-Directive-142 [\[Rec5.10\]](#) and Board Rule 7100 [\[Rec5.11\]](#).

Recommendation 5: College Response

Evidence	Title of Evidence Document
Rec5.1	Rec5.1.1 LACCD Master Procurement List
Rec5.2	Rec5.1.1 LASC Vendor Satisfaction Survey Form - Sp 2017



Rec5.3	Rec5.1.1 LASC Vendor Satisfaction Survey Results - Sp 2017
Rec5.4	Rec5.1.1 LASC Contracted Campus Vendor Survey Form - Sp 2017
Rec5.5	Rec5.1.1 Customer Satisfaction Survey Results
Rec5.6	Rec5.1.1 SAP Recorded Contracts
Rec5.7	Rec5.1.1 SAP Recorded STAs
Rec5.8	Rec5.1.1 SAP Recorded POs
Rec5.9	Rec5.1.1 Fiscal 2016-17 Accounts Payable Review
Rec5.10	Rec5.1.1 Chancellors-Directive-142
Rec5.11	Rec5.1.1 Board Regulation 7100

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Response to Commission Action Letter

Recommendation 6.

In order to meet the Standard, the Team recommends LASC assess the effectiveness of its counseling services and practices and utilize the information accordingly to increase focus and action on the growing Hispanic demographic in its core area and determine how best to expand the hours of operation of student services programs and the availability of counselors for all student constituencies.

Actions Taken to Resolve College Recommendation 6:

Assess effectiveness of its counseling services and practices.

Los Angeles Southwest College administered student satisfaction surveys during the spring term 2017, survey data collection carried on from late May to mid-July. The Counseling Department and other student services entities participated in the assessment exercise to determine whether the quality of services support student learning and meet the needs of LASC students [\[Rec6.1\]](#). Survey results have since been summarized and the first evaluation opportunity of the results will be in the fall term 2017. The college intends to host a professional development retreat during the fall term 2017 where the effectiveness and practices of all student services areas will be assessed. Outcomes and action plans developed during that retreat will be in addition to the work already completed by the college and described in College Recommendation 4, and the college's response, below, to increasing focus and action on the growing Hispanic demographic.

Increase focus and action on the growing Hispanic demographic in its core.

On November 16, 2016, as a component of a professional development retreat [\[Rec6.2\]](#), the Counseling Department and other Student Services areas utilized data obtained from the LACCD's Fall 2014 Student Survey [\[Rec6.3\]](#) to assess and to evaluate the effectiveness and



the quality of services offered and to increase focus and action on the growing Hispanic demographic in its core service area.

Twenty-five percent of LASC's student population, (2,146) participated in the survey which consisted of thirty-four questions, two of which were open-ended. The survey contained six focus areas; Goals and Plans, Student Background, Financial Resources, College Services, College Facilities and Security and Academic Experiences. Based on the responses of student's satisfaction with General College Counseling Services, the majority of the respondents (40.4%) were very satisfied with Counseling Services as opposed to 34.9% being Somewhat Satisfied, 8.4% Not Satisfied, and 16.3% Not applicable/No Answer. The Counseling Department created an action plan [\[Rec6.4\]](#), as did other student services areas, during the Replay! retreat. Below is an excerpt of the actions that the Counseling Department intends to take to focus on the growing Hispanic demographic in the college's core service areas.

Counseling Department Planned Actions:

As online student orientations lay the groundwork for student recruitment and access, student success, retention, and growth, the college purchased the Advantage Design Group's interactive online student orientation system [\[Rec6.5\]](#). The new system which will be implemented fall term 2017, is ADA compliant and has an 'other language than English' Spanish language feature which provided a much needed service for the growing Hispanic demographic population in the communities served by LASC.

The Counseling Department is also in the process of writing a counseling procedures manual and it is expected to be completed in fall 2017. The manual will include student development theory, diversity and adjunct counselor training, counseling techniques and skills, campus

and community resources, as well as campus, district, state, and federal policies. The college understands the importance of culture and cultural diversity. The information contained in the procedures manual will be used to encourage faculty to employ culturally responsive teaching techniques in the classroom and during counseling sessions. This approach will ensure that the cultural sensitivity needs of current and prospective students of Latino/Hispanic heritage are acknowledged and met.

Another planned action for the Counseling Department is to purchase additional equipment and supplies; and create brochures and marketing material to promote counseling services to the growing Hispanic demographic. As such, the Counseling Department continues to work collaboratively with the College's Office of Outreach and Recruitment (COOR) and the College's Public Information Office to create brochures and materials in English and Spanish to promote counseling services to current and potential student constituents [\[Rec6.6\]](#).

LASC's Noncredit Adult and Continuing Education Services (NACES) Center, formerly known as Bridges to Success, provides student-centered services and learning opportunities that assist noncredit students with achieving their personal, academic, vocational, and civic goals in order to transition to credit programs and to become more active members of their communities [\[Rec 6.7\]](#). NACES serves a predominately Hispanic/Latino student population with 92.82% of their students being of Hispanic or Latino origin.

NACES also conducts outreach and recruitment efforts to predominately Hispanic/Latino community centers, community events, adult, continuation, and local area feeder high schools. The total number of students that enrolled in at least one noncredit course from Summer 2016 to Spring 2017 was 2,998. Of those students, 138 enrolled in a credit course

and 62 of the 138 students enrolled in a noncredit and credit course in the same semester/term [\[Rec 6.8\]](#).

Counselor's assigned to NACES conduct college orientations, provide academic and personal counseling, complete educational plans, teach English as a Second Language (ESL), Basic Skills, Citizenship, Computer Literacy and High School Equivalency Test, and General Education preparation courses.

As a response to increase focus and action on the growing Hispanic demographic population in its core, the College has made a concerted effort to recruit a diverse, bi-lingual group of faculty and staff that is reflective of the growing Hispanic demographic population.

Examples of hires meeting that criteria, since the accreditation visit in March 2016, include a CAFYES counselor, a general counseling counselor, a CalWORKs counselor, DSPS special services assistant, career guidance counseling assistants, a Financial Aid Director, and an admissions and records evaluator.

The College's Office of Outreach and Recruitment (COOR), implemented a recruitment and retention plan to formalize the processes and actions taken to increase focus on the growing Hispanic demographic population [\[Rec6.9\]](#). The outreach and recruitment plan contains an objective that specifically targets prospective Hispanic students in the LASC service areas. Specifically, COOR is increasing outreach activities to the Hispanic population in the college's service area; and marketing programs that would interest that demographic.

To enhance relationships with high school counselors, as well as increasing the number of local high school students that matriculate directly to LASC, COOR maintains a weekly presence at feeder schools that serve the eastern service area where there is a high concentration of Hispanic students. COOR also maintains a presence at all Hispanic service

community-based sites, community centers, and religious organizations. One of COOR's aims is to have a representative demographic presence at all outreach/in-reach events and to distribute Spanish language materials at outreach events that inform the public of the College's educational and career opportunities [\[Rec6.10\]](#).

In April 2017, LASC entered into a dual enrollment M.O.U with Los Angeles Unified School District (LAUSD South) to create early college opportunities for middle and high school students [\[Rec6.11\]](#), [\[Rec6.12\]](#). LAUSD South serves 65,670 Hispanic students and they make up nearly 74% of their student population [\[Rec6.13\]](#).

LASC and our sister colleges in the LACCD partnered with LAUSD, the City of Los Angeles, the Los Angeles Chamber of Commerce, Unite LA and private philanthropy to create the Los Angeles Promise Initiative. The Promise initiative serves LAUSD and charter school graduating seniors through a comprehensive strategy designed to support students to complete a higher degree and/or workforce certificate [\[Rec6.14\]](#), [\[Rec6.15\]](#). Based on the contiguous service areas to LASC, a greater recruitment yield should increase the number of Hispanic/Latino students served at our college.

One component of the Promise Program is the Summer Bridge program which provides personal development counseling preparation courses and other designated college courses. Outreach and recruitment for the Promise Program provides yet another opportunity to recruit Latino/Hispanic students in our service area. To date LASC has recruited 217 Promise students via our Summer Bridge program, of which 85% are of Latino/Hispanic origin. The College is acutely aware of the Hispanic demographic population growth and continues to conduct in-reach/outreach opportunities to this population [\[Rec6.16\]](#), [\[Rec6.17\]](#); and to

provide awareness through professional development opportunities to college employees

[\[Rec6.18\]](#), [\[Rec6.19\]](#).

Determine how best to expand the hours of operation of student services programs and the availability of counselors for all student constituencies.

In an effort to provide efficient and effective service to all student constituency groups, Student Services managers met on November 8, 2016, to discuss the Counseling Department and all Student Service areas hours of operation and the effects that the hours of operations had on both, day and evening students [\[Rec6.20\]](#). Using anecdotal data, the group focused on the lack and inconsistency of service hours and staffing within all Student Services areas. With directions to adjust staffing hours and staffing levels through delineating roles and responsibilities in each area, and taking into account job descriptions as outlined by the various bargaining agreements, that meeting culminated in the expansion of and the implementation of consistent hours of operation by the Counseling Department and all Student Services areas to provide consistent, efficient, and effective service to all constituency groups effective Fall semester 2016 [\[Rec6.21\]](#).

Recommendation 6: College Response

Evidence	Title of Evidence Document
Rec6.1	Rec6.1.1 LASC Student Satisfaction Surveys email
Rec6.2	Rec6.1.2 Fall 2016 Student Services Professional Development Retreat
Rec6.3	Rec6.1.2 Fall 2014 Student Survey - Results
Rec6.4	Rec6.1.2 Fall 2016 Student Services Action Plans Link
Rec6.5	Rec6.1.2 Advantage Design Group's interactive online student orientation system (screenshot)
Rec6.6	Rec6.1.2 Noncredit Counseling
Rec6.7	Rec6.1.2 NACES Website
Rec6.8	Rec 6.1.2 Noncredit to Credit Progression Communication
Rec6.9	Rec6.1.2 Outreach Recruitment and Retention Plan
Rec6.10	Rec6.1.2 Latino CRN Flyer w-Officers
Rec6.11	Rec6.1.2 LASC/LAUSD South Dual Enrollment MOU
Rec6.12	Rec6.1.2 LAUSD South/LASC AB288 MOU Addendum
Rec6.13	Rec6.1.2 Demographic Data for LAUSD South
Rec6.14	Rec6.1.2 LA College Promise Website



Rec6.15	Rec6.1.2 LASC Promise Website
Rec6.16	Rec6.1.2 LASC Southwest DAZE (Spanish Language Flyer)
Rec6.17	Rec6.1.2 Information Night for Parents - March 29 (Spanish Language Flyer)
Rec6.18	Rec6.1.2 Student Services Team Building Retreat
Rec6.19	Rec6.1.2 Admin Svcs PD Retreat
Rec6.20	Rec6.1.3 Student Services Mangers Agenda
Rec6.21	Rec 6.1.3 Student Services Hours of Operation email

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Response to Commission Action Letter

Recommendation 7.

In order to meet the Standard, the Team recommends that the College ensure evaluations of academic administrators directly responsible for student learning outcomes include, as a component of that evaluation, consideration of how they use the results of the assessment of student learning outcomes to improve teaching and learning; and in the case of all administrators, how they utilize position-related assessment data to improve College process and programs. (III.A.5, III.A.6).

Actions Taken to Resolve College Recommendation 7:

Follow documented procedures related to the evaluations of academic administrators directly responsible for student learning.

On November 15, 2016, Los Angeles Southwest College formed an accreditation recommendation response team to address College Recommendation 7. Committee membership included Dean of Academics, two classified members in AFT1521A, and one faculty member in AFT1521. The A2RT developed an action plan to focus on this recommendation [\[Rec7.1\]](#), the team also provided a status report on the college's progress in addressing the recommendation until the recommendation was fully resolved [\[Rec7.2\]](#)

To ensure evaluations of academic administrators include consideration of how they use the results of the assessment of student learning outcomes to improve teaching and learning, and for all administrators to show how they utilize position-related assessment data to improve College process and programs, the College worked with the LACCD Human Resources division to develop evaluation tools that help meet standards III.A.5 and III.A.6.

The tools include a Data Collection Instrument [\[Rec.7.3\]](#) and Summary Evaluation form for College Presidents/Academic Vice Chancellors [\[Rec.7.4\]](#); data collection [\[Rec7.5\]](#) and summary evaluation forms [\[Rec7.6\]](#) for Academic Vice Presidents; for Deans, the LACCD Administrator's Performance Evaluation form was revised to include SLO Assessment



components such as the use assessment results [\[Rec7.7\]](#). To ensure that the Commission Standards are met, the College will regularly review and evaluate academic administrators directly responsible for student learning outcomes.

Recommendation 7: College Response

Evidence	Title of Evidence Document
Rec7.1	Rec7.1.1 Accreditation Action Plan Rec 7 (notes)
Rec7.2	Rec7.1.1 College Recommendation 7 Status Report 04-5-17
Rec7.3	Rec7.1.1 LACCD Data Collection for Presidents/Academic Vice Chancellors
Rec7.4	Rec7.1.1 LACCD Summary Evaluation for College Presidents/Academic VC
Rec7.5	Rec7.1.1 LACCD Data Collection for Academic Vice Presidents
Rec7.6	Rec7.1.1 LACCD Summary Evaluation for Academic Vice Presidents
Rec7.7	Rec7.1.1 Deans Evaluation with SLO Assessment 111816 -Appendix B Only (2)

Response to Commission Action Letter

Recommendation 8.

In order to meet the Standard, the Team recommends that the College continue to complete staff evaluations for all personnel, increase the number of administrators and staff necessary to support its programs and services, create and monitor a system of “essential” professional development for both full-time and part-time and adjunct faculty, with professional development funds equitably allocated. (Standard III.A.5, III.A.7, III.A.8, III.A.9, III.A.10, III.A. 14, ER 8, ER 14)

Actions Taken to Resolve College Recommendation 8:

Complete staff evaluations for all personnel

In March, 2017 the District Human Resources Division released an Operation & User Manual on a new Evaluation Alert System (EASY) that establishes an evaluation tracking process and system of notification [\[Rec8.1\]](#). The new electronic system replaces the former manual tracking system of recording completed evaluations. In the month of May, 2017 training was provided to VPs and Deans on EASY that reinforced the program efficiency for (a) Improving completion rates for Employee evaluations, (b) Simplifying processing evaluation documents, and (c) Improving ability to access completed evaluation documents [\[Rec8.2, Rec8.3\]](#). The District system ensures that all official records correspond and that the SAP system at the District will serve as the official record.

Increase the number of administrators and staff necessary to support its programs and services

The staffing of administrators increased by four deans since the Team visit, establishing a full complement of deans to support Academic Affairs and Student Services. An additional 12 position vacancies have been filled in coordinator, counselor, and specialist positions that support administrators. Also, all budgeted classified positions are filled.

Create and monitor a system of “essential” professional development for both full and part-time and adjunct faculty, with professional development funds equitably allocated.

The Professional Development committee has developed and posted a comprehensive set of Staff Development Guidelines and Procedures to the Professional Growth Committee website [\[Rec8.4\]](#). The guidelines review tuition reimbursement procedures and travel procedures for faculty. On Sep. 9, 2016 the committee implemented the New Faculty Orientation that informs faculty about their professional development options. A Fall, 2016 calendar of activities was distributed campus wide [\[Rec8.5\]](#). On Feb. 2, 2017 during Flex Day, faculty members from all departments were convened for further development activities and workshops throughout the day [\[Rec8.6\]](#). Professional association membership activities and statewide training activities for faculty and staff qualify for professional development reimbursements.

Recommendation 8: College Response

Evidence	Title of Evidence Document
Rec8.1	Rec 8.1.1 EVALUATION ALERT SYSTEM (EASY) Operations Manual
Rec8.2	Rec8.1.1 EASY Demonstration Training Presentation
Rec8.3	Rec8.1.1 District memo of HR Training in Adjunct Faculty Hiring and Faculty Evaluations
Rec8.4	Rec8.1.1 Staff Development Guidelines and Procedures Website
Rec8.5	Rec8.1.1 Fall 2016 Calendar of Professional Development Activities
Rec8.6	Rec8.1.1 Spring 2017 Flex Day Agenda

District Report Preparation

The Los Angeles Community College District takes an integrated approach to accreditation. While each college has its own governance processes for addressing accreditation, all colleges participate in addressing District accreditation recommendations and in ensuring that the District meets all accreditation standards. The main venue for discussing accreditation issues is the District Accreditation Committee. The District Accreditation Committee is comprised of the college Accreditation Liaison Officers, the college faculty accreditation leads, a college president, and representatives from the Educational Services Center (D0.1_Accreditation Committee Charge). Following the comprehensive site visits, the committee met to review the possible college and District recommendations and to develop a plan for addressing each recommendation.

The committee met over the past year and reviewed progress made on the recommendations. The progress was further communicated to the Board of Trustees through the Institutional Effectiveness and Student Success Committee (D0.2 Accreditation Response Plan; D0.3 LACCD Accreditation summary; D0.4 IESS District Accreditation Update). The report addressing the District recommendations were drafted by the leads in each area at the Educational Services Center from Human Resources, Information Technology, Educational Programs and Institutional Effectiveness, the Office of General Counsel, and Finance and Resource Development. The area lead responses were compiled and written in one voice by the division of Educational Programs and Institutional Effectiveness and provided to the District Accreditation Committee for approval (D0.5 DAC Agenda 5-9-2017).

The final District responses were provided to each college for review and approval through the college governance processes. Each college completed the report by adding the responses

to college-specific recommendations and augmenting the District response to reflect the college implementation of district-wide actions. The complete and appended reports were approved through the college approval processes.

Following the completion and approval of the college reports, the final content was edited and submitted to the District Office of Institutional Effectiveness. The responses to District and college recommendations were presented to the Board and Institutional Effectiveness and Student Success Committee on **DATES** (D0.6 IESS Agenda). The Board of Trustees reviewed and approved the nine college reports on September 6th, 2017 (D0.7 September Board Agenda). The final reports were provided to the ACCJC with all required signatures following Board approval. All report materials and evidence have been posted on the college and District websites.

District Recommendation 1 (Compliance).

In order to meet the Standard, the team recommends that the District ensure consistent and uniform guidelines for the search and selection of adjunct faculty. (III.A.1)

Actions Taken to Resolve District Recommendation 1:

The District has policies for hiring that are established in Board Rule Chapter X Article III (D1.1 Ch. X - Article III). The previous adjunct hiring process allowed for the development of local processes that were not consistent across all colleges. Following the ACCJC's comprehensive visit, the District Academic Senate (DAS), working with the District's Human Resources Division and Chancellor as representatives of the governing board, jointly agreed to a uniform hiring procedure for all adjunct positions. The District Academic Senate approved the hiring process on May 11, 2017. (D1.2 May 2017 DAS Agenda; D1.3 Adjunct Recruitment Process). Other participatory governance groups were consulted as well. The revised adjunct hiring process was included in the HR Guide (D1.4 HR GUIDE) which was approved and signed by the Chancellor and District Academic Senate President on DATE. Based on the new process, an FAQ was developed to assist colleges in implementation (D1.5 FAQ Adjunct Hiring Process).

As part of the new process, a centralized web-based adjunct recruitment system of applicant lists by discipline was developed and is maintained by the District Human Resources Division for dissemination to the colleges and other district hiring locations (D1.6 Recruitment Portal). The revised process includes a hiring selection committee with an Equal Employment Opportunity officer, for screening and interviewing applicants. The Human Resources Division also developed templates for posting adjunct positions (D1.7 Example Template PT HEALTH (DR-1)). The templates include duty statements, minimum qualifications, and application processes and are accompanied by a style guide to ensure

conformity in the appearance of postings. The new process provides consistency for the recruitment and selection of adjunct faculty with the goal of ensuring a diverse and highly qualified lists of applicants. All hiring processes throughout the district are confidential, and all evidence for this section has been de-identified to protect that confidentiality.

The new process was implemented for adjuncts hired for fall 2017. The online application portal includes requests from every college for disciplines in need of adjunct faculty (D1.8 List of Disciplines Posted). The Human Resources Division validated adjunct hiring lists and distributed the lists to department chairs throughout the spring and summer semesters (D1.9 Example Email to Colleges; D1.10 Example De-identified applicant list). Selection committees reviewed the lists through the online portal to determine which candidates to offer interviews (D1.11 Process for Reviewing Applicants). All interviews were conducted as defined in the adjunct hiring process and included faculty and EEO membership. The uniform guidelines were used in the hiring of all new adjuncts for fall (D1.12 New Adjunct Hiring List to date).

District Recommendation 2 (Compliance).

In order to meet the Standard, the team recommends that the District ensure all personnel are systematically evaluated at stated intervals in accordance with the bargaining agreements and Board policies. (III.A.5)

Actions Taken to Resolve District Recommendation 2:

Following the site visit, the Human Resource Division began an analysis of the current evaluation tracking processes. It found that the process did not include the ability to upload the evaluation as a digital record, which left a gap in the tracking mechanism. Additionally, the District enterprise system, SAP, did not include academic personnel as part of the evaluation tracking. This led to paper records that were sometimes incongruent with the SAP system and two separate means of tracking evaluations. The impact was District records that sometimes reflected fewer completed evaluations than college records.

The District has completed an update of the SAP system to enhance tracking and congruence in the evaluation process. The system is now used for all personnel, classified, and academic employees as the system of record for evaluations. In addition, the system has been updated to include the ability to upload the evaluation (D2.1 Evaluation Alert System User 3.0 Manual; D2.2 LACCD_EASYenhancementsrelease - 3.0). The digitizing of evaluation forms ensures that all official records are in agreement and that the SAP system can serve as the official record. The SAP system can now track the percentage of evaluations that have been received and provide reports to managers to assist in completing all evaluations (D2.3 Evaluation Report). The system is programmed to track evaluations in accordance with the contractual guidelines in bargaining agreements. The system of submitting digital copies of evaluations for the official record and for tracking purposes went into effect for evaluations due January 1st, 2017 moving forward. This process will capture all evaluations as they are due.

All Colleges have implemented the evaluation process developed in the SAP system. As of DATE, the District has evaluated X % of employees in accordance with the stated intervals.

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District Recommendation 3 (Compliance).

In order to meet the Standard, the team recommends that the District update the performance evaluations of academic administrators to include the results of the assessment of learning outcomes to improve teaching and learning. (III.A.6)

Actions Taken to Resolve District Recommendation 3:

The Human Resource Division has worked with collective bargaining groups to add Student Learning Outcomes (SLO) and Service Area Outcomes (SAO) language to job descriptions, job duty statements, and evaluation forms. LACCD academic supervisors (Deans) operate under a collective bargaining agreement (D3.1 Local911_2014-17 Agreement). On **DATE**, the union and the District entered into a Memorandum of Understanding to include the results of the assessment of learning and/or service outcomes in the evaluation of all Deans (D3.2 Signed Teamster MOU). The evaluation form was immediately put into practice (D3.3 Deans Evaluation with SLO Assessment).

All unrepresented management and executive level administrators have also had SLO and/or SAO assessment integrated into the evaluation process. The revised evaluation forms ensure that learning and/or service outcomes are a component of the evaluation process (D3.4 Basic Other Academic Administrator; D3.5 FORM HR E-210C LACCD Summary Evaluation of College President Academic Vice Chancellor).

Each college has implemented the new evaluation process for academic supervisors and managers. The process begins with common language in administrative job announcements that make clear the role of administrators in using learning and/or service outcomes to improve academic and service programs. All Colleges have used the revised job description for all new academic administrators (D3.6 Associate Dean, Strong Workforce; D3.7 Dean of Special Programs and Services). All colleges have evaluated current administrators based on the revised job duties and evaluation processes. This includes utilizing the revised evaluation

form that mandates a review of the administrator's use of learning and/or service outcomes.

All administrative evaluations are up to date and are available in the personnel files for review.

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District Recommendation 4 (Compliance).

In order to meet the Standard, the team recommends that the District and colleges develop a comprehensive Business Continuity/Disaster Recovery plan to ensure reliable access, safety, and security. (III.C.3)

Actions Taken to Resolve District Recommendation 4:

The visiting team indicated that the District and the colleges share responsibility for technology resources and that this led to situations in which technology resources and planning were inconsistent across the colleges. As an example, the team noted that while the District Office has onsite and offsite backups, only some of the colleges had offsite backup systems. In addition, business continuity plans were inconsistent as were the technology resources needed to implement such plans. The District has worked to develop a comprehensive Business Continuity plan that is consistent across all colleges and for the District centralized functions. The plan utilizes the California Community College System Office Information Security Center Template as the framework for a robust disaster recovery process.

The plan was developed through the District Technology Committee constituted by all college IT managers and the District Chief Information Officer. Based on the state template and multiple district-wide technology assessments (D4.1 District Technology Assessment Summary, D4.2 CCCCIO Assessment), the committee refined the recommendations to fit the specific staffing, governance, and technology infrastructure of the District. The committee approved a district-wide business continuity and disaster recovery plan on July 14th, 2017 (D4.3 LACCD College and ESC IT Systems Backup and Disaster Recovery Standards and Procedures). The plan was codified in Administrative regulation B-37, which was approved by the Chancellor on DATE (D4.4 Administrative Regulation).

While the plan puts in place a consistent process for ensuring reliable access, safety, and security of district and college technology and data, the District has worked to further identify improvements in technology systems, hardware, and processes that will offer even further protection and continuity. As part of a district-wide technology project, the Board requested an assessment of college and district technology needs (D4.5 FMPOC 40J Technology Update) and the development of a Strategic Execution Plan (DD4.6 Strategic Execution Plan Timeline) that would improve technology systems such that all colleges are operating at the same standard. The plan included improvements of storage systems, firewall security, and servers that was used in the development of the business continuity and disaster recovery plan.

The completed technology assessment indicated a need for enhanced data storage processes. The Strategic Execution Plan included enhancement to data storage that would lead to segregated onsite storage, local offsite storage, and offsite emergency backups (D4.7 Backup Plan Update Presentation and Timeline). The District has already begun implementation of these improvements with the District and each college adopting a new segregated backup storage system that ensures that all data and systems have a backup separated from the general system. These storage systems bring all colleges up to the same standard for security, and training has been provided for college IT employees on the use of the systems (D4.8 Backup Strategy).

The second phase of the back-up plan includes the development of offsite backups for all colleges. The District has sought industry experts in the development of these planned upgrades. As part of an overall technology assessment strategy, the District will be contracting with a consultant to conduct an evaluation of current IT policies and processes at

the college and district level (D4.9 LACCD IT Infrastructure and Organization Assessment). This evaluation will include final recommendations for the use of offsite cloud or tape backups. The technology solution will be implemented uniformly across all colleges to add another layer of security.

The District also plans to enhance business continuity and minimize downtime through the purchase of additional servers that could be used as a cold site in the event of catastrophic event or as a warm site in the event of minor outages. These servers will allow the district to maintain enterprise functions in the event that the primary datacenter is inoperable. The purchase of these servers is included in the Strategic Execution Plan with funding identified. The technology assessment strategy noted above will assist the District in identifying the most appropriate location for the secondary site. Additionally, the District has already developed performance/product standards for servers (D4.10 Server Standards). The result of these actions will be uniform server functionality across the district and colleges and the ability to mobilize district resources in support of any college in the event of an emergency. Through initial assessments it has been made clear that there is a need for a greater standardization related to IT systems. The technology assessment strategy will include an evaluation of current IT organizational structure, policies, processes, and staffing at the college and district-level. This evaluation will be used to determine what additional policies, regulations, and processes should be adopted to bring the District to a higher industry standard for IT operations, cyber security, and business continuity.

District Recommendation 6 (Compliance).

In order to meet the Standard, the team recommends that the District comprehensively responds to the recurring audit findings concerning: 1) the internal control weakness in information technology controls over the areas of security and change management; and 2) the state compliance exceptions related to “To Be Arranged” (TBA) hours attendance documentation and course classifications. (III.D.7)

Actions Taken to Resolve District Recommendation 6:

As part of the ongoing efforts to correct audit findings, the District develops corrective action plans. The corrective action plan for technology controls was developed following the 2015 Audit indicating that the District would increase segregation of duties and further implement Security Weaver (D6.1 2014-2015 Audit p.82-84). The segregation of duties issue has been addressed with additional hiring of a Software Systems Engineer who developed and improved the processes related to security and change management. Over the past year, the District Information Technology Team refined internal controls to establish a list of users who should have administrative and other elevated (Super User) access within the district enterprise systems (SAP) (D6.2 LACCD SAP Privileged Access Report). The District has redacted names and usernames for security purposes. Full reports are available upon visit. The team conducted further reviews of roles and implemented processes and procedures to segregate duties. Additionally, the District Information Technology Division established a new process to limit the use of shared user IDs to ensure that access is appropriate to the user’s job responsibilities. In August 2016, the District engaged in its regularly scheduled audit. The auditing firm found significant improvements related to technology controls over the areas of security and change management. (D6.3 2015-2016 Audit p.96-98)

Past corrective action plans related to the audit findings for TBA hours have included training with no changes in internal procedures. The District worked to develop a new corrective action plan (D6.4 TBA Validation Process) that involves increased central review



and control over the TBA reporting. This plan was shared with Chief Instructional and Student Service Officers in a joint meeting on May 20, 2016, for final revision and approval (D6.5 CIO CSSO Joint Council Agenda 5 20 16). The validation process includes periodic reviews of TBA courses to ensure that required curricular and attendance records are present. While the colleges still retain the autonomy to schedule TBA courses, the District assumes the role of verifying that all state requirements are satisfied prior to submitting final FTES reports. At the end of each semester, the Division of Educational Programs and Institutional Effectiveness will audit attendance records for compliance. Scheduled sections not meeting requirements will not be submitted for apportionment.

The corrective action plan was presented at a districtwide meeting to ensure all personnel involved were aware of the new processes (D6.6 Corrective Action - Audit - August 2016 Presentation). The plan was put into action for the 2015-2016 FTES reporting. All colleges worked with the District to ensure that sections included the correct documentation prior to submission. The external audit report found no deficiencies with TBA documentation and reporting, indicating that the reoccurring finding regarding TBA hours had been addressed (D6.7 2015-2016 Audit p.126-128). One course was identified as being used to address a student time conflict and was not related to the documentation of TBA hours.

District Recommendation 8 (Compliance).

In order to meet the Standard, the team recommends that the District develop a process to capture the full impact of the District's liability for load banking and to record the liability in the District's financial statements. (III.D.12)

Actions Taken to Resolve District Recommendation 8:

The District completed an assessment of load banking across all colleges and noted the liability in the financial statements (FINANCIAL STATEMENTS). Through collaboration with the college offices of academic affairs, the District has developed a system that, each semester, requires the colleges to submit required detailed information to calculate the district-wide load banking liability resulting from load banking at the colleges (D8.2 Load Banking Memo, D8.3 Load Banking work sheet 2017). The load banking information will be regularly reported to the Accounting Department and recorded as a liability in the District's books for use in the District's financial statements at the end of the fiscal year.

District Recommendation 10 (Compliance).

In order to meet the Standard, the team recommends that the Board adopt policies that clearly define the process for the selection and evaluation of the chancellor. (IV.C.3)

Actions Taken to Resolve District Recommendation 10:

In the evaluation of Board policies, the team determined that there were no policies that clearly identified the process for the selection and the evaluation of the chancellor. Board Rule Chapter X, Article III articulates hiring processes, including those for college presidents. Section 10309 was added to the Board Rule to clearly define the process for the selection of the Chancellor (D10.1 Ch. X - Article III). The revised Board Rule was approved by the Board on March 8th, 2017 and is in effect for the next selection process (D10.2 March 8 2017 Board_Agenda; D10.3 March 8 2017 Board Minutes).

The evaluation of the Chancellor was added to Board Rule Chapter X Article I, Human Resources Services (D10.4 Ch. X - Article I). Section 10105.13 defines the process of the evaluation of the Chancellor stating:

The Board shall conduct an evaluation of the Chancellor of the District at least annually. Such evaluation shall comply with any requirements set forth in the contract of employment with him/her as well as this policy. The Board shall evaluate the Chancellor using an evaluation process developed and jointly agreed to by him/her and the Board.

The criteria for evaluation shall be based on board policy, the Chancellor's job description, and overall priorities developed in accordance with board policy.

The Board Rule was approved on March 8th, 2017 (D10.2 March 8 2017 Board_Agenda; D10.3 March 8 2017 Board Minutes). The evaluation process goes into effect immediately and will be used in the annual evaluation of the Chancellor.

District Recommendation 11 (Compliance).

In order to meet the Standard, the team recommends that the Board establish a formal process for approving the review of policies in which no revisions are made and to regularly assess the effectiveness of all policies in fulfilling the District mission. (IV.C.7)

Actions Taken to Resolve District Recommendation 11:

The District has had a long established process for the regular review of policies and Board Rules defined in C-12 (D11.1 Admin_Reg_C_12 Previous Version). The previous process had called for District executive staff to review all Board rules on a triennial basis and to bring all proposed changes to the Board for approval. The procedure did not require the review of Board rules in instances when no changes were recommended. The recommendation from the visiting team stressed the need to revise the process to include a regular review even when no changes are recommended. In May 2016, administrative regulation C-12 was updated to include the provision that the Board review all policies on a triennial basis regardless of whether changes were recommended (D11.2 Admin Ref C 12). Specifically, the regulation indicates:

If the specified designee recommends that no changes be made to a particular rule or regulation, the rule will be noticed at the next scheduled Board meeting for subsequent affirmation. The next scheduled review period for that rule or regulation shall be calendared three years from the current year.

To ensure that all current Board Rules have been reviewed by the Board in the past three years, the Office of General Counsel provided all unchanged Board Rules for approval to the Board on December 7th, 2016 (D11.3 Board-Agenda December 7 2016 item C-5; D11.4 Board Minutes December 7 2016). To date, all Board Rules have been reviewed and approved by the Board at least once in the past three years, and the Office of General

Counsel will continue its practices of tracking the review of all policies and procedures to ensure that triennial reviews occur. (D11.5 Board Rule Tracking)

The District has also used this recommendation as an opportunity to improve all of its policies through a process of continuous quality improvement. The Office of Educational Programs and Institutional Effectiveness in consultation with the Office of General Counsel will be working toward the adoption of the Community College League of California model policies. The District has developed a crosswalk of the model policies to current policies beginning with Chapter 2 (D11.6 Example Crosswalk) and assigned the revision of District policies to appropriate consultation groups. The District plans on integrating the model policies over the course of the next 18 months and believes that these efforts will provide additional uniformity to the District policies and a greater ability to respond to legislative changes from the state.

Appendix A

Additional Supporting Evidence

Recruitment

- [A2RT Recruitment](#)
- [Planning Documents](#)

College Recommendation 1

- [Mission Statement](#)
- [Master Plans](#)

College Recommendation 4

- [Student Satisfaction Data and Plans of Action](#)

College Recommendation 6

- [Assessment of SS and Practices](#)
- [Outreach and Recruitment Materials \(Spanish Language\)](#)
 - <https://soundcloud.com/user-279611009/lasc-on-que-buena-1055>
 - <https://soundcloud.com/user-279611009/lasc-on-que-buena-1056>
- [SS Hours of Operation](#)

[Other Supporting Evidence](#)

Los Angeles Trade Technical College

Follow-Up Report

Submitted by:

Los Angeles Trade Technical College
400 W. Washington Boulevard
Los Angeles, CA 90015

Submitted to:

Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

Date Submitted
October 2017

CERTIFICATION OF FOLLOW-UP REPORT

To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

From: Laurence Frank, President
Los Angeles Trade-Technical College
400 W. Washington Boulevard
Los Angeles, CA 90015

I certify that there was broad participation/review by the campus community and believe this Report accurately reflects the nature and substance of this institution.

Signatures:

Sydney Kamlager-Dove
President of the Board
Los Angeles Community College District

Francisco C. Rodriguez, Ph.D.
Chancellor
Los Angeles Community College District

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STATEMENT OF REPORT PREPARATION

Background

A 13-member External Evaluation Team (Team) visited Los Angeles Trade-Technical College (LATTC) from March 7, 2016 to March 10, 2016. In the Accrediting Commission for Community and Junior Colleges (ACCJC) action letter dated July 8, 2016, the Commission notified LATTC President Laurence Frank that it acted to reaffirm the College's accreditation for eighteen months, and that the College is required to submit a Follow-Up Report (FUR) by October 2017 on the issues identified in the College and District teams' findings of noncompliance (C0.1-ACCJC-Reminder-Action-Letter-10152017). This FUR addresses this requirement and provides evidence to demonstrate that the College is effectively addressing the concerns identified in the action letter.

Process of Report Preparation

Los Angeles Community College District Report Preparation Process

The Los Angeles Community College District takes an integrated approach to accreditation. While each college has its own governance processes for addressing accreditation, all colleges participate in addressing District accreditation recommendations and in ensuring that the District meets all accreditation standards. The main venue for discussing accreditation issues is the District Accreditation Committee. The District Accreditation Committee is comprised of the college Accreditation Liaison Officers, the college faculty accreditation leads, a college president, and representatives from the Educational Services Center (D0.1-Accreditation Committee Charge). Following the comprehensive site visits, the committee met to review the possible college and District recommendations and to develop a plan for addressing each recommendation.

The committee met over the past year and reviewed progress made on the recommendations. The progress was further communicated to the Board of Trustees through the Institutional Effectiveness and Student Success Committee (D0.2-Accreditation Response Plan; D0.3-LACCD Accreditation summary; D0.4-IESS District Accreditation Update). The report addressing the District recommendations were drafted by the leads in each area at the Educational Services Center from Human Resources, Information Technology, Educational Programs and Institutional Effectiveness, the Office of General Counsel, and Finance and Resource Development. The area lead responses were compiled and written in one voice by the division of Educational Programs and Institutional Effectiveness and provided to the District Accreditation Committee for approval (D0.5-DAC Agenda 5-9-2017).

The final District responses were provided to each college for review and approval through the college governance processes. Each college completed the report by adding the responses to college-specific recommendations and augmenting the District

response to reflect the college implementation of district-wide actions. The complete and appended reports were approved through the college approval processes.

Los Angeles Trade-Technical College Report Preparation Process

Los Angeles Trade-Technical College's (LATTC) 2017 Follow-Up Report (FUR) was prepared under the direction of the Accreditation Liaison Officer (ALO), Leticia Barajas, Vice President of Pathway Innovation and Institutional Effectiveness. Vice President Barajas worked in conjunction with the College leadership (the president, vice presidents, deans, faculty and staff constituency leaders) and engaged the College community in the process of writing the report through presentations at participatory governance meetings (C0.2-Meetings-FUR-Discussed). Narratives, data, and documents for the FUR were compiled and prepared by College leadership and the Faculty Effectiveness Coordinator (FEC).

On May 16, 2016, the LATTC College Council voted to approve a motion for the Council to assume the charge of the Accreditation Steering Committee's duties so that the Council would be the coordinating committee for accreditation-related matters (C0.3-College-Council-Minutes-05162016). This change has provided the College Council the direct opportunity to address accreditation as part of regular college planning to promote student success. On October 17, 2016, the Council voted to establish its 2016-2017 goals, with one of these being monitoring the *Quality Focus Essay* and the development, review, and approval of the FUR (C0.4-College-Council-Minutes-10172016).

On May 25, 2016, the Program Review-Assessment Committee (PRAC) voted to adopt LATTC's *Quality Focus Essay Action Project #2: The Quality Assessment Project* (QFE AP2) goals as part of its committee goals for 2016-2017 (C0.5-PRAC-Minutes-05252016). QFE AP2 deals with Program Review and Assessment—areas overseen by PRAC that directly address College Recommendations 1, 3, and 6. As co-chairs of the PRAC, the ALO and FEC ensured that the committee addressed the appropriate College Recommendations in its work throughout 2016-2017.

Review and Approval of Report

On March 20, 2017, the Accreditation Liaison Officer (ALO) and Faculty Effectiveness Coordinator (FEC) provided a report to the College Council on the progress of the Follow-Up Report (FUR) and Accreditation updates (C0.6-College-Council-Minutes-Presentation-03202017). On April 11, 2017, the ALO and FEC provided a report to the Academic Senate on the progress of the FUR and Accreditation updates (C0.7-Academic-Senate-Minutes-Presentation-04112017). On June 2, 2017, the draft FUR was posted on the LATTC Accreditation website for the college community to review (C0.8-Screenshot-FUR-LATTC-webpage). The LATTC Academic Senate voted to approve the final draft of the FUR on June 5, 2017 (C0.9-Academic-Senate-Minutes-06052017). The LATTC College Council voted to approve the final draft of the FUR on June 9, 2017 (C0.10-College-Council-Minutes-06092017).

Following the completion and approval of the college reports, the final content was edited and submitted to the District Office of Institutional Effectiveness. The responses to District and college recommendations were presented to the Board and Institutional Effectiveness and Student Success Committee on August 23rd, 2017 (D0.6 IESS Agenda). The Board of Trustees reviewed and approved the nine college reports on September 6th, 2017 (D0.7 September Board Agenda). The final reports were provided to the ACCJC with all required signatures following Board approval. All report materials and evidence have been posted on the college and District websites.

final DRAFT

RESPONSE TO COLLEGE RECOMMENDATION 1 (COMPLIANCE)

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)

Closing out the Previous Fall 2013-Spring 2016 Assessment Cycle

On May 13, 2016, Los Angeles Trade-Technical College (LATTC) sent the Commission a supplemental report that included information about the College's progress in completing its Fall 2013-Spring 2016 Assessment Cycle (C1.1-LATTC-Supplemental-Report-05132016). In accordance with the LATTC's assessment processes and timeline for its 2013- 2016 Cycle, the College completed all outcomes assessments in June 2016. The LATTC Assessment webpage reflected the completion status of all 93 program and 32 service area outcome assessments (C1.2-Screenshot-Link-LATTC Assessment webpage).

2016-2017 Reflection Year to Focus on Quality

LATTC adopted a revised 2016-2017 Program Review process and timeline to focus on strengthening and improving the quality of its Program Review and Assessment process and close the loop on 2014-2015 (C1.3-PR-AS-Minutes-16-17PR-14-15CTL). This decision resulted from Program Review-Assessment Committee (PRAC) discussions and the University of Southern California's Center for Urban Education's (CUE) meta-evaluation recommendations regarding LATTC's Program Review and Assessment Cycle (C1.4-Revised-16-17-PR-Timeline-Decision). The College used 2016-2017 as a reflection year to review and revise outcome statements, curriculum maps, implement the eLumen software platform, and determine the elements of a new Program Review-Assessment Cycle. The response to College Recommendation 3 provides further details about LATTC's eLumen implementation. The response to College Recommendation 6 provides further information about LATTC's work on a new Program Review-Assessment Cycle.

2016-2017: Year of Reflection Activities

On June 7, 2016, the College launched the revised 2016-2017 Program Review timeline with an all-day forum called Faculty Effectiveness Day where over 120 faculty attended and participated (C1.5-FED-Agenda). During the first half of the day, the University of Southern California's Center for Urban Education (CUE) engaged faculty in activities to review syllabi and explore equity and classroom culture communicated in syllabi (C1.6-CUE-Syllabi-Handouts). During the second half of this day, program faculty worked together to close the loop on 2014-2015 goals; complete Program Review and reflection on 2015-2016; and set goals for 2016-2017 (C1.7-Sample-Instructional-CTL-PR).

On August 17, 2016, the College held a similar forum for service and administrative areas, called Services Effectiveness and Engagement Day. On this day, service and administrative unit staff completed closing the loop; engaged in Program Review and reflection; and set goals for 2016-2017 (C1.8-SEED-Agenda-CTL-PR).

At Faculty Convocation Day on August 25, 2016, the College informed faculty members about the results of the Accreditation action letter and the External Evaluation Report. One of the breakout sessions was devoted to the topic of Accreditation and the faculty role in addressing recommendations (C1.9-Convocation-Agenda-Handouts).

Revising Outcome Statements and Curriculum Maps to Improve Quality

Based on the results of the previous two assessment cycles, the College recognized the need to revise and improve learning outcome statements and curriculum maps before launching a new Program Review and Assessment Cycle. It identified the issue and actions to address this in its *Quality Focus Essay Action Project 2: The Quality Assessment Project* (C1.10-Quality-Focus-Essay). The PRAC formed a workgroup (Outcomes Workgroup) tasked with developing criteria for evaluating the quality of learning outcomes (C1.11-PRAC-Minutes-03022016). On September 7, 2016, the PRAC reconstituted the Outcomes Workgroup with new 2016-2017 members to continue the work of drafting evaluating criteria (C1.12-PRAC Minutes-09072016). The Workgroup met on November 2, 2016 to review possible outcomes evaluation criteria and decided on criteria for the PRAC to consider. On December 7, 2016, the PRAC reviewed the Workgroup's proposed criteria and decided on five evaluating criteria. The committee also agreed to have Institutional Effectiveness (IE) facilitate learning outcome sessions to train program faculty on how to apply these evaluating criteria to revise and review learning outcomes for quality (C1.13-PRAC-LO-Criteria-Mtg-12072016).

The PRAC worked with CUE to develop forms and tools that will become part of an LATTTC Program Review-Assessment handbook (C1.14-Outcomes-Evaluation-Forms-Appendices). CUE presented a training for the PRAC members and some other key faculty leaders on how to use the learning outcomes evaluation criteria and form to review and revise learning outcomes (C1.15-PRAC Meeting 02082017). This training was modified by IE and the Faculty Effectiveness Coordinator for use in facilitated learning outcomes sessions that began in February 2017 (C1.16-Learning-Outcomes-Sessions). Information about the sessions was provided to the College community, PRAC, College Council, and the Academic Senate through reports and presentations at committee meetings and newsletters (C1.17-CC-AS-PRAC-Minutes-Newsletter).

As a result of faculty feedback and research by IE and CUE, the PRAC also decided to revise the Curriculum Map mastery alignment scale from four levels (Introduced, Developed, Practiced, and Mastered) to three levels (Introduced, Reinforced, and Mastered) to make it clearer for faculty (C1.18-PRAC-Minutes-03272017).

As of August 1, 2017 all 108 instructional programs participated in learning outcomes sessions and submitted revised program learning outcome statements, revised general education learning outcome statements, and revised curriculum maps with revised course student learning outcome statements (C1.19-Programs-Revised-List-and-Example). The PRAC decided that all revised learning outcomes and curriculum maps be submitted by October 2, 2017 (C1.20-PRAC-Minutes-05302017). IE has begun inputting revised learning outcomes and curriculum maps into eLumen in preparation for the new Program Review-Assessment Cycle that will start Fall 2017.

final DRAFT

RESPONSE TO COLLEGE RECOMMENDATION 3 (COMPLIANCE)

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)

eLumen as the method for disaggregation

Los Angeles Trade-Technical College (LATTC) acquired the eLumen software platform in 2015 to improve how it collects disaggregated student achievement data. In Summer 2016, Institutional Effectiveness (IE) completed inputting action plan data into eLumen; and in Fall 2016, the College completed its data migration into eLumen for full implementation.

eLumen Pilot

To prepare for college-wide eLumen implementation, the College conducted a pilot of the system in Fall 2016 for outcomes assessment. The pilot allowed the College to test eLumen's features; refine system set-up; obtain information needed to prepare college-wide implementation; give the Program Review-Assessment Committee (PRAC) information to inform development of a new Program Review and Assessment Cycle; and ensure data integrity at the student and program level (C3.1-eLumen-Pilot). Information about the status of the eLumen pilot was provided to the college community, PRAC, College Council, and the Academic Senate through newsletters, and reports and presentations at committee meetings (C3.2-Committee-minutes-handouts-newsletter).

The College piloted eLumen with 38 full-time faculty members who completed outcomes assessment for 70 different Fall 2016 courses in 22 different disciplines, covering most of the instructional departments and pathways (C3.3-Lumen-Pilot-quickfacts-report). Eighteen of these faculty members signed up to pilot eLumen at Faculty Convocation on August 25, 2016 when the pilot was announced. On September 28, September 29, and October 11, IE held orientation workshops for the piloting faculty to outline timeframes and address questions. Twenty-three faculty members attended the orientations, and two faculty received individual orientations (C3.4-eLumen-pilot-orientation).

In November 2016, IE conducted four training workshops for the pilot faculty covering creating assessments and entering student scores and action plans into eLumen (C3.5-eLumen-trainings-guides). The deadline to complete each task in eLumen was December 23, 2016. On January 19, 2017, twenty-one of the piloting faculty met to reflect and report on their pilot experience and provide feedback to PRAC and IE for revising and improving the eLumen trainings, guides, and the process for implementing eLumen college-wide (C3.6-eLumen-Pilot-reflection-report). Afterward, IE sent a follow-up survey to acquire detailed feedback from the pilot faculty (C3.7-eLumen-survey-feedback).

As a result of the eLumen pilot, the College demonstrated it can improve how it collects disaggregated data and use that information to meaningfully examine student learning and achievement (C3.8-Examples-Disaggregation-Using-eLumen).

final DRAFT

RESPONSE TO COLLEGE RECOMMENDATION 6 (COMPLIANCE)

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)

Following an Approved Program Review Process

Since 2009, all Los Angeles Trade-Technical College (LATTC) programs completed Program Review annually. The College follows the approved Program Review timeline. An archive of all completed Program Reviews is available on the LATTC Program Review-Assessment Committee (PRAC) website at: <http://comm.lattc.edu/prc/pr-archives/> (C6.1-Program-Review-webpage).

During the 2016-2017 academic year, as discussed in the response to College Recommendation 1, the College adopted a revised 2016-2017 Program Review timeline. By Fall 2016, all instructional, service, and administrative areas completed closing the loop on 2014-2015; Program Review and reflection for 2015-2016, and set goals for 2016-2017. The completed Program Review and Reflections and Closing the Loop forms were posted on the PRAC website (C6.1-Program-Review-webpage).

2016-2017 Reflection Year to Focus on Quality and Ensure Program Reviews Utilize Appropriate Data

Using 2016-2017 as a transitional Program Review year to focus on quality and plan for a new cycle aligns with the goal of the *LATTC Quality Focus Essay Action Project 2: The Quality Assessment Project* to increase the effectiveness of the College's Program Review and Assessment process. The College is working to ensure consistency and depth of its Program Review across instructional programs to clearly and consistently connect the implementation of institutional changes to Program Review and Assessment of outcomes that lead to improved student learning. Please refer to the response to College Recommendation 1 for further information on the transitional Program Review year.

The College recognized that, in many instances, resource requests were driving Program Review, with programs approaching Program Review as an opportunity to request resources rather than to meaningfully self-examine strengths and weaknesses. Discussions at the Planning and Budget Committee and the PRAC led the College to unlink the resource request component from Program Review in the transitional year. This was done to ensure faculty review student achievement and student learning outcomes data to determine program effectiveness in achieving stated goals and have resource requests align with needs identified from the review of that data (C6.2-PBC-PRAC Minutes).

Planning for a New Program Review Cycle

In Fall 2016, the PRAC began discussion on guiding practices for a new Program Review cycle; considered what the new Program Review and Assessment cycle would encompass; and agreed that Program Review should be done along pathways (C1.12-PRAC-Minutes-09072016). The committee compared the USC Center for Urban Education's (CUE) LATTC meta-analysis report recommendations and the committee's own ideas for guiding LATTC program review practices. Common themes that emerged were leadership, reflection, simplification, alignment, and quality improvement (C6.3-PRAC-Minutes-090716-100516).

In Spring 2017, the PRAC discussed and decided to pilot Program Review with select faculty and programs that completed the Fall 2016 eLumen Pilot (C6.4-PRAC-Minutes-03292017). Institutional Effectiveness (IE) worked with CUE to develop draft questions and components for Program Review based on research into program review questions and components used by other institutions (C6.5-Draft-PR-Questions-Components). IE also worked with CUE to research and draft a Program Review and Assessment cycle timeline that could work for the College (C6.6-Draft-PR-Assessment-Cycle).

On May 17, 2017, faculty who volunteered to pilot Program Review met to review and provide feedback on the draft Program Review questions for the Program Review pilot (C6.7-PR-Pilot-Meeting). These faculty felt the draft questions were too complicated and that it would be better to have the department chairs determine the elements of Program Review. PRAC considered this feedback and recommended that the Chairs provide feedback at a special Academic Council meeting (C6.8-PRAC-Minutes-05312017).

On June 15, 2017, the department Chairs met for a special Academic Council meeting. They discussed and provided feedback on a Program Review timeline and cycle and process. They agreed on a 4-year comprehensive Program Review cycle with an annual update activity for reviewing data and checking on progress towards long-term goals. The Council also wanted to stagger the comprehensive program review by Pathways to align it with the Educational Master Plan's goals to fully implement pathways. The meeting concluded with the Chairs volunteering their pathway areas to complete a new Program Review process in rounds (C6.9-Academic-Council-Meeting-06152017).

On September 6, 2017, the PRAC reviewed the Council's feedback to decide on the new Program Review process that will utilize eLumen.

RESPONSE TO COLLEGE RECOMMENDATION 8 (COMPLIANCE)

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)

Accountability

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 (C8.1-Manager-Performance-Evaluations). To ensure accountability and completion, the College generated a database of Los Angeles Trade-Technical College (LATTC) faculty to inform the implementation of a staggered evaluation plan for faculty (C8.2-Database-of-Faculty). For classified and administrative personnel, monthly reports by vice president area are generated to inform the evaluation plan for staff (C8.3-Sample-Monthly-Reports-Staff).

Updated Tracking System

The District Human Resources division worked with District IT to update the District's enterprise system, SAP, to enhance the tracking of personnel evaluations. All academic personnel were added to the system, and records will now be uploaded and stored digitally rather than by hard paper copy. Please see the response to District Recommendation 2 for further information on the SAP system update.

LATTC has completed XXX of 225 classified staff evaluations, and XXX of full-time faculty evaluations were completed in accordance with the stated intervals (C8.4-Record-of-Completed-Evaluations).

Please see the response to District Recommendation 2 (Compliance) for further information on the District's role in ensuring all personnel evaluations are completed, documented, and timely.

Together, the College and the District have taken actions to review its evaluation processes and ensure that evaluations will occur systematically, with all actions documented.

RESPONSE TO DISTRICT RECOMMENDATION 1 (COMPLIANCE)

In order to meet the Standard, the team recommends that the District ensure consistent and uniform guidelines for the search and selection of adjunct faculty. (III.A.1)

The District has policies for hiring that are established in Board Rule Chapter X Article III (D1.1 Ch. X - Article III). The previous adjunct hiring process allowed for the development of local processes that were not consistent across all colleges. Following the ACCJC's comprehensive visit, the District Academic Senate (DAS), working with the District's Human Resources Division and Chancellor as representatives of the governing board, jointly agreed to a uniform hiring procedure for all adjunct positions. The District Academic Senate approved the hiring process on May 11, 2017. (D1.2 May 2017 DAS Agenda; D1.3 Adjunct Recruitment Process). Other participatory governance groups were consulted as well. The revised adjunct hiring process was included in the HR Guide (D1.4 HR GUIDE) which was approved and signed by the Chancellor and District Academic Senate President on DATE. Based on the new process, an FAQ was developed to assist colleges in implementation (D1.5 FAQ Adjunct Hiring Process).

As part of the new process, a centralized web-based adjunct recruitment system of applicant lists by discipline was developed and is maintained by the District Human Resources Division for dissemination to the colleges and other district hiring locations (D1.6 Recruitment Portal). The revised process includes a hiring selection committee with an Equal Employment Opportunity officer, for screening and interviewing applicants. The Human Resources Division also developed templates for posting adjunct positions (D1.7 Example Template PT HEALTH (DR-1)). The templates include duty statements, minimum qualifications, and application processes and are accompanied by a style guide to ensure conformity in the appearance of postings. The new process provides consistency for the recruitment and selection of adjunct faculty with the goal of ensuring a diverse and highly qualified lists of applicants. All hiring processes throughout the district are confidential, and all evidence for this section has been de-identified to protect that confidentiality.

The new process was implemented for adjuncts hired for fall 2017. The online application portal includes requests from every college for disciplines in need of adjunct faculty (D1.8 List of Disciplines Posted). The Human Resources Division validated adjunct hiring lists and distributed the lists to department chairs throughout the spring and summer semesters (D1.9 Example Email to Colleges; D1.10 Example De-identified applicant list). Selection committees reviewed the lists through the online portal to determine which candidates to offer interviews (D1.11 Process for Reviewing Applicants). All interviews were conducted as defined in the adjunct hiring process and included faculty and EEO membership. The uniform guidelines were used in the hiring of all new adjuncts for fall (D1.12 New Adjunct Hiring List to date).

The Chairs were trained on the new process at an Academic Council meeting and at the Academic Senate meetings held in spring 2017.

RESPONSE TO DISTRICT RECOMMENDATION 2 (COMPLIANCE)

In order to meet the Standard, the team recommends that the District ensure all personnel are systematically evaluated at stated intervals in accordance with the bargaining agreements and Board policies. (III.A.5)

Following the site visit, the Human Resource Division began an analysis of the current evaluation tracking processes. It found that the process did not include the ability to upload the evaluation as a digital record, which left a gap in the tracking mechanism. Additionally, the District enterprise system, SAP, did not include academic personnel as part of the evaluation tracking. This led to paper records that were sometimes incongruent with the SAP system and two separate means of tracking evaluations. The impact was District records that sometimes reflected fewer completed evaluations than college records.

The District has completed an update of the SAP system to enhance tracking and congruence in the evaluation process. The system is now used for all personnel, classified, and academic employees as the system of record for evaluations. In addition, the system has been updated to include the ability to upload the evaluation (D2.1 Evaluation Alert System User 3.0 Manual; D2.2 LACCD_EASYenhancementsrelease - 3.0). The digitizing of evaluation forms ensures that all official records are in agreement and that the SAP system can serve as the official record. The SAP system can now track the percentage of evaluations that have been received and provide reports to managers to assist in completing all evaluations (D2.3 Evaluation Report). The system is programmed to track evaluations in accordance with the contractual guidelines in bargaining agreements. The system of submitting digital copies of evaluations for the official record and for tracking purposes went into effect for evaluations due January 1st, 2017 moving forward. This process will capture all evaluations as they are due.

All Colleges have implemented the evaluation process developed in the SAP system. As of DATE, the District has evaluated X % of employees in accordance with the stated intervals.

RESPONSE TO DISTRICT RECOMMENDATION 3 (COMPLIANCE)

In order to meet the Standard, the team recommends that the District update the performance evaluations of academic administrators to include the results of the assessment of learning outcomes to improve teaching and learning. (III.A.6)

The Human Resource Division has worked with collective bargaining groups to add Student Learning Outcomes (SLO) and Service Area Outcomes (SAO) language to job descriptions, job duty statements, and evaluation forms. LACCD academic supervisors (Deans) operate under a collective bargaining agreement (D3.1 Local911_2014-17 Agreement). On DATE, the union and the District entered into a Memorandum of Understanding to include the results of the assessment of learning and/or service outcomes in the evaluation of all Deans (D3.2 Signed Teamster MOU). The evaluation form was immediately put into practice (D3.3 Deans Evaluation with SLO Assessment).

All unrepresented management and executive level administrators have also had SLO and/or SAO assessment integrated into the evaluation process. The revised evaluation forms ensure that learning and/or service outcomes are a component of the evaluation process (D3.4 Basic Other Academic Administrator; D3.5 FORM HR E-210C LACCD Summary Evaluation of College President Academic Vice Chancellor).

Each college has implemented the new evaluation process for academic supervisors and managers. The process begins with common language in administrative job announcements that make clear the role of administrators in using learning and/or service outcomes to improve academic and service programs. All Colleges have used the revised job description for all new academic administrators (D3.6 Associate Dean, Strong Workforce; D3.7 Dean of Special Programs and Services). All colleges have evaluated current administrators based on the revised job duties and evaluation processes. This includes utilizing the revised evaluation form that mandates a review of the administrator's use of learning and/or service outcomes. All administrative evaluations are up to date and are available in the personnel files for review.

RESPONSE TO DISTRICT RECOMMENDATION 4 (COMPLIANCE)

In order to meet the Standard, the team recommends that the District and colleges develop a comprehensive Business Continuity/Disaster Recovery plan to ensure reliable access, safety, and security. (III.C.3)

The visiting team indicated that the District and the colleges share responsibility for technology resources and that this led to situations in which technology resources and planning were inconsistent across the colleges. As an example, the team noted that while the District Office has onsite and offsite backups, only some of the colleges had offsite backup systems. In addition, business continuity plans were inconsistent as were the technology resources needed to implement such plans. The District has worked to develop a comprehensive Business Continuity plan that is consistent across all colleges and for the District centralized functions. The plan utilizes the California Community College System Office Information Security Center Template as the framework for a robust disaster recovery process.

The plan was developed through the District Technology Committee constituted by all college IT managers and the District Chief Information Officer. Based on the state template and multiple district-wide technology assessments (D4.1 District Technology Assessment Summary, D4.2 CCCCIO Assessment), the committee refined the recommendations to fit the specific staffing, governance, and technology infrastructure of the District. The committee approved a district-wide business continuity and disaster recovery plan on July 14th, 2017 (D4.3 LACCD College and ESC IT Systems Backup and Disaster Recovery Standards and Procedures). The plan was codified in Administrative Regulation B-37, which was approved by the Chancellor on DATE (D4.4 Administrative Regulation).

While the plan puts in place a consistent process for ensuring reliable access, safety, and security of district and college technology and data, the District has worked to further identify improvements in technology systems, hardware, and processes that will offer even further protection and continuity. As part of a district-wide technology project, the Board requested an assessment of college and district technology needs (D4.5 FMPOC 40J Technology Update) and the development of a Strategic Execution Plan (D4.6 Strategic Execution Plan Timeline) that would improve technology systems such that all colleges are operating at the same standard. The plan included improvements of storage systems, firewall security, and servers that was used in the development of the business continuity and disaster recovery plan.

The completed technology assessment indicated a need for enhanced data storage processes. The Strategic Execution Plan included enhancement to data storage that would lead to segregated onsite storage, local offsite storage, and offsite emergency backups (D4.7 Backup Plan Update Presentation and Timeline). The District has already begun implementation of these improvements with the District and each college adopting a new segregated backup storage system that ensures that all data and systems have a backup separated from the general system. These storage systems

bring all colleges up to the same standard for security, and training has been provided for college IT employees on the use of the systems (D4.8 Backup Strategy).

The second phase of the back-up plan includes the development of offsite backups for all colleges. The District has sought industry experts in the development of these planned upgrades. As part of an overall technology assessment strategy, the District will be contracting with a consultant to conduct an evaluation of current IT policies and processes at the college and district level (D4.9 LACCD IT Infrastructure and Organization Assessment). This evaluation will include final recommendations for the use of offsite cloud or tape back-ups. The technology solution will be implemented uniformly across all colleges to add another layer of security.

The District also plans to enhance business continuity and minimize downtime through the purchase of additional servers that could be used as a cold site in the event of catastrophic event or as a warm site in the event of minor outages. These servers will allow the district to maintain enterprise functions in the event that the primary datacenter is inoperable. The purchase of these servers is included in the Strategic Execution Plan with funding identified. The technology assessment strategy noted above will assist the District in identifying the most appropriate location for the secondary site. Additionally, the District has already developed performance/product standards for servers (D4.10 Server Standards). The result of these actions will be uniform server functionality across the district and colleges and the ability to mobilize district resources in support of any college in the event of an emergency.

Through initial assessments it has been made clear that there is a need for a greater standardization related to IT systems. The technology assessment strategy will include an evaluation of current IT organizational structure, policies, processes, and staffing at the college and district-level. This evaluation will be used to determine what additional policies, regulations, and processes should be adopted to bring the District to a higher industry standard for IT operations, cyber security, and business continuity.

RESPONSE TO DISTRICT RECOMMENDATION 6 (COMPLIANCE)

In order to meet the Standard, the team recommends that the District comprehensively responds to the recurring audit findings concerning: 1) the internal control weakness in information technology controls over the areas of security and change management; and 2) the state compliance exceptions related to “To Be Arranged” (TBA) hours attendance documentation and course classifications. (III.D.7)

As part of the ongoing efforts to correct audit findings, the District develops corrective action plans. The corrective action plan for technology controls was developed following the 2015 Audit indicating that the District would increase segregation of duties and further implement Security Weaver (D6.1 2014-2015 Audit p.82-84). The segregation of duties issue has been addressed with additional hiring of a Software Systems Engineer who developed and improved the processes related to security and change management. Over the past year, the District Information Technology Team refined internal controls to establish a list of users who should have administrative and other elevated (Super User) access within the district enterprise systems (SAP) (D6.2 LACCD SAP Privileged Access Report). The District has redacted names and usernames for security purposes. Full reports are available upon visit. The team conducted further reviews of roles and implemented processes and procedures to segregate duties. Additionally, the District Information Technology Division established a new process to limit the use of shared user IDs to ensure that access is appropriate to the user’s job responsibilities. In August 2016, the District engaged in its regularly scheduled audit. The auditing firm found significant improvements related to technology controls over the areas of security and change management. (D6.3 2015-2016 Audit p.96-98)

Past corrective action plans related to the audit findings for TBA hours have included training with no changes in internal procedures. The District worked to develop a new corrective action plan (D6.4 TBA Validation Process) that involves increased central review and control over the TBA reporting. This plan was shared with Chief Instructional and Student Service Officers in a joint meeting on May 20, 2016, for final revision and approval (D6.5 CIO CSSO Joint Council Agenda 5 20 16). The validation process includes periodic reviews of TBA courses to ensure that required curricular and attendance records are present. While the colleges still retain the autonomy to schedule TBA courses, the District assumes the role of verifying that all state requirements are satisfied prior to submitting final FTES reports. At the end of each semester, the Division of Educational Programs and Institutional Effectiveness will audit attendance records for compliance. Scheduled sections not meeting requirements will not be submitted for apportionment.

The corrective action plan was presented at a districtwide meeting to ensure all personnel involved were aware of the new processes (D6.6 Corrective Action - Audit - August 2016 Presentation). The plan was put into action for the 2015-2016 FTES reporting. All colleges worked with the District to ensure that sections included the correct documentation prior to submission. The external audit report found no

deficiencies with TBA documentation and reporting, indicating that the reoccurring finding regarding TBA hours had been addressed (D6.7 2015-2016 Audit p.126-128). One course was identified as being used to address a student time conflict and was not related to the documentation of TBA hours.

final DRAFT

RESPONSE TO DISTRICT RECOMMENDATION 8 (COMPLIANCE)

In order to meet the Standard, the team recommends that the District develop a process to capture the full impact of the District's liability for load banking and to record the liability in the District's financial statements. (III.D.12)

The District completed an assessment of load banking across all colleges and noted the liability in the financial statements (FINANCIAL STATEMENTS). Through collaboration with the college offices of academic affairs, the District has developed a system that, each semester, requires the colleges to submit required detailed information to calculate the district-wide load banking liability resulting from load banking at the colleges (D8.2 Load Banking Memo, D8.3 Load Banking work sheet 2017). The load banking information will be regularly reported to the Accounting Department and recorded as a liability in the District's books for use in the District's financial statements at the end of the fiscal year.

RESPONSE TO DISTRICT RECOMMENDATION 10 (COMPLIANCE)

In order to meet the Standard, the team recommends that the Board adopt policies that clearly define the process for the selection and evaluation of the chancellor. (IV.C.3)

In the evaluation of Board policies, the team determined that there were no policies that clearly identified the process for the selection and the evaluation of the chancellor. Board Rule Chapter X, Article III articulates hiring processes, including those for college presidents. Section 10309 was added to the Board Rule to clearly define the process for the selection of the Chancellor (D10.1 Ch. X - Article III). The revised Board Rule was approved by the Board on March 8th, 2017 and is in effect for the next selection process (D10.2 March 8 2017 Board_Agenda; D10.3 March 8 2017 Board Minutes).

The evaluation of the Chancellor was added to Board Rule Chapter X Article I, Human Resources Services (D10.4 Ch. X - Article I). Section 10105.13 defines the process of the evaluation of the Chancellor stating:

The Board shall conduct an evaluation of the Chancellor of the District at least annually. Such evaluation shall comply with any requirements set forth in the contract of employment with him/her as well as this policy. The Board shall evaluate the Chancellor using an evaluation process developed and jointly agreed to by him/her and the Board.

The criteria for evaluation shall be based on board policy, the Chancellor's job description, and overall priorities developed in accordance with board policy.

The Board Rule was approved on March 8th, 2017 (D10.2 March 8 2017 Board_Agenda; D10.3 March 8 2017 Board Minutes). The evaluation process goes into effect immediately and will be used in the annual evaluation of the Chancellor.

RESPONSE TO DISTRICT RECOMMENDATION 11 (COMPLIANCE)

In order to meet the Standard, the team recommends that the Board establish a formal process for approving the review of policies in which no revisions are made and to regularly assess the effectiveness of all policies in fulfilling the District mission. (IV.C.7)

The District has had a long established process for the regular review of policies and Board Rules defined in C-12 (D11.1 Admin_Reg_C_12 Previous Version). The previous process had called for District executive staff to review all Board rules on a triennial basis and to bring all proposed changes to the Board for approval. The procedure did not require the review of Board rules in instances when no changes were recommended. The recommendation from the visiting team stressed the need to revise the process to include a regular review even when no changes are recommended. In May 2016, administrative regulation C-12 was updated to include the provision that the Board review all policies on a triennial basis regardless of whether changes were recommended (D11.2 Admin Ref C 12). Specifically, the regulation indicates:

If the specified designee recommends that no changes be made to a particular rule or regulation, the rule will be noticed at the next scheduled Board meeting for subsequent affirmation. The next scheduled review period for that rule or regulation shall be calendared three years from the current year.

To ensure that all current Board Rules have been reviewed by the Board in the past three years, the Office of General Counsel provided all unchanged Board Rules for approval to the Board on December 7th, 2016 (D11.3 Board-Agenda December 7 2016 item C-5; D11.4 Board Minutes December 7 2016). To date, all Board Rules have been reviewed and approved by the Board at least once in the past three years, and the Office of General Counsel will continue its practices of tracking the review of all policies and procedures to ensure that triennial reviews occur (D11.5 Board Rule Tracking).

The District has also used this recommendation as an opportunity to improve all of its policies through a process of continuous quality improvement. The Office of Educational Programs and Institutional Effectiveness in consultation with the Office of General Counsel will be working toward the adoption of the Community College League of California model policies. The District has developed a crosswalk of the model policies to current policies beginning with Chapter 2 (D11.6 Example Crosswalk) and assigned the revision of District policies to appropriate consultation groups. The District plans on integrating the model policies over the course of the next 18 months and believes that these efforts will provide additional uniformity to the District policies and a greater ability to respond to legislative changes from the state.

APPENDIX A: EVIDENTIARY DOCUMENTS

Statement of Report Preparation:

College Recommendation 1 (Compliance):

College Recommendation 3 (Compliance):

College Recommendation 6 (Compliance):

College Recommendation 8 (Compliance):

District Recommendation 1 (Compliance):

District Recommendation 2 (Compliance):

District Recommendation 3 (Compliance):

District Recommendation 4 (Compliance):

District Recommendation 6 (Compliance):

District Recommendation 8 (Compliance):

District Recommendation 10 (Compliance):

District Recommendation 11 (Compliance):



Los Angeles Valley College
5800 Fulton Avenue
Valley Glen, CA 91401

Follow-Up Report

October 1, 2017

Submitted to the Accrediting Commission for
Community and Junior Colleges

Western Association of
Schools and Colleges

Report Preparation

The Los Angeles Community College District takes an integrated approach to accreditation. While each college has its own governance processes for addressing accreditation, all colleges participate in addressing District accreditation recommendations and in ensuring that the District meets all accreditation standards. The main venue for discussing accreditation issues is the District Accreditation Committee. The District Accreditation Committee is comprised of the college Accreditation Liaison Officers, the college faculty accreditation leads, a college president, and representatives from the Educational Services Center (D0.1_Accreditation Committee Charge). Following the comprehensive site visits, the committee met to review the possible college and District recommendations and to develop a plan for addressing each recommendation.

The committee met over the past year and reviewed progress made on the recommendations. The progress was further communicated to Board of Trustees through the Institutional Effectiveness and Student Success Committee (D0.2 Accreditation Response Plan; D0.3 LACCD Accreditation summary; D0.4 IESS District Accreditation Update). The report addressing the District recommendations was drafted by the leads in each area at the Educational Services Center from the areas of Human Resources, Information Technology, Educational Programs and Institutional Effectiveness, Office of General Counsel, and Finance and Resource Development. The area lead responses were compiled and written in one voice by the Division of Educational Programs and Institutional Effectiveness and provided to the District Accreditation Committee for approval (D0.5 DAC Agenda 5-9-2017).

The final District responses were provided to each college for review and approval through the college governance processes. Each college completed the report by adding the responses to college-specific recommendations and augmenting the District response to reflect the college implementation of district-wide actions. The complete and appended reports were approved through the college approval processes.

Los Angeles Valley College undertook the preparation of its follow-up report through its established Accreditation Steering Committee, consisting of the College President, Vice President of Administrative Services, Vice President of Student Services, Vice President of Academic Affairs/ALO, Dean of Institutional Effectiveness, Faculty Accreditation Chair, Senate President, Faculty Union Chapter President, and Staff Union Chapter President. The committee met as needed between spring 2016 and spring 2017 to craft its response and gather evidence.

Following the completion and approval of the college reports, the final content was edited and submitted to the District Office of Institutional Effectiveness. The response to District and college recommendations were presented to the Board Institutional Effectiveness and Student Success Committee on **DATES** (D0.6 IESS Agenda). The Board of Trustees reviewed and approved the nine college reports on September 6th, 2017 (D0.7 September Board Agenda). The final reports were provided to the ACCJC with all required signatures following Board approval. All report materials and evidence have been posted on the college and District websites.

Responses to Recommendations

District Recommendation 1 (Compliance): In order to meet the Standard, the team recommends that the District ensure consistent and uniform guidelines for the search and selection of adjunct faculty. (III.A.1)

The District has policies for hiring that are established in Board Rule Chapter X Article III (D1.1 Ch. X - Article III). The previous adjunct hiring process allowed for the development of local processes that were not consistent across all colleges. Following the ACCJC's comprehensive visit, the District Academic Senate (DAS), working with the District's Human Resources Division and Chancellor as representatives of the governing board, jointly agreed to a uniform hiring procedure for all adjunct positions. The District Academic Senate approved the hiring process on May 11, 2017. (D1.2 May 2017 DAS Agenda; D1.3 Adjunct Recruitment Process). Other participatory governance groups were consulted as well. The revised adjunct hiring process was included in the HR Guide (D1.4 HR GUIDE) which was approved and signed by the Chancellor and District Academic Senate President on DATE. Based on the new process, an FAQ was developed to assist colleges in implementation (D1.5 FAQ Adjunct Hiring Process).

As part of the new process, a centralized web-based adjunct recruitment system of applicant lists by discipline was developed and is maintained by the District Human Resources Division for dissemination to the colleges and other district hiring locations (D1.6 Recruitment Portal). The revised process includes a hiring selection committee with an Equal Employment Opportunity officer, for screening and interviewing applicants. The Human Resources Division also developed templates for posting adjunct positions (D1.7 Example Template PT HEALTH (DR-1)). The templates include duty statements, minimum qualifications, and application processes and are accompanied by a style guide to ensure conformity in the appearance of postings. The new process provides consistency for the recruitment and selection of adjunct faculty with the goal of ensuring a diverse and highly qualified lists of applicants. All hiring processes throughout the district are confidential, and all evidence for this section has been de-identified to protect that confidentiality.

The new process was implemented for adjuncts hired for fall 2017. The online application portal includes requests from every college for disciplines in need of adjunct faculty (D1.8 List of Disciplines Posted). The Human Resources Division validated adjunct hiring lists and distributed the lists to department chairs throughout the spring and summer semesters (D1.9 Example Email to Colleges; D1.10 Example De-identified applicant list). Selection committees reviewed the lists through the online portal to determine which candidates to offer interviews (D1.11 Process for Reviewing Applicants). All interviews were conducted as defined in the adjunct hiring process and included faculty and EEO membership. The uniform guidelines were used in the hiring of all new adjuncts for fall (D1.12 New Adjunct Hiring List to date).

Los Angeles Valley College indicated the need to hire adjuncts for 20 disciplines. Through the new adjunct hiring process, applicant lists were developed and provided to the college, where the lists were reviewed by selection committees to determine which candidates to offer interviews.

District Recommendation 2 (Compliance): In order to meet the Standard, the team recommends that the District ensure all personnel are systematically evaluated at stated intervals in accordance with the bargaining agreements and Board policies. (III.A.5)

Following the site visit, the Human Resources Division began an analysis of the current evaluation tracking processes. It found that the system did not include the ability to upload the evaluation as a digital record, which left a gap in the tracking mechanism. Additionally, the District enterprise system, SAP, did not include academic personnel as part of the evaluation tracking. This led to paper records that were sometimes incongruent with the SAP system. The impact was that District records sometimes reflected fewer completed evaluations than college records.

The District has completed an update of the SAP system to enhance tracking and congruence in the evaluation process. The system is now used for all personnel, classified and academic employees as the system of record for evaluations. In addition, the system has been updated to include the ability to upload the evaluation (D2.1 Evaluation Alert System User 3.0 Manual; D2.2 LACCD_EASYenhancementsrelease - 3.0). The digitizing of evaluation forms ensures that all official records are in agreement and that the SAP system can serve as the official record. The SAP system can now track the percentage of evaluations that have been received and provide reports to managers to assist in completing all evaluations (D2.3 Evaluation Report). The system is programmed to track evaluations in accordance with the contractual guidelines in bargaining agreements. The system of submitting digital copies of evaluations for the official record and for tracking purposes went into effect for evaluations due January 1st, 2017 moving forward. This process will capture all evaluations as they are due.

All Colleges have implemented the evaluation process developed in the SAP system. As of **DATE**, the District has evaluated **X**% of its employees in accordance with the stated intervals.

District Recommendation 3 (Compliance): In order to meet the Standard, the team recommends that the District update the performance evaluations of academic administrators to include the results of the assessment of learning outcomes to improve teaching and learning. (III.A.6)

The Human Resources Division has worked with collective bargaining groups to add Student Learning Outcomes (SLO) and Service Area Outcomes (SAO) language to job descriptions, job duty statements, and evaluation forms. LACCD academic supervisors (Deans) operate under a collective bargaining agreement (D3.1 Local911_2014-17 Agreement). On **DATE**, the union and the District entered into a Memorandum of Understanding to include the results of the assessment of learning and/or service outcomes in the evaluation of all Deans (D3.2 Signed Teamster MOU). The evaluation form was immediately put into practice (D3.3 Deans Evaluation with SLO Assessment).

All unrepresented management and executive level administrators have also had SLO and/or SAO assessment integrated into the evaluation process. The revised evaluation forms ensure that learning and/or service outcomes are a component of the evaluation process (D3.4 Basic Other Academic Administrator; D3.5 FORM HR E-210C LACCD Summary Evaluation of College President Academic Vice Chancellor).

Each college has implemented the new evaluation process for academic supervisors and managers. The process begins with common language in administrative job announcements that makes clear the role of administrators in using learning and/or service outcomes to improve academic and service programs. All colleges has used the revised job description for all new academic administrators (D3.6 Associate Dean, Strong Workforce; D3.7 Dean of Special Programs and Services). All colleges have evaluated current administrators based on the revised job duties and evaluation processes. This includes utilizing the revised evaluation form that mandates a review of the administrators' use of learning and/or service outcomes. All administrative evaluations are up to date and are available in personnel files for review.

District Recommendation 4 (Compliance): In order to meet the Standard, the team recommends that the District and colleges develop a comprehensive Business Continuity/Disaster Recovery plan to ensure reliable access, safety, and security. (III.C.3)

The visiting team indicated that the District and the colleges share responsibility for technology resources and that this led to situations in which technology resources and planning were inconsistent across the colleges. As an example, the team noted that while the District Office has onsite and offsite backups, only some of the colleges had offsite backup systems. In addition, business continuity plans were inconsistent as were the technology resources needed to implement such plans. The District has worked to develop a comprehensive Business Continuity plan that is consistent across all colleges and for the District centralized functions. The plan utilizes the California Community College System Office Information Security Center Template as the framework for a robust disaster recovery process.

The plan was developed through the District Technology Committee constituted by all college IT managers and the District Chief Information Officer. Based on the state template and multiple district-wide technology assessments (D4.1 District Technology Assessment Summary, D4.2 CCCCIO Assessment), the committee refined the recommendations to fit the specific staffing, governance, and technology infrastructure of the District. The committee approved a district-wide business continuity and disaster recovery plan on July 14th, 2017 (D4.3 LACCD College and ESC IT Systems Backup and Disaster Recovery Standards and Procedures). The plan was codified in Administrative regulation B-37, which was approved by the Chancellor on DATE (D4.4 Administrative Regulation).

While the plan puts in place a consistent process for ensuring reliable access, safety, and security of district and college technology and data, the District has worked to further identify improvements in technology systems, hardware, and processes that will offer even further protection and continuity. As part of a district-wide technology project, the Board requested an assessment of college and district technology needs (D4.5 FMPOC 40J Technology Update) and the development of a Strategic Execution Plan (D4.6 Strategic Execution Plan Timeline) that would improve technology systems such that all colleges are operating at the same standard. The plan included improvements of storage systems, firewall security, and servers that was used in the development of the business continuity and disaster recovery plan.

The completed technology assessment indicated a need for enhanced data storage processes. The Strategic Execution Plan included enhancement to data storage that would lead to segregated onsite storage, local offsite storage, and offsite emergency backups (D4.7 Backup Plan Update Presentation and Timeline). The District has already begun implementation of these improvements with the District and each college adopting a new segregated backup storage system that ensures that all data and systems have a backup separated from the general system. These storage systems bring all colleges up to the same standard for security, and training has been provided for college IT employees on the use of the systems (D4.8 Backup Strategy).

The second phase of the back-up plan includes the development of offsite backups for all colleges. The District has sought industry experts in the development of these planned upgrades. As part of an overall technology assessment strategy, the District will be contracting with a

consultant to conduct an evaluation of current IT policies and processes at the college and district level (D4.9 LACCD IT Infrastructure and Organization Assessment). This evaluation will include final recommendations for the use of offsite cloud or tape back-ups. The technology solution will be implemented uniformly across all colleges to add another layer of security.

The District also plans to enhance business continuity and minimize downtime through the purchase of additional servers that could be used as a cold site in the event of catastrophic event or as a warm site in the event of minor outages. These servers will allow the district to maintain enterprise functions in the event that the primary datacenter is inoperable. The purchase of these servers is included in the Strategic Execution Plan with funding identified. The technology assessment strategy noted above will assist the District in identifying the most appropriate location for the secondary site. Additionally, the District has already developed performance/product standards for servers (D4.10 Server Standards). The result of these actions will be uniform server functionality across the district and colleges and the ability to mobilize district resources in support of any college in the event of an emergency.

Through initial assessments it has been made clear that there is a need for a greater standardization related to IT systems. The technology assessment strategy will include an evaluation of current IT organizational structure, policies, processes, and staffing at the college and district-level. This evaluation will be used to determine what additional policies, regulations, and processes should be adopted to bring the District to a higher industry standard for IT operations, cyber security, and business continuity.

District Recommendation 6 (Compliance): In order to meet the Standard, the team recommends that the District comprehensively responds to the recurring audit findings concerning: 1) the internal control weakness in information technology controls over the areas of security and change management; and 2) the state compliance exceptions related to “To Be Arranged” (TBA) hours attendance documentation and course classifications. (III.D.7)

As part of the ongoing efforts to correct audit findings, the District develops corrective action plans. The corrective action plan for technology controls was developed following the 2015 Audit indicating that the District would increase segregation of duties and further implement Security Weaver (D6.1 2014-2015 Audit p.82-84). The segregation of duties issue has been addressed with additional hiring of a Software Systems Engineer who developed and improved the processes related to security and change management. Over the past year, the District Information Technology Team refined internal controls to establish a list of users who should have administrative and other elevated (Super User) access within the district enterprise systems (SAP) (D6.2 LACCD SAP Privileged Access Report). The District has redacted names and usernames for security purposes. Full reports are available upon visit. The team conducted further reviews of roles and implemented processes and procedures to segregate duties. Additionally, the District Information Technology Division established a new process to limit the use of shared user IDs to ensure that access is appropriate to the user’s job responsibilities. In August 2016, the District engaged in its regularly scheduled audit. The auditing firm found significant improvements related to technology controls over the areas of security and change management. (D6.3 2015-2016 Audit p.96-98)

Past corrective action plans related to the audit findings for TBA hours have included training with no changes in internal procedures. The District worked to develop a new corrective action plan (D6.4 TBA Validation Process) that involves increased central review and control over the TBA reporting. This plan was shared with Chief Instructional and Student Service Officers in a joint meeting on May 20, 2016, for final revision and approval (D6.5 CIO CSSO Joint Council Agenda 5 20 16). The validation process includes periodic reviews of TBA courses to ensure that required curricular and attendance records are present. While the colleges still retain the autonomy to schedule TBA courses, the District assumes the role of verifying that all state requirements are satisfied prior to submitting final FTES reports. At the end of each semester, the Division of Educational Programs and Institutional Effectiveness will audit attendance records for compliance. Scheduled sections not meeting requirements will not be submitted for apportionment.

The corrective action plan was presented at a districtwide meeting to ensure all personnel involved were aware of the new processes (D6.6 Corrective Action - Audit - August 2016 Presentation). The plan was put into action for the 2015-2016 FTES reporting. All colleges worked with the District to ensure that sections included the correct documentation prior to submission. The external audit report found no deficiencies with TBA documentation and reporting, indicating that the reoccurring finding regarding TBA hours had been addressed (D6.7 2015-2016 Audit p.126-128). One course was identified as being used to address a student time conflict and was not related to the documentation of TBA hours.

District Recommendation 8 (Compliance): In order to meet the Standard, the team recommends that the District develop a process to capture the full impact of the District's liability for load banking and to record the liability in the District's financial statements. (III.D.12)

The District completed an assessment of load banking across all colleges and noted the liability in the financial statements (D8.1 Financial Statements). Through collaboration with the college offices of academic affairs, the District has developed a system that, each semester, requires the colleges to submit required detailed information to calculate the district-wide load banking liability resulting from load banking at the colleges (D8.2 Load Banking Memo, D8.3 Load Banking work sheet 2017). The load banking information will be regularly reported to the Accounting Department and recorded as a liability in the District's books for use in the District's financial statements at the end of the fiscal year.

District Recommendation 10 (Compliance): In order to meet the Standard, the team recommends that the Board adopt policies that clearly define the process for the selection and evaluation of the chancellor. (IV.C.3)

In the evaluation of Board policies, the team determined that there were no policies that clearly identified the process for the selection and the evaluation of the chancellor. Board Rule Chapter X, Article III articulates hiring processes, including college presidents. Section 10309 was added to the Board Rule to clearly define the process for the selection of the Chancellor (D10.1 Ch. X - Article III). The revised Board Rule was approved by the Board on March 8th, 2017 and is in effect for the next selection process (D10.2 March 8 2017 Board_Agenda; D10.3 March 8 2017 Board Minutes).

The evaluation of the Chancellor was added to Board Rule Chapter X Article I, Human Resources Services. Section 10105.13 defines the process of the evaluation of the Chancellor stating:

The Board shall conduct an evaluation of the Chancellor of the District at least annually. Such evaluation shall comply with any requirements set forth in the contract of employment with him/her as well as this policy. The Board shall evaluate the Chancellor using an evaluation process developed and jointly agreed to by him/her and the Board.

The criteria for evaluation shall be based on board policy, the Chancellor's job description, and overall priorities developed in accordance with board policy.

The Board Rule was approved on March 8th, 2017 (D10.2 March 8 2017 Board_Agenda; D10.3 March 8 2017 Board Minutes). The evaluation process goes into effect immediately and will be used in the annual evaluation of the Chancellor.

District Recommendation 11 (Compliance): In order to meet the Standard, the team recommends that the Board establish a formal process for approving the review of policies in which no revisions are made and to regularly assess the effectiveness of all policies in fulfilling the District mission. (IV.C.7)

The District has had a long established process for the regular review of policies and Board Rules defined in C-12 (D11.1 Admin_Reg_C_12 Previous Version). The previous process had called for District executive staff to review all Board rules on a triennial basis and to bring all proposed changes to the Board for approval. The procedure did not require the review of Board rules in instances when no changes were recommended. The recommendation from the visiting team stressed the need to revise the process to include a regular review when no changes are recommended. In May 2016, Administrative Regulation C-12 was updated to include the provision that the Board review all policies on a triennial basis regardless of whether changes were recommended (D11.2 Admin Ref C 12). Specifically, the regulation indicates:

If the specified designee recommends that no changes be made to a particular rule or regulation, the rule will be noticed at the next scheduled Board meeting for subsequent affirmation. The next scheduled review period for that rule or regulation shall be calendared three years from the current year.

To ensure that all current Board Rules have been reviewed by the Board in the past three years, the Office of General Counsel provided all unchanged Board Rules for approval to the Board on December 7th, 2016 (D11.3 Board-Agenda December 7 2016 item C-5; D11.4 Board Minutes December 7 2016). To date, all Board Rules have been reviewed and approved by the Board at least once in the past three years, and the Office of General Counsel will continue its practices of tracking the review of all policies and procedures to ensure that triennial reviews occur. (D11.5 Board Rule Tracking)

The District has also used this recommendation as an opportunity to improve all of its policies through a process of continuous quality improvement. The Office of Educational Programs and Institutional Effectiveness in consultation with the Office of General Counsel will be working toward the adoption of the Community College League of California model policies. The District has developed a crosswalk of the model policies to current policies beginning with Chapter 2 (D11.6 Example Crosswalk) and assigned the revision of District policies to appropriate consultation groups. The District plans on integrating the model policies over the course of the next 18 months and believes that these efforts will provide additional uniformity to the District policies and a greater ability to respond to legislative changes from the state.

Commission Concern #1: The Commission discussed the institution-set Standards established by Los Angeles Valley College and, like the team, believes that they are set low. The college should review and consider resetting those standards to a more rigorous level. (Standard I.B.2)

Process and Development

During the previous academic year (2015-2016), the College’s Program Effectiveness and Planning Committee (PEPC) discussed student achievement data and methodology relative to the institution-set standards established in 2013. The committee revised the standard related to persistence (fall-to-fall retention) to include only first-time students and subsequently modified the standard to 41%. PEPC did not finalize any other recommendations to modify the standards at that time, but prioritized completion of this work for early 2016-2017.

Following the spring 2016 ACCJC site visit and the Commission action letter dated July 8, 2016, PEPC approached the data and methodology with the intent of addressing the Commission Concern regarding the rigor of institution-set standards. Specific issues regarding the institution-set standards were not identified in the Team Exit Report or checklist response.

Upon review of the updated data trends and variance, PEPC proposed a revised set of standards that were vetted through the College’s shared governance process (C1.1 Summary Document, C1.2 IEC June 8, 2017 Minutes). The following are the approved revised institution-set standards:

Indicator	2013 Standards	Revised 2016 Standards
Success (Successful Course Completion)	64%	66%
Retention (within course)	84%	84%
Persistence (Fall to Fall - New Students)	41%	43%
Degree Awards (AA, AS, AT, ST) - (count)	722	788
Certificate Awards (CA) (count)	260	690
UC & CSU Transfer	618	702



WEST LOS ANGELES COLLEGE

Follow-Up Report

Submitted by:

WEST LOS ANGELES COLLEGE
9000 OVERLAND AVENUE
CULVER CITY, CA 90230

Submitted to:

Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

October 1, 2017

DRAFT

To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

From: James L. Limbaugh
President, West Los Angeles College
9000 Overland Ave.
Culver City, CA 90230

I certify there was broad participation/review by the campus community and believe this Report accurately reflects the nature and substance of this institution.

Signatures:

Sydney K. Kamlager-Dove, President of the Board, Los Angeles Community College District Date

Francisco C. Rodriguez, Ph.D., Chancellor, Los Angeles Community College District Date

James L. Limbaugh, Ph.D., President, West Los Angeles College Date

Fran Leonard, Chair, College Council, West Los Angeles College Date

Holly Bailey-Hofmann, President, Academic Senate, West Los Angeles College Date

Aracely Aguiar, Accreditation Liaison Officer, West Los Angeles College Date

Kimberly Manner, Ph.D., Faculty Chair of Accreditation, West Los Angeles College Date

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Report Preparation

The Los Angeles Community College District takes an integrated approach to accreditation. While each college has its own governance processes for addressing accreditation, all colleges participate in addressing District accreditation recommendations and in ensuring that the District meets all accreditation standards. The main venue for discussing accreditation issues is the District Accreditation Committee. The District Accreditation Committee is comprised of the college Accreditation Liaison Officers, the college faculty accreditation leads, a college president, and representatives from the Educational Services Center ([D0.1 Accreditation Committee Charge](#)). Following the comprehensive site visits, the committee met to review the possible college and District recommendations and to develop a plan for addressing each recommendation.

The committee met over the past year and reviewed progress made on the recommendations. The progress was further communicated to the Board of Trustees through the Institutional Effectiveness and Student Success Committee ([D0.2 Accreditation Response Plan](#); [D0.3 LACCD Accreditation summary](#); [D0.4 IESS District Accreditation Update](#)). The report addressing the District recommendations was drafted by the leads in each area at the Educational Services Center from Human Resources, Information Technology, Educational Programs and Institutional Effectiveness, Office of General Counsel, and Finance and Resource Development. The area lead responses were compiled and written in one voice by the division of Educational Programs and Institutional Effectiveness and provided to the District Accreditation Committee for approval ([D0.5 DAC Agenda 5-9-2017](#)).

The final District responses were provided to each college for review and approval through the college governance processes. Each college completed the report by adding the responses to college-specific recommendations and augmenting the District response to reflect the college implementation of district-wide actions.

West Los Angeles College's (WLAC) Accreditation Steering Committee monitored progress on the College recommendations for improvement and was updated regularly on progress on the District recommendations for compliance at its monthly meetings. In May 2017, the WLAC Accreditation Steering Committee reviewed a draft of the report. The report was also presented to the WLAC Academic Senate for approval in May and was forwarded to the WLAC College Council for approval at its June 1, 2017 meeting.

Following the approval of the report through the participatory governance process at West Los Angeles College, the final content was edited and submitted to the District Office of Institutional Effectiveness. The report was presented to the Board Institutional Effectiveness and Student Success Committee on DATES (D0.6 IESS Agenda). The Board of Trustees reviewed and approved the nine college reports on September 6th, 2017 (D0.7 September Board Agenda). The final reports were provided to the ACCJC with all required signatures following Board approval. All report materials and evidence have been posted on the West Los Angeles College and District websites.

Response to Recommendations

District Recommendation 1 (Compliance): *In order to meet the Standard, the team recommends that the District ensure consistent and uniform guidelines for the search and selection of adjunct faculty. (III.A.1)*

The District has policies for hiring that are established in Board Rule Chapter X Article III ([D1.1 Ch. X - Article III](#)). The previous adjunct hiring process allowed for the development of local processes that were not consistent across all colleges. Following the ACCJC comprehensive visit, the District Academic Senate (DAS), working with the District's Human Resources Division and Chancellor as representatives of the governing board, jointly agreed to a uniform hiring procedure for all adjunct positions. The District Academic Senate approved the hiring process on May 11, 2017 ([D1.2 May 2017 DAS Agenda](#); [D1.3 Adjunct Recruitment Process](#)). Other participatory governance groups were consulted as well. The revised adjunct hiring process was included in the HR Guide (D1.4 HR GUIDE) which was approved and signed by the Chancellor and District Academic Senate President on DATE. Based on the new process, an FAQ was developed to assist colleges in implementation ([D1.5 FAQ Adjunct Hiring Process](#)).

As part of the new process, a centralized web-based adjunct recruitment system of applicant lists by discipline was developed and is maintained by the District Human Resources Division for dissemination to the colleges and other district hiring locations ([D1.6 Recruitment Portal](#)). The revised process includes a hiring selection committee with an Equal Employment Opportunity officer, for screening and interviewing applicants. The Human Resources Division also developed templates for posting adjunct positions ([D1.7 Example Template PT HEALTH \(DR-1\)](#)). The templates include duty statements, minimum qualifications, and application processes and are accompanied by a style guide to ensure conformity in the appearance of postings. The new process provides consistency for the recruitment and selection of adjunct faculty with the goal of ensuring a diverse and highly qualified lists of applicants. All hiring processes throughout the district are confidential, and all evidence for this section has been de-identified to protect that confidentiality.

The new process was implemented for adjuncts hired for fall 2017. The online application portal includes requests from every college for disciplines in need of adjunct faculty (D1.8 List of Disciplines Posted). The Human Resources Division validated adjunct hiring lists and distributed the lists to department chairs throughout the spring and summer semesters ([D1.9 Example Email to Colleges](#); [D1.10 Example De-identified applicant list](#)). Selection committees reviewed the lists through the online portal to determine which candidates to offer interviews ([D1.11 Process for Reviewing Applicants](#)). All interviews were conducted as defined in the adjunct hiring process and included faculty and EEO membership. The uniform guidelines were used in the hiring of all new adjuncts for fall (D1.12 New Adjunct Hiring List to date).

West Los Angeles College indicated the need to hire adjuncts for X number of disciplines: (D1.W.1 Adjunct Discipline List). Training on the new hiring process for division chairs and academic deans was held on June 13, 2017 (D.1.W.2 Divisional Council Agenda). X number of

adjunct faculty positions at West Los Angeles College were filled for fall 2017 using the new process.

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District Recommendation 2 (Compliance): *In order to meet the Standard, the team recommends that the District ensure all personnel are systematically evaluated at stated intervals in accordance with the bargaining agreements and Board policies. (III.A.5)*

Following the ACCJC site visit, the Human Resources Division began an analysis of the current evaluation tracking processes. It found that the process did not include the ability to upload the evaluation as a digital record, which left a gap in the tracking mechanism. Additionally, the District enterprise system, SAP, did not include academic personnel as part of the evaluation tracking. This led to paper records that were sometimes incongruent with the SAP system and two separate means of tracking evaluations. The impact was that District records sometimes reflected fewer completed evaluations than college records.

The District has completed an update of the SAP system to enhance tracking and congruence in the evaluation process. The system is now used for all personnel as the system of record for evaluations. In addition, the system has been updated to include the ability to upload the evaluation ([D2.1 Evaluation Alert System User 3 0 Manual](#); [D2.2 LACCD EASYenhancementsrelease - 3.0](#)). The digitizing of evaluation forms ensures that all official records are in agreement and that the SAP system can serve as the official record. The SAP system can now track the percentage of evaluations that have been received and provide reports to managers to assist in completing all evaluations (D2.3 Evaluation Report). The system is programmed to track evaluations in accordance with the contractual guidelines in bargaining agreements. The system of submitting digital copies of evaluations for the official record and for tracking purposes went into effect for evaluations due January 1st, 2017 moving forward. This process will capture all evaluations as they are due.

All Colleges have implemented the evaluation process developed in the SAP system. As of DATE, the District has evaluated X % of employees in accordance with the stated intervals.

At West Los Angeles College, a classified staff member has been temporarily reassigned to the task of digitizing and uploading existing evaluations to the SAP system. She reports regularly to deans and chairs and will monitor the process of digitizing faculty evaluations to be completed fall 2017 in accordance with the timeline specified in the faculty collective bargaining agreement ([D2.W.1 Article 19 AFT CBA](#)).

District Recommendation 3 (Compliance): *In order to meet the Standard, the team recommends that the District update the performance evaluations of academic administrators to include the results of the assessment of learning outcomes to improve teaching and learning. (III.A.6)*

The Human Resource Division has worked with collective bargaining groups to add Student Learning Outcomes (SLO) and Service Area Outcomes (SAO) language to job descriptions, job duty statements, and evaluation forms. LACCD academic supervisors (Deans) operate under a collective bargaining agreement ([D3.1 Local911 2014-17 Agreement](#)). On DATE, the union and the District entered into a Memorandum of Understanding to include the results of the assessment of learning and/or service outcomes in the evaluation of all Deans (D3.2 Signed Teamster MOU). The evaluation form was immediately put into practice ([D3.3 Deans Evaluation with SLO Assessment](#)).

All unrepresented management and executive level administrators have also had SLO and/or SAO assessment integrated into the evaluation process. The revised evaluation forms ensure that learning and/or service outcomes are a component of the evaluation process ([D3.4 Basic Other Academic Administrator](#); [D3.5 FORM HR E-210C LACCD Summary Evaluation of College President Academic Vice Chancellor](#)).

Each college has implemented the new evaluation process for academic supervisors and managers. The process begins with common language in administrative job announcements that makes clear the role of administrators in using learning and/or service outcomes to improve academic and service programs. All colleges have used the revised job description for all new academic administrators ([D3.6 Associate Dean, Strong Workforce](#); [D3.7 Dean of Special Programs and Services](#)). All colleges have evaluated current administrators based on the revised job duties and evaluation processes. This includes utilizing the revised evaluation form that mandates a review of the administrator's use of learning and/or service outcomes. All administrator evaluations are up to date and are available in the personnel files for review.

District Recommendation 4 (Compliance): *In order to meet the Standard, the team recommends that the District and colleges develop a comprehensive Business Continuity/Disaster Recovery plan to ensure reliable access, safety, and security. (III.C.3)*

The ACCJC visiting team indicated that the District and the colleges share responsibility for technology resources and that this led to situations in which technology resources and planning were inconsistent across the colleges. As an example, the team noted that while the District has onsite and offsite backups, only some of the colleges had offsite backup systems. In addition, business continuity plans were inconsistent as were the technology resources needed to implement such plans. The District has worked to develop a comprehensive Business Continuity plan that is consistent across all colleges and for the District centralized functions. The plan utilizes the California Community College System Office Information Security Center Template as the framework for a robust disaster recovery process.

The plan was developed through the District Technology Committee constituted by all college IT managers and the District Chief Information Officer. Based on the state template and multiple district-wide technology assessments ([D4.1 District Technology Assessment Summary](#), D4.2 CCCCIO Assessment), the committee refined the recommendations to fit the specific staffing, governance, and technology infrastructure of the District. The committee approved a district-wide business continuity and disaster recovery plan on July 14th, 2017 ([D4.3 LACCD College and ESC IT Systems Backup and Disaster Recovery Standards and Procedures](#)). The plan was codified in Administrative Regulation B-37, which was approved by the Chancellor on DATE ([D4.4 Administrative Regulation](#)).

While the plan puts in place a consistent process for ensuring reliable access, safety, and security of district and college technology and data, the District has worked to further identify improvements in technology systems, hardware, and processes that will offer even further protection and continuity. As part of a district-wide technology project, the Board requested an assessment of college and district technology needs ([D4.5 FMPOC 40J Technology Update](#)) and the development of a Strategic Execution Plan ([D4.6 Strategic Execution Plan Timeline](#)) that would improve technology systems such that all colleges are operating at the same standard. The plan included improvements of storage systems, firewall security, and servers that was used in the development of the business continuity and disaster recovery plan.

The completed technology assessment indicated a need for enhanced data storage processes. The Strategic Execution Plan included enhancement to data storage that would lead to segregated onsite storage, local offsite storage, and offsite emergency backups ([D4.7 Backup Plan Update Presentation and Timeline](#)). The District has already begun implementation of these improvements with the District and each college adopting a new segregated backup storage system that ensures that all data and systems have a backup separated from the general system. These storage systems bring all colleges up to the same standard for security, and training has been provided for college IT employees on the use of the systems ([D4.8 Backup Strategy](#)).

The second phase of the back-up plan includes the development of offsite backups for all colleges. The District has sought industry experts in the development of these planned upgrades. As part of an overall technology assessment strategy, the District will be contracting with a consultant to conduct an evaluation of current IT policies and processes at the college and district level ([D4.9 LACCD IT Infrastructure and Organization Assessment](#)). This evaluation will include final recommendations for the use of offsite cloud or tape back-ups. The technology solution will be implemented uniformly across all colleges to add another layer of security.

The District also plans to enhance business continuity and minimize downtime through the purchase of additional servers that could be used as a cold site in the event of catastrophic event or as a warm site in the event of minor outages. These servers will allow the district to maintain enterprise functions in the event that the primary datacenter is inoperable. The purchase of these servers is included in the Strategic Execution Plan with funding identified. The technology assessment strategy noted above will assist the District in identifying the most appropriate location for the secondary site. Additionally, the District has already developed performance/product standards for servers (D4.10 Server Standards). The result of these actions will be uniform server functionality across the district and colleges and the ability to mobilize district resources in support of any college in the event of an emergency.

Through initial assessments it has been made clear that there is a need for a greater standardization related to IT systems. The technology assessment strategy will include an evaluation of current IT organizational structure, policies, processes, and staffing at the college and district level. This evaluation will be used to determine what additional policies, regulations, and processes should be adopted to bring the District to a higher industry standard for IT operations, cyber security, and business continuity.

District Recommendation 6 (Compliance): *In order to meet the Standard, the team recommends that the District comprehensively responds to the recurring audit findings concerning: 1) the internal control weakness in information technology controls over the areas of security and change management; and 2) the state compliance exceptions related to “To Be Arranged” (TBA) hours attendance documentation and course classifications. (III.D.7)*

As part of the ongoing efforts to correct audit findings, the District develops corrective action plans. The corrective action plan for technology controls was developed following the 2015 Audit indicating that the District would increase segregation of duties and further implement Security Weaver ([D6.1 2014-2015 Audit p. 82-84](#)). The segregation of duties issue has been addressed with additional hiring of a Software Systems Engineer who developed and improved the processes related to security and change management. Over the past year, the District Information Technology Team refined internal controls to establish a list of users who should have administrative and other elevated (Super User) access within the district enterprise systems (SAP) ([D6.2 LACCD SAP Privileged Access Report](#)). The District has redacted names and usernames for security purposes. Full reports are available upon visit. The team conducted further reviews of roles and implemented processes and procedures to segregate duties. Additionally, the District Information Technology Division established a new process to limit the use of shared user IDs to ensure that access is appropriate to the user’s job responsibilities. In August 2016, the District engaged in its regularly scheduled audit. The auditing firm found significant improvements related to technology controls over the areas of security and change management ([D6.3 2015-2016 Audit p. 96-98](#)).

Past corrective action plans related to the audit findings for TBA hours have included training with no changes in internal procedures. The District worked to develop a new corrective action plan ([D6.4 TBA Validation Process](#)) that involves increased central review and control over the TBA reporting. This plan was shared with Chief Instructional and Student Service Officers in a joint meeting on May 20, 2016 for final revision and approval ([D6.5 CIO CSSO Joint Council Agenda 5 20 16](#)). The validation process includes periodic reviews of TBA courses to ensure that required curricular and attendance records are present. While the colleges still retain the autonomy to schedule TBA courses, the District assumes the role of verifying that all state requirements are satisfied prior to submitting final FTES reports. At the end of each semester, the Division of Educational Programs and Institutional Effectiveness will audit attendance records for compliance. Scheduled sections not meeting requirements will not be submitted for apportionment.

The corrective action plan was presented at a districtwide meeting to ensure all personnel involved were aware of the new processes ([D6.6 Corrective Action - Audit - August 2016 Presentation](#)). The plan was put into action for the 2015-2016 FTES reporting. All colleges worked with the District to ensure that sections included the correct documentation prior to submission. The external audit report found no deficiencies with TBA documentation and reporting, indicating that the reoccurring finding regarding TBA hours had been addressed ([D6.7 2015-2016 Audit p. 126-128](#)). One course was identified as being used to address a student time conflict and was not related to the documentation of TBA hours.

District Recommendation 8 (Compliance): *In order to meet the Standard, the team recommends that the District develop a process to capture the full impact of the District's liability for load banking and to record the liability in the District's financial statements. (III.D.12)*

The District completed an assessment of load banking across all colleges and noted the liability in the financial statements (D8.1 Financial Statements). Through collaboration with the college offices of academic affairs, the District has developed a system that, each semester, requires the colleges to submit required detailed information to calculate the district-wide load banking liability resulting from load banking at the colleges ([D8.2 Load Banking Memo](#), [D8.3 Load Banking work sheet 2017](#)). The load banking information will be regularly reported to the Accounting Department and recorded as a liability in the District's books for use in the District's financial statements at the end of the fiscal year.

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District Recommendation 10 (Compliance): *In order to meet the Standard, the team recommends that the Board adopt policies that clearly define the process for the selection and evaluation of the chancellor. (IV.C.3)*

In the evaluation of Board policies, the team determined that there were no policies that clearly identified the process for the selection and the evaluation of the chancellor. Board Rule Chapter X, Article III articulates hiring processes, including those for college presidents. Section 10309 was added to the Board Rule to clearly define the process for the selection of the Chancellor ([D10.1 Ch. X - Article III](#)). The revised Board Rule was approved by the Board on March 8th, 2017 and is in effect for the next selection process ([D10.2 March 8 2017 Board Agenda](#); [D10.3 March 8 2017 Board Minutes](#)).

The evaluation of the Chancellor was added to Board Rule Chapter X Article I, Human Resources Services ([D10.4 Ch. X - Article I](#)). Section 10105.13 defines the process of the evaluation of the Chancellor stating:

The Board shall conduct an evaluation of the Chancellor of the District at least annually. Such evaluation shall comply with any requirements set forth in the contract of employment with him/her as well as this policy. The Board shall evaluate the Chancellor using an evaluation process developed and jointly agreed to by him/her and the Board.

The criteria for evaluation shall be based on board policy, the Chancellor's job description, and overall priorities developed in accordance with board policy.

The Board Rule was approved on March 8th, 2017 ([D10.2 March 8 2017 Board Agenda](#); [D10.3 March 8 2017 Board Minutes](#)). The evaluation process goes into effect immediately and will be used in the annual evaluation of the Chancellor.

District Recommendation 11 (Compliance): *In order to meet the Standard, the team recommends that the Board establish a formal process for approving the review of policies in which no revisions are made and to regularly assess the effectiveness of all policies in fulfilling the District mission. (IV.C.7)*

The District has had a long established process for the regular review of policies and Board Rules defined in C-12 ([D11.1 Admin Reg C 12 Previous Version](#)). The previous process had called for District executive staff to review all Board rules on a triennial basis and to bring all proposed changes to the Board for approval. The procedure did not require the review of Board rules in instances when no changes were recommended. The recommendation from the visiting team stressed the need to revise the process to include a regular review even when no changes are recommended. In May 2016, Administrative Regulation C-12 was updated to include the provision that the Board review all policies on a triennial basis regardless of whether changes were recommended ([D11.2 Admin Ref C 12](#)). Specifically, the regulation indicates:

If the specified designee recommends that no changes be made to a particular rule or regulation, the rule will be noticed at the next scheduled Board meeting for subsequent affirmation. The next scheduled review period for that rule or regulation shall be calendared three years from the current year.

To ensure that all current Board Rules have been reviewed by the Board in the past three years, the Office of General Counsel provided all unchanged Board Rules for approval to the Board on December 7th, 2016 ([D11.3 Board-Agenda December 7 2016 item C-5](#); [D11.4 Board Minutes December 7 2016](#)). To date, all Board Rules have been reviewed and approved by the Board at least once in the past three years, and the Office of General Counsel will continue its practices of tracking the review of all policies and procedures to ensure that triennial reviews occur ([D11.5 Board Rule Tracking](#)).

The District has also used this recommendation as an opportunity to improve all of its policies through a process of continuous quality improvement. The Office of Educational Programs and Institutional Effectiveness in consultation with the Office of General Counsel will be working toward the adoption of the Community College League of California model policies. The District has developed a crosswalk of the model policies to current policies beginning with Chapter 2 ([D11.6 Example Crosswalk](#)) and assigned the revision of District policies to appropriate consultation groups. The District plans to integrate the model policies over the course of the next 18 months and believes that these efforts will provide additional uniformity to the District policies and a greater ability to respond to legislative changes from the state.

Table of Evidence

Report Preparation

- [D0.1 Accreditation Committee Charge](#)
- [D0.2 Accreditation Response Plan](#)
- [D0.3 LACCD Accreditation summary](#)
- [D0.4 IESS District Accreditation Update](#)
- [D0.5 DAC Agenda 5-9-2017](#)
- D0.6 IESS Agenda
- D0.7 September Board Agenda

District Recommendation 1

- [D1.1 Ch. X - Article III](#)
- [D1.2 May 2017 DAS Agenda](#)
- [D1.3 Adjunct Recruitment Process](#)
- D1.4 HR GUIDE
- [D1.5 FAQ Adjunct Hiring Process](#)
- [D1.6 Recruitment Portal](#)
- [D1.7 Example Template PT HEALTH \(DR-1\)](#)
- D1.8 List of Disciplines Posted
- [D1.9 Example Email to Colleges](#)
- [D1.10 Example De-identified applicant list](#)
- [D1.11 Process for Reviewing Applicants](#)
- D1.12 New Adjunct Hiring List to date
- D1.W.1 Adjunct Discipline List
- D1.W.2 Divisional Council Agenda

District Recommendation 2

- [D2.1 Evaluation Alert System User 3.0 Manual](#)
- [D2.2 LACCD EASYenhancementsrelease - 3.0](#)
- D2.3 Evaluation Report
- [D2.W.1 Article 19 AFT CBA](#)

District Recommendation 3

- [D3.1 Local911 2014-17 Agreement](#)
- D3.2 Signed Teamster MOU
- [D3.3 Deans Evaluation with SLO Assessment](#)
- [D3.4 Basic Other Academic Administrator](#)
- [D3.5 FORM HR E-210C LACCD Summary Evaluation of College President Academic Vice Chancellor](#)
- [D3.6 Associate Dean, Strong Workforce](#)
- [D3.7 Dean of Special Programs and Services](#)

District Recommendation 4

- [D4.1 District Technology Assessment Summary](#)
- D4.2 CCCCIO Assessment
- [D4.3 LACCD College and ESC IT Systems Backup and Disaster Recovery Standards and Procedures](#)
- [D4.4 Administrative Regulation](#)
- [D4.5 FMPOC 40J Technology Update](#)
- [D4.6 Strategic Execution Plan Timeline](#)
- [D4.7 Backup Plan Update Presentation and Timeline](#)
- [D4.8 Backup Strategy](#)
- [D4.9 LACCD IT Infrastructure and Organization Assessment](#)
- D4.10 Server Standards

District Recommendation 6

- [D6.1 2014-2015 Audit p. 82-84](#)
- [D6.2 LACCD SAP Privileged Access Report](#)
- [D6.3 2015-2016 Audit p. 96-98](#)
- [D6.4 TBA Validation Process](#)
- [D6.5 CIO CSSO Joint Council Agenda 5 20 16](#)
- [D6.6 Corrective Action - Audit - August 2016 Presentation](#)
- [D6.7 2015-2016 Audit p. 126-128](#)

District Recommendation 8

- D8.1 Financial Statements
- [D8.2 Load Banking Memo](#)
- [D8.3 Load Banking work sheet 2017](#)

District Recommendation 10

- [D10.1 Ch. X - Article III](#)
- [D10.2 March 8 2017 Board Agenda](#)
- [D10.3 March 8 2017 Board Minutes](#)
- [D10.4 Ch. X - Article I](#)

District Recommendation 11

- [D11.1 Admin Reg C 12 Previous Version](#)
- [D11.2 Admin Ref C 12](#)
- [D11.3 Board-Agenda December 7 2016 item C-5](#)
- [D11.4 Board Minutes December 7 2016](#)
- [D11.5 Board Rule Tracking](#)
- [D11.6 Example Crosswalk](#)

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Educational Service Center Response to Districtwide Compliance Recommendations

Report Preparation

The Los Angeles Community College District takes an integrated approach to accreditation. While each college has its own governance processes for addressing accreditation, all colleges participate in addressing District accreditation recommendations and in ensuring that the District meets all accreditation standards. The main venue for discussing accreditation issues is the District Accreditation Committee. The District Accreditation Committee is comprised of the college Accreditation Liaison Officers, the college faculty accreditation leads, a college president, and representatives from the Educational Services Center ([D0.1 Accreditation Committee Charge](#)). Following the comprehensive site visits, the committee met to review the possible college and District recommendations and to develop a plan for addressing each recommendation.

The committee met over the past year and reviewed progress made on the recommendations. The progress was further communicated to the Board of Trustees through the Institutional Effectiveness and Student Success Committee ([D0.2 Accreditation Response Plan](#); [D0.3 LACCD Accreditation summary](#); [D0.4 IESS District Accreditation Update](#)). The report addressing the District recommendations were drafted by the leads in each area at the Educational Services Center from Human Resources, Information Technology, Educational Programs and Institutional Effectiveness, the Office of General Counsel, and Finance and Resource Development. The area lead responses were compiled and written in one voice by the division of Educational Programs and Institutional Effectiveness and provided to the District Accreditation Committee for approval ([D0.5 DAC Agenda 5-9-2017](#)).

The final District responses were provided to each college for review and approval through the college governance processes. Each college completed the report by adding the responses to college-specific recommendations and augmenting the District response to reflect the college implementation of district-wide actions. The complete and appended reports were approved through the college approval processes.

INSERT COLLEGE PROCESS

Following the completion and approval of the college reports, the final content was edited and submitted to the District Office of Institutional Effectiveness. The responses to District and college recommendations were presented to the Board and Institutional Effectiveness and Student Success Committee on DATES (D0.6 IESS Agenda). The Board of Trustees reviewed and approved the nine college reports on September 6th, 2017 (D0.7 September Board Agenda). The final reports were provided to the ACCJC with all required signatures following Board approval. All report materials and evidence have been posted on the college and District websites.

EVIDENCE LIST FOR REPORT PREPARATION

[D0.1 Accreditation Committee Charge](#)

[D0.2 Accreditation Response Plan](#)

[D0.3 LACCD Accreditation summary](#)

[D0.4 IESS District Accreditation Update](#)

[D0.5 DAC Agenda 5-9-2017](#)

D0.6 IESS Agenda

D0.7 September Board Agenda

District Recommendation 1 (Compliance): In order to meet the Standard, the team recommends that the District ensure consistent and uniform guidelines for the search and selection of adjunct faculty. (III.A.1)

The District has policies for hiring that are established in Board Rule Chapter X Article III ([D1.1 Ch. X - Article III](#)). The previous adjunct hiring process allowed for the development of local processes that were not consistent across all colleges. Following the ACCJC's comprehensive visit, the District Academic Senate (DAS), working with the District's Human Resources Division and Chancellor as representatives of the governing board, jointly agreed to a uniform hiring procedure for all adjunct positions. The District Academic Senate approved the hiring process on May 11, 2017. ([D1.2 May 2017 DAS Agenda](#); [D1.3 Adjunct Recruitment Process](#)). Other participatory governance groups were consulted as well. The revised adjunct hiring process was included in the HR Guide (D1.4 HR GUIDE) which was approved and signed by the Chancellor and District Academic Senate President on DATE. Based on the new process, an FAQ was developed to assist colleges in implementation ([D1.5 FAQ Adjunct Hiring Process](#)).

As part of the new process, a centralized web-based adjunct recruitment system of applicant lists by discipline was developed and is maintained by the District Human Resources Division for dissemination to the colleges and other district hiring locations ([D1.6 Recruitment Portal](#)). The revised process includes a hiring selection committee with an Equal Employment Opportunity officer, for screening and interviewing applicants. The Human Resources Division also developed templates for posting adjunct positions ([D1.7 Example Template PT HEALTH \(DR-1\)](#)). The templates include duty statements, minimum qualifications, and application processes and are accompanied by a style guide to ensure conformity in the appearance of postings. The new process provides consistency for the recruitment and selection of adjunct faculty with the goal of ensuring a diverse and highly qualified lists of applicants. All hiring processes throughout the district are confidential, and all evidence for this section has been de-identified to protect that confidentiality.

The new process was implemented for adjuncts hired for fall 2017. The online application portal includes requests from every college for disciplines in need of adjunct faculty ([D1.8 List of Disciplines Posted](#)). The Human Resources Division validated adjunct hiring lists and distributed the lists to department chairs throughout the spring and summer semesters ([D1.9 Example Email to Colleges](#); [D1.10 Example De-identified applicant list](#)). Selection committees reviewed the lists through the online portal to determine which candidates to offer interviews ([D1.11 Process for Reviewing Applicants](#)). All interviews were conducted as defined in the adjunct hiring process and included faculty and EEO membership. The uniform guidelines were used in the hiring of all new adjuncts for fall (D1.12 New Adjunct Hiring List to date).

(INSERT COLLEGE WRITE-UP)

EVIDENCE LIST FOR DISTRICT RECOMMENDATION 1 (COMPLIANCE)

[D1.1 Ch. X - Article III](#)

[D1.2 May 2017 DAS Agenda](#)

[D1.3 Adjunct Recruitment Process](#)

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[D1.8 List of Disciplines Posted](#)

[D1.9 Example Email to Colleges](#)

[D1.10 Example De-identified applicant list](#)

[D1.11 Process for Reviewing Applicants](#)

D1.12 New Adjunct Hiring List to date

District Recommendation 2 (Compliance): In order to meet the Standard, the team recommends that the District ensure all personnel are systematically evaluated at stated intervals in accordance with the bargaining agreements and Board policies. (III.A.5)

Following the site visit, the Human Resource Division began an analysis of the current evaluation tracking processes. It found that the process did not include the ability to upload the evaluation as a digital record, which left a gap in the tracking mechanism. Additionally, the District enterprise system, SAP, did not include academic personnel as part of the evaluation tracking. This led to paper records that were sometimes incongruent with the SAP system and two separate means of tracking evaluations. The impact was District records that sometimes reflected fewer completed evaluations than college records.

The District has completed an update of the SAP system to enhance tracking and congruence in the evaluation process. The system is now used for all personnel, classified, and academic employees as the system of record for evaluations. In addition, the system has been updated to include the ability to upload the evaluation ([D2.1 Evaluation Alert System User 3 0 Manual](#); [D2.2 LACCD EASY enhancements release - 3.0](#)). The digitizing of evaluation forms ensures that all official records are in agreement and that the SAP system can serve as the official record. The SAP system can now track the percentage of evaluations that have been received and provide reports to managers to assist in completing all evaluations (D2.3 Evaluation Report). The system is programmed to track evaluations in accordance with the contractual guidelines in bargaining agreements. The system of submitting digital copies of evaluations for the official record and for tracking purposes went into effect for evaluations due January 1st, 2017 moving forward. This process will capture all evaluations as they are due.

All Colleges have implemented the evaluation process developed in the SAP system. As of DATE, the District has evaluated X % of employees in accordance with the stated intervals.

EVIDENCE LIST FOR DISTRICT RECOMMENDATION 2 (COMPLIANCE)

[D2.1 Evaluation Alert System User 3 0 Manual](#)

[D2.2 LACCD EASY enhancements release - 3.0](#)

D2.3 Evaluation Report

District Recommendation 3 (Compliance): In order to meet the Standard, the team recommends that the District update the performance evaluations of academic administrators to include the results of the assessment of learning outcomes to improve teaching and learning. (III.A.6)

The Human Resource Division has worked with collective bargaining groups to add Student Learning Outcomes (SLO) and Service Area Outcomes (SAO) language to job descriptions, job duty statements, and evaluation forms. LACCD academic supervisors (Deans) operate under a collective bargaining agreement ([D3.1 Local911 2014-17 Agreement](#)). On June 10, 2017, the union and the District entered into a Memorandum of Understanding to include the results of the assessment of learning and/or service outcomes in the evaluation of all Deans ([D3.2 Signed Teamster MOU](#)). The evaluation form was immediately put into practice ([D3.3 Deans Evaluation with SLO Assessment](#)).

All unrepresented management and executive level administrators have also had SLO and/or SAO assessment integrated into the evaluation process. The revised evaluation forms ensure that learning and/or service outcomes are a component of the evaluation process ([D3.4 Basic Other Academic Administrator](#); [D3.5 FORM HR E-210C LACCD Summary Evaluation of College President Academic Vice Chancellor](#)).

Each college has implemented the new evaluation process for academic supervisors and managers. The process begins with common language in administrative job announcements that make clear the role of administrators in using learning and/or service outcomes to improve academic and service programs. All Colleges have used the revised job description for all new academic administrators ([D3.6 Associate Dean, Strong Workforce](#); [D3.7 Dean of Special Programs and Services](#)). All colleges have evaluated current administrators based on the revised job duties and evaluation processes. This includes utilizing the revised evaluation form that mandates a review of the administrator's use of learning and/or service outcomes. All administrative evaluations are up to date and are available in the personnel files for review.

EVIDENCE LIST FOR DISTRICT RECOMMENDATION 3 (COMPLIANCE)

[D3.1 Local911 2014-17 Agreement](#)

[D3.2 Signed Teamster MOU](#)

[D3.3 Deans Evaluation with SLO Assessment](#)

[D3.4 Basic Other Academic Administrator](#)

[D3.5 FORM HR E-210C LACCD Summary Evaluation of College President Academic Vice Chancellor](#)

[D3.6 Associate Dean, Strong Workforce](#)

[D3.7 Dean of Special Programs and Services](#)

District Recommendation 4 (Compliance): In order to meet the Standard, the team recommends that the District and colleges develop a comprehensive Business Continuity/Disaster Recovery plan to ensure reliable access, safety, and security. (III.C.3)

The visiting team indicated that the District and the colleges share responsibility for technology resources and that this led to situations in which technology resources and planning were inconsistent across the colleges. As an example, the team noted that while the District Office has onsite and offsite backups, only some of the colleges had offsite backup systems. In addition, business continuity plans were inconsistent as were the technology resources needed to implement such plans. The District has worked to develop a comprehensive Business Continuity plan that is consistent across all colleges and for the District centralized functions. The plan utilizes the California Community College System Office Information Security Center Template as the framework for a robust disaster recovery process.

The plan was developed through the District Technology Committee constituted by all college IT managers and the District Chief Information Officer. Based on the state template and multiple district-wide technology assessments ([D4.1 District Technology Assessment Summary](#), D4.2 CCCCIO Assessment), the committee refined the recommendations to fit the specific staffing, governance, and technology infrastructure of the District. The committee approved a district-wide business continuity and disaster recovery plan on July 14th, 2017 ([D4.3 LACCD College and ESC IT Systems Backup and Disaster Recovery Standards and Procedures](#)). The plan was codified in Administrative regulation B-37, which was approved by the Chancellor on DATE ([D4.4 Administrative Regulation](#)).

While the plan puts in place a consistent process for ensuring reliable access, safety, and security of district and college technology and data, the District has worked to further identify improvements in technology systems, hardware, and processes that will offer even further protection and continuity. As part of a district-wide technology project, the Board requested an assessment of college and district technology needs ([D4.5 FMPOC 40J Technology Update](#)) and the development of a Strategic Execution Plan ([D4.6 Strategic Execution Plan Timeline](#)) that would improve technology systems such that all colleges are operating at the same standard. The plan included improvements of storage systems, firewall security, and servers that was used in the development of the business continuity and disaster recovery plan.

The completed technology assessment indicated a need for enhanced data storage processes. The Strategic Execution Plan included enhancement to data storage that would lead to segregated onsite storage, local offsite storage, and offsite emergency backups ([D4.7 Backup Plan Update Presentation and Timeline](#)). The District has already begun implementation of these improvements with the District and each college adopting a new segregated backup storage system that ensures that all data and systems have a backup separated from the general system. These storage systems bring all colleges up to the same standard for security, and training has been provided for college IT employees on the use of the systems ([D4.8 Backup Strategy](#)).

The second phase of the back-up plan includes the development of offsite backups for all colleges. The District has sought industry experts in the development of these planned upgrades. As part of an overall technology assessment strategy, the District will be contracting with a

consultant to conduct an evaluation of current IT policies and processes at the college and district level ([D4.9 LACCD IT Infrastructure and Organization Assessment](#)). This evaluation will include final recommendations for the use of offsite cloud or tape back-ups. The technology solution will be implemented uniformly across all colleges to add another layer of security.

The District also plans to enhance business continuity and minimize downtime through the purchase of additional servers that could be used as a cold site in the event of catastrophic event or as a warm site in the event of minor outages. These servers will allow the district to maintain enterprise functions in the event that the primary datacenter is inoperable. The purchase of these servers is included in the Strategic Execution Plan with funding identified. The technology assessment strategy noted above will assist the District in identifying the most appropriate location for the secondary site. Additionally, the District has already developed performance/product standards for servers ([D4.10 Server Standards](#)). The result of these actions will be uniform server functionality across the district and colleges and the ability to mobilize district resources in support of any college in the event of an emergency.

Through initial assessments it has been made clear that there is a need for a greater standardization related to IT systems. The technology assessment strategy will include an evaluation of current IT organizational structure, policies, processes, and staffing at the college and district-level. This evaluation will be used to determine what additional policies, regulations, and processes should be adopted to bring the District to a higher industry standard for IT operations, cyber security, and business continuity.

EVIDENCE LIST FOR DISTRICT RECOMMENDATION 4 (COMPLIANCE)

[D4.1 District Technology Assessment Summary](#)

D4.2 CCCCIO Assessment

[D4.3 LACCD College and ESC IT Systems Backup and Disaster Recovery Standards and Procedures](#)

[D4.4 Administrative Regulation](#)

[D4.5 FMPOC 40J Technology Update](#)

[D4.6 Strategic Execution Plan Timeline](#)

[D4.7 Backup Plan Update Presentation and Timeline](#)

[D4.8 Backup Strategy](#)

[D4.9 LACCD IT Infrastructure and Organization Assessment](#)

[D4.10 Server Standards](#)

District Recommendation 6 (Compliance): In order to meet the Standard, the team recommends that the District comprehensively responds to the recurring audit findings concerning: 1) the internal control weakness in information technology controls over the areas of security and change management; and 2) the state compliance exceptions related to “To Be Arranged” (TBA) hours attendance documentation and course classifications. (III.D.7)

As part of the ongoing efforts to correct audit findings, the District develops corrective action plans. The corrective action plan for technology controls was developed following the 2015 Audit indicating that the District would increase segregation of duties and further implement Security Weaver ([D6.1 2014-2015 Audit p.82-84](#)). The segregation of duties issue has been addressed with additional hiring of a Software Systems Engineer who developed and improved the processes related to security and change management. Over the past year, the District Information Technology Team refined internal controls to establish a list of users who should have administrative and other elevated (Super User) access within the district enterprise systems (SAP) ([D6.2 LACCD SAP Privileged Access Report](#)). The District has redacted names and usernames for security purposes. Full reports are available upon visit. The team conducted further reviews of roles and implemented processes and procedures to segregate duties. Additionally, the District Information Technology Division established a new process to limit the use of shared user IDs to ensure that access is appropriate to the user’s job responsibilities. In August 2016, the District engaged in its regularly scheduled audit. The auditing firm found significant improvements related to technology controls over the areas of security and change management. ([D6.3 2015-2016 Audit p.96-98](#))

Past corrective action plans related to the audit findings for TBA hours have included training with no changes in internal procedures. The District worked to develop a new corrective action plan ([D6.4 TBA Validation Process](#)) that involves increased central review and control over the TBA reporting. This plan was shared with Chief Instructional and Student Service Officers in a joint meeting on May 20, 2016, for final revision and approval ([D6.5 CIO CSSO Joint Council Agenda 5 20 16](#)). The validation process includes periodic reviews of TBA courses to ensure that required curricular and attendance records are present. While the colleges still retain the autonomy to schedule TBA courses, the District assumes the role of verifying that all state requirements are satisfied prior to submitting final FTES reports. At the end of each semester, the Division of Educational Programs and Institutional Effectiveness will audit attendance records for compliance. Scheduled sections not meeting requirements will not be submitted for apportionment.

The corrective action plan was presented at a districtwide meeting to ensure all personnel involved were aware of the new processes ([D6.6 Corrective Action - Audit - August 2016 Presentation](#)). The plan was put into action for the 2015-2016 FTES reporting. All colleges worked with the District to ensure that sections included the correct documentation prior to submission. The external audit report found no deficiencies with TBA documentation and reporting, indicating that the reoccurring finding regarding TBA hours had been addressed ([D6.7 2015-2016 Audit p.126-128](#)). One course was identified as being used to address a student time conflict and was not related to the documentation of TBA hours.

EVIDENCE LIST FOR DISTRICT RECOMMENDATION 6 (COMPLIANCE)

[D6.1 2014-2015 Audit p.82-84](#)

[D6.2 LACCD SAP Privileged Access Report](#)

[D6.3 2015-2016 Audit p.96-98](#)

[D6.4 TBA Validation Process](#)

[D6.5 CIO CSSO Joint Council Agenda 5 20 16](#)

[D6.6 Corrective Action - Audit - August 2016 Presentation](#)

[D6.7 2015-2016 Audit p.126-128](#)

District Recommendation 8 (Compliance): In order to meet the Standard, the team recommends that the District develop a process to capture the full impact of the District's liability for load banking and to record the liability in the District's financial statements. (III.D.12)

The District completed an assessment of load banking across all colleges and noted the liability in the financial statements (D8.1 Financial Statements). Through collaboration with the college offices of academic affairs, the District has developed a system that, each semester, requires the colleges to submit required detailed information to calculate the district-wide load banking liability resulting from load banking at the colleges ([D8.2 Load Banking Memo](#), [D8.3 Load Banking work sheet 2017](#)). The load banking information will be regularly reported to the Accounting Department and recorded as a liability in the District's books for use in the District's financial statements at the end of the fiscal year.

EVIDENCE LIST FOR DISTRICT RECOMMENDATION 8 (COMPLIANCE)

D8.1 Financial Statements

[D8.2 Load Banking Memo](#)

[D8.3 Load Banking work sheet 2017](#)

District Recommendation 10 (Compliance): In order to meet the Standard, the team recommends that the Board adopt policies that clearly define the process for the selection and evaluation of the chancellor. (IV.C.3)

In the evaluation of Board policies, the team determined that there were no policies that clearly identified the process for the selection and the evaluation of the chancellor. Board Rule Chapter X, Article III articulates hiring processes, including those for college presidents. Section 10309 was added to the Board Rule to clearly define the process for the selection of the Chancellor ([D10.1 Ch. X - Article III](#)). The revised Board Rule was approved by the Board on March 8th, 2017 and is in effect for the next selection process ([D10.2 March 8 2017 Board Agenda](#); [D10.3 March 8 2017 Board Minutes](#)).

The evaluation of the Chancellor was added to Board Rule Chapter X Article I, Human Resources Services ([D10.4 Ch. X - Article I](#)). Section 10105.13 defines the process of the evaluation of the Chancellor stating:

The Board shall conduct an evaluation of the Chancellor of the District at least annually. Such evaluation shall comply with any requirements set forth in the contract of employment with him/her as well as this policy. The Board shall evaluate the Chancellor using an evaluation process developed and jointly agreed to by him/her and the Board.

The criteria for evaluation shall be based on board policy, the Chancellor's job description, and overall priorities developed in accordance with board policy.

The Board Rule was approved on March 8th, 2017 ([D10.2 March 8 2017 Board Agenda](#); [D10.3 March 8 2017 Board Minutes](#)). The evaluation process goes into effect immediately and will be used in the annual evaluation of the Chancellor.

EVIDENCE LIST FOR DISTRICT RECOMMENDATION 10 (COMPLIANCE)

[D10.1 Ch. X - Article III](#)

[D10.2 March 8 2017 Board Agenda](#)

[D10.3 March 8 2017 Board Minutes](#)

[D10.4 Ch. X - Article I](#)

District Recommendation 11 (Compliance): In order to meet the Standard, the team recommends that the Board establish a formal process for approving the review of policies in which no revisions are made and to regularly assess the effectiveness of all policies in fulfilling the District mission. (IV.C.7)

The District has had a long established process for the regular review of policies and Board Rules defined in C-12 ([D11.1 Admin Reg C 12 Previous Version](#)). The previous process had called for District executive staff to review all Board rules on a triennial basis and to bring all proposed changes to the Board for approval. The procedure did not require the review of Board rules in instances when no changes were recommended. The recommendation from the visiting team stressed the need to revise the process to include a regular review even when no changes are recommended. In May 2016, administrative regulation C-12 was updated to include the provision that the Board review all policies on a triennial basis regardless of whether changes were recommended ([D11.2 Admin Ref C 12](#)). Specifically, the regulation indicates:

If the specified designee recommends that no changes be made to a particular rule or regulation, the rule will be noticed at the next scheduled Board meeting for subsequent affirmation. The next scheduled review period for that rule or regulation shall be calendared three years from the current year.

To ensure that all current Board Rules have been reviewed by the Board in the past three years, the Office of General Counsel provided all unchanged Board Rules for approval to the Board on December 7th, 2016 ([D11.3 Board-Agenda December 7 2016 item C-5](#); [D11.4 Board Minutes December 7 2016](#)). To date, all Board Rules have been reviewed and approved by the Board at least once in the past three years, and the Office of General Counsel will continue its practices of tracking the review of all policies and procedures to ensure that triennial reviews occur. ([D11.5 Board Rule Tracking](#))

The District has also used this recommendation as an opportunity to improve all of its policies through a process of continuous quality improvement. The Office of Educational Programs and Institutional Effectiveness in consultation with the Office of General Counsel will be working toward the adoption of the Community College League of California model policies. The District has developed a crosswalk of the model policies to current policies beginning with Chapter 2 ([D11.6 Example Crosswalk](#)) and assigned the revision of District policies to appropriate consultation groups. The District plans on integrating the model policies over the course of the next 18 months and believes that these efforts will provide additional uniformity to the District policies and a greater ability to respond to legislative changes from the state.

EVIDENCE LIST FOR DISTRICT RECOMMENDATION 11 (COMPLIANCE)

[D11.1 Admin Reg C 12 Previous Version](#)

[D11.2 Admin Ref C 12](#)

[D11.3 Board-Agenda December 7 2016 item C-5](#)

[D11.4 Board Minutes December 7 2016](#)

[D11.5 Board Rule Tracking](#)

[D11.6 Example Crosswalk](#)

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D0.6 IESS Agenda

D0.7 September Board Agenda

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[D11.1 Admin Reg C 12 Previous Version](#)

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