

March 19, 2009



Los Angeles City College Accreditation Site Visiting Team

Dear Team Members,

In response recommendations made during the pre-visit, we convened a committee to review and update our Self Study. In the past year as we prepared for our site visit, LA City College has been deeply involved in multiple planning activities. While working on the Self Study, we were simultaneously updating our Facilities Master Plan, our Strategic Master Plan, our Educational Master Plan, our Technology Master Plan, and writing a new Enrollment Management Plan. Since there were so many plans in the revision or development process, it was difficult for us to paint an accurate picture of the robust dialog that was taking place.

In reviewing the Self Study, we realized that we could have done a more effective job of documenting the many structures and processes that the college has put in place over many years of planning and development. While it appears in our Self Study that we made many unsupported assertions, the reality is that we have the data necessary to prove the claims advanced in the document. Our failure was not in developing the many structures and processes on which the commission evaluates colleges but instead, it was a failure to properly document those elements. This opportunity for further reflection has also allowed us to revise and develop additional planning agenda items.

A specific example of our inaccurate documentation is the information related to the development and assessment of Student Learning Outcomes. This particular section of the Self Study does not reflect the real extent of our efforts in this area. In the update, we have reexamined the work the college has done in developing learning outcomes and methods to assess those outcomes. In addition, we developed specific planning agendas that we believe represent a realistic approach to meeting the commission's timeline for completion of SLO identification and assessment.

There are two attachments to this letter. The first is a one-page revision to Standard IV.B.1.e. When the Self Study went from draft to the final document, the Self Evaluation section for this standard was inadvertently lost. The second attachment is the update to the Self Study. We believe that our update fills in many of the gaps in our original report and we greatly appreciate the opportunity to provide the additional documentation that was missing from our first effort.

Sincerely,


Jamillah Moore, Ed.D.
President
LA City College

IV.B.1.e The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Summary Description

The process for the adoption of board rules and the administrative regulations that support them are outlined in Chancellor's Directive Number 70, District-wide Internal Management Consultation Process (11.8). These rules and regulations established through the consultation process are subject to regular review and revision by district administrative staff to ensure that they remain appropriate and effective. Revisions are reviewed and considered for adoption at the board's regular semi-monthly meetings. The board relies on the chancellor and the college presidents to ensure that all rules and regulations are implemented uniformly and effectively across the district. The district's legal counsel conducts regular reviews of all board rules and policies to ensure that they are relevant and up-to-date. When board rules or policies are considered to be in need of revision, they are directed to the appropriate constituencies for review. In February 2007, the board adopted Administrative Regulation C-12, which stipulates the process for the cyclical, automatic review of all policies and regulations.

Self Evaluation

The trustees consistently act in accordance with established board policies. When constituents bring issues to the board's attention, policies are revised as needed. For instance, when it was brought to the board's attention that board rules precluded adjunct faculty from serving on presidential selection committees, the board changed the rule to allow participation. Working in collaboration with the District Academic Senate (DAS), the board revised district hiring procedures by adopting the state minimum qualifications for all faculty positions. The board also revised districtwide faculty hiring policies to streamline procedures and give campuses direct control over their own hiring processes.

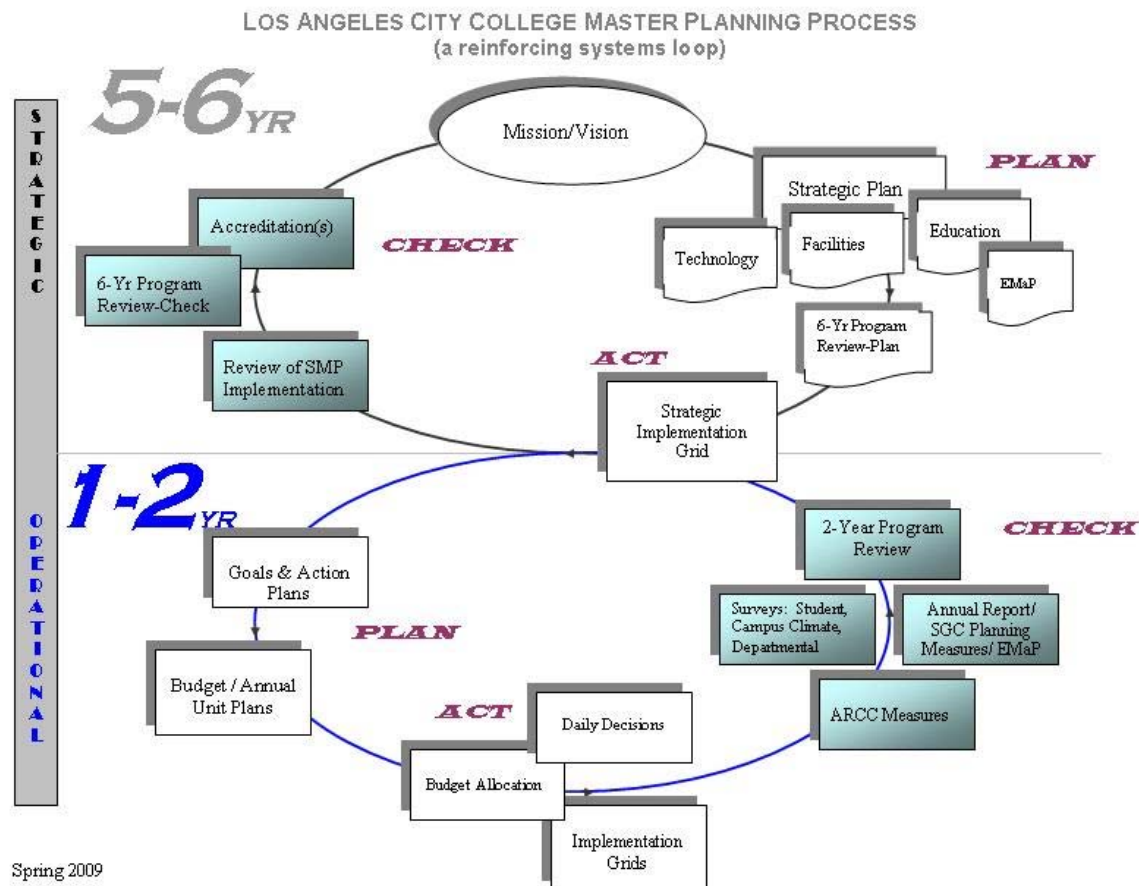
Planning Agenda

None.

Planning at Los Angeles City College – A Process of Sustainable, Continuous Quality Improvement

Background

Planning at Los Angeles City College (LACC) has evolved over the last decade. All planning at the college is based on the concept of PLAN – ACT – CHECK.



The college has been deliberate and diligent in building a system of planning that enables the college to articulate goals and then implement those goals through the systems in place. These systems have been going through a process of continuous improvement over the last decade. At the heart of these systems are the college's Strategic Master Plan (SMP)¹ and program review² process.

The college's mission and vision statements³ provide the overarching principles that guide the development of all the college's plans. As the planning process diagram indicates, these plans are informed by review processes, both internal and external. Using implementation grids, the review processes allow the college to "check" the progress of the plans. In some cases enrollment management activities can occur on a daily basis. In other cases, the biennial program review measures are reviewed every two years. The Shared Governance Planning Subcommittee⁴ meets monthly to review the Strategic Master Plan.⁵ The entire college community participates in

planning and reviewing a variety of plans and processes including: the program review process, two-year program review, the annual unit plan, and the ongoing review of the strategic master plan.

The Strategic Master Plan – Using Experience to Build the Future

When the district went through a planned decentralization in 1996, LACC developed its initial comprehensive Educational Master Plan (EMP), covering the period 1996 to 2002.⁶ Using this experience, the college developed a new strategic plan in 2002, coinciding with the last accreditation cycle. This plan, named the “College Strategic Plan – Creating an Urban Oasis, 2002-2008,”⁷ was significant not only in articulating the eight (8) planning priorities that would guide the college, but also in identifying the “vital signs” that would be used to monitor and evaluate the execution of the plan.

The vital signs identified in the 2002-2008 College Strategic Plan formed the basis for the ongoing review of the plan in the articulated timeframe. Planning matrices⁸ joining the eight (8) planning priorities with the vital signs used to evaluate those priorities were developed and actively used to monitor the progress of the plan. The Shared Governance Planning (SGP) Subcommittee met monthly during the period between 2004 and 2007 to review the 2002-2008 College Strategic Plan.⁹ Meetings were conducted on the third Monday of the month, and agendas included presentations and reports from individuals responsible for implementing priorities. SGP subcommittee members discussed the presentations, completed a rubric using priority measures, and evaluated progress toward successfully reaching goals. The SGP subcommittee then prepared presentations and shared the findings with the Shared Governance Council (SGC) and, if necessary, made recommendations for additional activities to meet the goals.¹⁰

Three areas of review included the following:

- Identify accomplishments using vital signs and other key indicators
- Identify gaps between strategic goals and outcomes
- Recommend revisions

The final review and recommended revisions to the 2002-2008 College Strategic Plan were approved by SGC on December 3, 2007.¹¹

The Current Plan – Going Beyond the Vital Signs

During the period between 2007 and 2008, the Shared Governance Planning Subcommittee met at least once a month to develop a new SMP.¹² A timeline for completion of the plan was established and planning goals and principles were developed. A series of all-campus forums and focus groups were conducted to engage all segments of the college in the strategic planning process.¹³

The first forum (November 2007)¹⁴ was hosted by the Academic Senate¹⁵ and the American Federation of Teachers (AFT) and included participants from classified, academic, and administrative units. The purpose of the first forum was to generate campuswide awareness of the planning process and to encourage participation. In March 2008, a series of focus groups met to conduct an analysis of the college’s strengths, weaknesses, opportunities and threats (SWOT).¹⁶ The SWOT analysis meeting included Associated Student Organization (ASO) clubs, classified

staff Unit B shift, classified staff Unit A shift, the Management Team, the Academic Senate and the AFT Faculty Unit. Additional internal and external scans and analyses were conducted to determine economic, workforce, and legislative trends, and the expected impact on the college's ability to respond to students' needs resulting from those trends. The next campuswide forum held on May 6, 2008¹⁷ addressed the mission and vision statements and strategic goals. The purpose of the second forum was to update the campus on the development of the strategic plan, the goals, the mission statement, and to provide opportunities for further input. At the Flex Day presentation on August 28, 2008, all full time faculty were updated on the mission and vision statements as well as the strategic goals (Access, Success, Accountability, Partnerships ASAP).¹⁸ The third campuswide forum was held on October 20, 2008¹⁹ to provide final opportunities for input into the Strategic Master Plan 2008-2013. Throughout the planning process, all college constituencies were encouraged to use email and provide written input into the development of the goals and mission and vision statements. The Academic Senate president, collected input into the revision of the vision and mission statements²⁰ via email and the final vision and mission statements were selected by an email vote.²¹

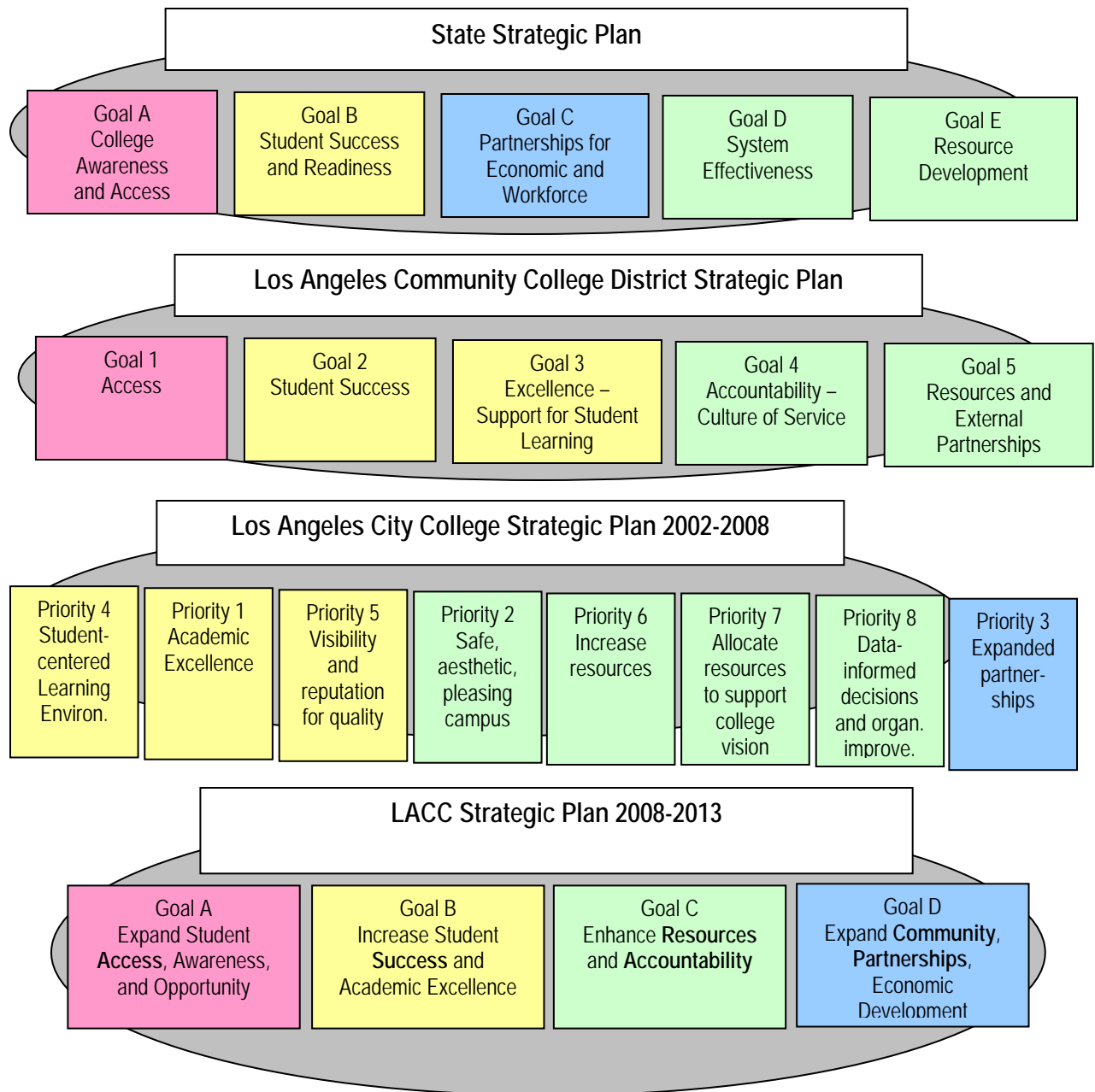
Approval of Vision and Mission Statements and Strategic Master Plan

The approval process included final review by the Academic Senate, the AFT classified and faculty units, the ASO, the Department Chairs Council, the Management Team, and finally the Shared Governance Council.²² Final approval of the vision and mission statements and Strategic Master Plan by the SGC were December 1, 2008 and January 5, 2009 respectively.

LACC Strategic Goals for 2008 - 2013

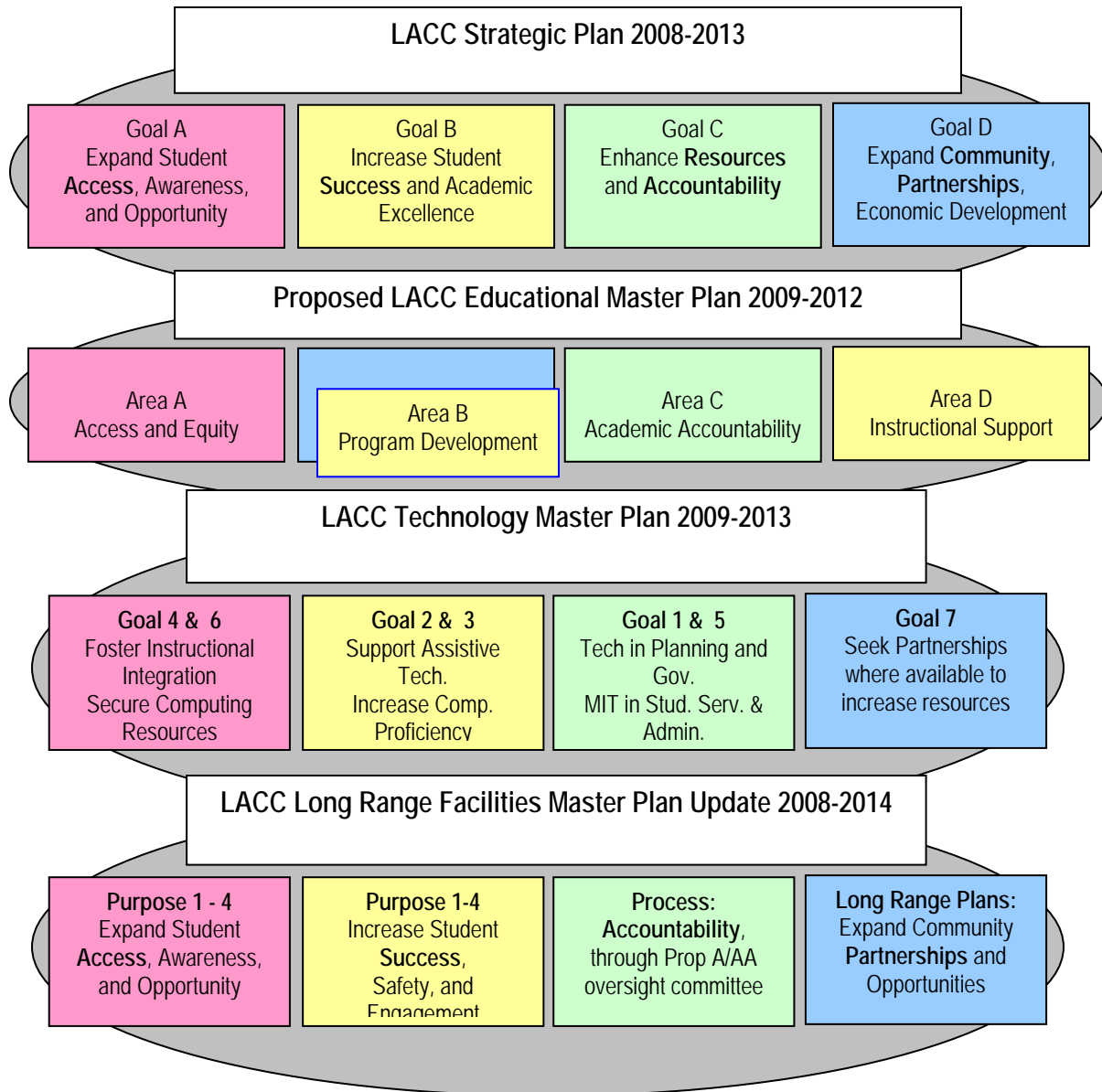
A ccess	S uccess	A ccountability	P artnerships
Goal A: Expand Student Access, Awareness and Opportunity	Goal B: Increase Student Success and Academic Excellence	Goal C: Enhance Resources and Accountability	Goal D: Expand Community Partnerships
<ol style="list-style-type: none"> Institute matriculation programs and services that enhance student access and promote student success. Promote academic options and career pathways as viable options. Increase college readiness and improve articulation with K-12 and four-year colleges. Improve student population diversity. 	<ol style="list-style-type: none"> Increase Associate degrees awarded and transfers to four year colleges for all students. Expand Career Technical Education (CTE) Improve essential skills outcomes for all students. Expand the role of Staff and Organizational Development and create opportunities that assist faculty in addressing students' academic preparedness. Create a distance education program that offers online certificates, degrees, and transfer requirements. Complete the implementation of student learning outcomes and assessment processes. Create additional programs and activities that encourage student engagement and lead to greater student success. 	<ol style="list-style-type: none"> Expand and strengthen participation in the campus-wide culture of planning and accountability to ensure that strategic planning, assessment, decision-making, and allocation of resources are guided by the college's 2008-2013 goals and mission and vision statements. Increase efficiency and resource optimization. Fortify accountability reporting and ensure that data are presented as information that can be acted upon to improve programs and services. Enhance resource development. Improve existing facilities and facility utilization for more efficient and productive use of learning and work spaces. Foster a positive and healthy physical environment. 	<ol style="list-style-type: none"> Strengthen links between the college and other academic institutions. Strengthen links between the college and business and industry. Strengthen relationships between the college and community, civic and cultural organizations.

In the last six years, LACC has continued to build and expand its planning systems and ability to evaluate the effectiveness of the planning process. The 2008-2013 SMP was modeled after the LACC 2002-2008 College Strategic Plan, the Los Angeles Community College District (LACCD) Strategic Master Plan, and the state Strategic Master Plan. The SMP connects all institutionwide priorities to the college mission and outlines strategies, intended outcomes, and vital signs significant to the realization of the vision and mission of the college. The SMP also aligns the college's efforts with those of the district strategic plan.



Operationalizing the Strategic Plan – Aligning Goals and Creating Action Plans

The SMP provided the framework for the development of the college's updated Technology Master Plan (TMP), Educational Master Plan (EMP), Long Range Facilities Master Plan Update and the new Enrollment Management Plan (EMaP). The Strategic Master Plan states the priorities of the college, the strategies necessary for success, and the intended outcomes. The Educational Master Plan states the educational plans and priorities and links the Strategic Master Plan, the Technology Master Plan and the Long Range Facilities Master Plan Update.



Educational Master Plan

The Educational Planning Committee (EPC)²³ began to develop the new Educational Master Plan (EMP) by reviewing the goals and action plans that had been identified in the 2003-2008 EMP.²⁴ Based upon what had been accomplished, what goals had not been achieved, and what new directions the college wanted to pursue, the EPC identified eight (8) new educational goals to guide the construction of the new EMP. These goals are:

Access and Equity

Goal 1: Ensure that all students are aware of support services available to them at LACC, including academic counseling, financial aid advice, strategic learning skills, tutoring services, library services, appropriate accommodations, and all other necessary support services.

Goal 2: Monitor evidence of success for all students.

Program Development

Goal 3: Develop, coordinate, and deliver instructional programs tailored to meet the needs of our prime constituencies

Basic Skills Instruction

Transfer Readiness

Workforce Education

Career and Technical Education Programs

Educational Outreach

Distance Education

Academic Accountability

Goal 4: Enhance the quality of learning in all academic programs to help students achieve their personal educational goals.

Goal 5: Effectively use outcomes assessment data to improve the learning and achievement opportunities for students.

Instructional Support

Goal 6: Expand the effective use of information technology with classroom instruction across the curriculum.

Goal 7: Coordinate instructional support for the classroom with construction, renovation, and maintenance.

Goal 8: Refine the college's curriculum development, class scheduling, and publication processes.

Using these goals, the EPC divided itself into four subcommittees (one for each of the major areas in the proposed EMP), and individuals on those subcommittees began to develop a new

educational master plan.²⁵ At this point, the college was in the process of revising all of its major plans (strategic, educational, technology, facilities) and creating its first enrollment management plan. During this very active year of planning, a proposal to stagger the development of college planning documents was adopted, putting the EMP on a nine-year planning schedule. Using this framework, the EPC adopted an Educational Master Plan for 2008-2017;²⁶ this plan was later approved by both the Academic Senate and the Shared Governance Council. However, the LACCD District Planning Committee (DPC) informed the college that nine years was too long a period for a major college plan. In October 2008, the EPC decided to revise and reduce the scope of its educational master plan to accommodate a shorter plan timeframe. The EPC is in the process of final approval of the LACC Educational Master Plan 2008-2012. This revised educational master plan should have final approval by May 2009.

Enrollment Management Plan

LACC has had a strong and effective enrollment team (EMT)²⁷ for about a decade. EMT is an inter-departmental, cross-silo workgroup chaired by the vice president of Academic Affairs. The membership includes deans of Academic Affairs and Student Services and several department chair representatives including the chair of the Department Chairs Caucus. Meetings are open to others who are interested in attending.

EMT meets weekly beginning several weeks before each term begins, and continues to meet weekly until after census. When EMT was first developing, the group met daily during the week prior to and the two weeks after the beginning of a term, but later decided that weekly meetings were sufficient. Together, the group decided what information is needed by academic deans and department chairs to decide which sections should be cancelled, and where sections needed to be added. Based on this analysis, three primary reports were designed for use at each meeting, and to be shared with all department chairs. The reports remain flexible, and as new information needs are discovered, the reports are modified.

The reports²⁸

1. Headcount Comparison – This report provides a comparison of the number of students enrolled at the same relative day in the prior like term. In addition to total headcount, comparisons are provided for unit load, units completed, status (new, continuing), day/evening, gender, high school, age groups and residence codes.
2. Enrollment and Section Count Comparison – This report compares enrollment and section count at the same relative day in the prior like term by department.
3. Section Listing by Accounting Method – This report provides detail information about sections, including scheduling data, enrollment and related data, data related to attendance accounting, FTEF and FTES.

Reports are designed to facilitate trouble-shooting and problem solving. By asking the right questions, EMT identifies glitches in the enrollment and attendance accounting processes. Examples of some of the areas where support has been provided include:

- Coding of positive attendance sections

- Inputting positive attendance hours
- Scheduling of sections (start and stop times)
- Scheduling of summer sessions
- Calling wait list students when new sections are opened
- Discussing how to promote programs (mailing post cards, request additional advertising)

Integrating planning and budgeting

EMT is a link in integrating budgeting and planning. The FTES targets are developed in conjunction with the district office and funding available in the college budget. EMT keeps these needs in perspective as it discusses enrollment, class sections, and recruitment.

Based on the strong tradition of enrollment management and the actions of the EMT, the decision was made to document these processes in an enrollment management plan with a three-year cycle of implementation and evaluation.

The EMaP taskforce²⁹ included representatives from Academic Affairs, Student Services, administration, faculty, and staff. At first, the focus was on what could be done in addition to the already established EMT functions. The Enrollment Management Plan (EMaP) was viewed as the implementation of the Educational Master Plan. After some time, a new goal came into focus: recruitment of new students to the college. A major revision of the EMaP was undertaken with less emphasis on retention, persistence, and faculty development issues and more focus on marketing and recruitment. Finally, upon reviewing the planning matrix developed by the taskforce, the president indicated that the EMaP needed to be developed into an actual plan. As a result, the president brought in a consultant to assist in that process. The president of the academic senate took the lead on putting the plan into a narrative form using the structure developed by the consultant and including the action steps³⁰ developed by the taskforce. The Enrollment Management Plan³¹ was approved in March 2009.

Technology Master Plan

The Technology Master Plan (TMP)³² is the work of the Technology Steering Committee,³³ a subcommittee of the Shared Governance Council, which is made up of faculty, staff, and administrators. In preparing to update the master plan for technology, the committee evaluated the outcomes of the activities contained in the previous technology master plan.³⁴ The committee considered the following categories: goals achieved, on-going processes, and goals not accomplished. Further evaluation of unachieved goals acknowledged fiscal limitations, organizational barriers, or changes in technology, which rendered specific goals obsolete. The committee then considered the existing integration and current trends of technology in education and the priorities and goals of the college. The Technology Steering Committee received regular input regarding updates in the college's Strategic Master Plan and the Educational Master Plan which were used to guide the formulation of current goals for the updated Technology Master Plan. The committee developed a new set of technology goals for the college, and formulated activities to achieve these goals. The new plan was approved at the February 2009 meeting of the SGC.

Facilities Master Plan³⁵

The update of the Facilities Master Plan was a scheduled activity. Steinberg Architects were hired to produce the update and work with the campus' construction program manager, Harris and Associates, to coordinate interviews with campus user groups and contractors, such as the landscape architects. The college administration and faculty leadership provided direction to Steinberg as to the educational and strategic priorities to be incorporated into the update. Multiple meetings were held throughout the process with the administration and leadership to ensure that campus priorities were being observed. The update was ultimately vetted through multiple presentations to the campus, including campuswide open forums, and presentations to the SGC where the update was finally approved.

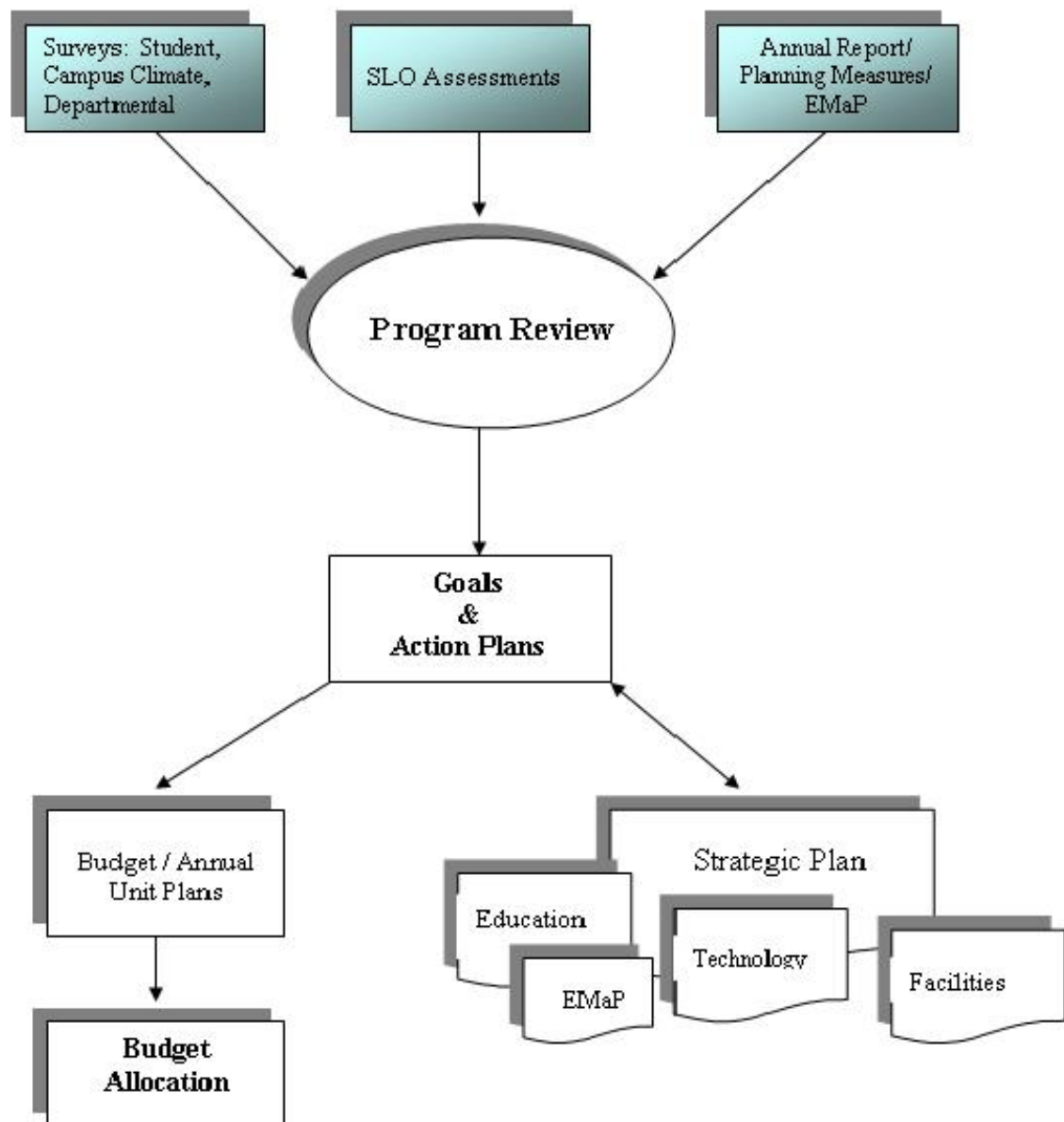
Implementation Grids

An implementation grid is a matrix designed to measure the progress made toward reaching goals and objectives. The college uses a series of implementation grids to record the progress toward reaching the goals of the college's plans, including the Strategic Master Plan,³⁶ the Educational Master Plan,³⁷ and the Technology Master Plan.³⁸ The grids designate groups or agents responsible for the implementation of the goals and objectives within the plans. The grid also identifies the measures used to track the progress of their implementation. Regular updates of the implementation grids provide a visual monitor and act as an aid in tracking the completion of goals. The grids are located at the intersection of the strategic and operational processes and provide a framework for all planning and budgeting activities on campus.

Program Review Process

Comprehensive Program Review

Program planning and review serves as a mechanism for the assessment of performance that recognizes and acknowledges academic excellence, improves the quality of instruction and services, updates programs and services, and fosters self renewal and self study. It provides a mechanism for the identification of weak performance and assists programs in achieving needed improvement. Program review should be seen as one of the main components of planning that will lead to better utilization of existing resources and to increased quality of instruction and service. A major function of program review is to monitor progress toward institutional goals and priorities and actual practices in the program or service. Program Review is the linkage point between planning, budgeting, and assessment of learning outcomes.



The program review process is a concise yet comprehensive self study system that addresses the issues that each department/program deems important. Progress on the goals from the prior cycle is determined and goals are revised and/or new ones are established. In addition, each goal and action plan ties into the college's Strategic Master Plan and/or the other master planning documents (educational, facilities, technology). The college undergoes a comprehensive program review process every six years; these plans are then reviewed and updated on a biennial basis. The actual processes, means, and forms differ by division.

Program review occurs at LACC on a 2 year and 6 year cycle. Every 6 years the entire campus undergoes a full and thorough program review in all three of the college's major divisions: Academic Affairs, Student Services, and Administrative Services. While the most recent cycle was the first time that Administrative Services has undergone program review, they received a great deal of assistance and were able to learn from the experiences of the other two divisions who have participated since the process began at LACC.

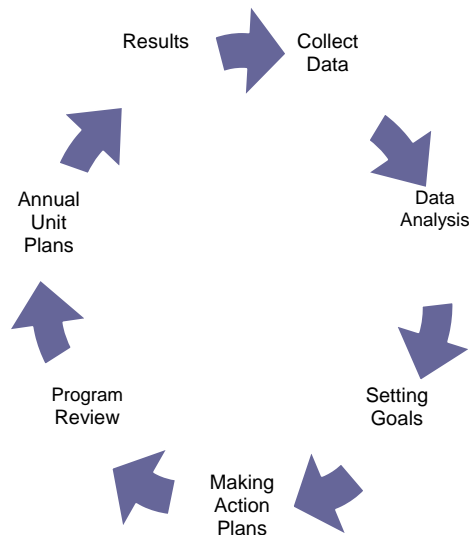
Academic Affairs Division: As a first step, each department inputs, updates, analyzes, and finalizes the information in the program review document.³⁹ In the second step, the IDWG dean and EPC validation subcommittee review and make recommendations.⁴⁰ Then the department discusses the recommendations with the dean and EPC subcommittee, and the department makes appropriate changes to the program review document. In the third step, the EPC validation review subcommittee presents its findings, and the department chair addresses them at an EPC meeting.⁴¹ After the discussion, the department has one week to make final changes to the program review document. Then the final document is saved and available in read-only mode. Adjustments to the schedule are reviewed and accepted by EPC as the schedule for validating program review is developed. Some of the review activities outlined above take place simultaneously rather than in a strict linear form. For the 2008 comprehensive program review, Academic Affairs used PRO (Program Review Online),⁴² a web application developed in-house. This began the third six-year program review cycle for the Academic Affairs division.⁴³

Student Services Division: The evaluation cycle begins with a comprehensive program review of each student support service.⁴⁴ Once the self studies are completed, a team from within the Student Services Council evaluates each service area's program review.⁴⁵ Feedback is provided to the area and its supervising administrator. Follow-up may be requested, which then loops back into the review cycle. One of the benefits of the process is that by having several representatives of different Student Services areas evaluate one another's program reviews, the members of the Student Services Council develop a greater awareness of the variety of services offered on campus, which creates and enhances collaborative possibilities. For the 2008 comprehensive program review, Student Services used an online program developed in-house.⁴⁶ It was less than the ideal vehicle, but it did not inhibit programs from completing a robust planning document. The issues encountered with this format will be resolved through the District Planning Committee Program Review Taskforce, who is proposing a new online program review format to be adopted districtwide.⁴⁷ This began the third six-year program review cycle for the Student Services Division.⁴⁸

Administrative Services Division: The evaluation cycle begins with a comprehensive program review of each department in Administrative Services.⁴⁹ Second, the validation teams are formed;

each validation team has a representative from Administrative Services, Student Services, and Academic Affairs. This configuration allows for Student Services and Academic Affairs to have input into the validation process in Administrative Services. This relationship is important because the focus of the Administrative Services Division is to provide services in support of the other two functional areas of the college. In addition, it helps to build an open, transparent, and collegial environment. The validation team reviews the document and submits the recommendations⁵⁰ to the department at least one week prior to the validation meeting. Third, the validation review team presents its findings and the department manager addresses them at the meeting. After the discussion, the department has one week to make final changes to the program review document. Then the document is finalized. After much research, Administrative Services used Plan Builder,⁵¹ a web application adapted from the program developed and used at Pasadena City College, for the 2008 comprehensive Program Review. This was the first comprehensive program review cycle for the Administrative Services division.⁵²

Connecting Planning – Program Review - Budget



Purpose

The purpose of the planning-to-budget process is to ensure that the budget is driven by the college's strategic goals and that the process results in data driven decision making. The shared governance process utilizes expertise from all constituencies, is open and transparent, and promotes trust between faculty, staff, students and administrators. The Strategic Master Plan states the priorities of the college, the strategies necessary for success, and the intended outcomes. The Educational Master Plan identifies the educational plans and priorities and links the Strategic Master Plan, the Technology Master Plan and the Long Range Facilities Master Plan Update.

The program review process is the primary tool through which budget is tied to planning. Each year, all departments and programs are required to submit a document known as the Annual Unit Plan (AUP). In the AUP, every department requests a budget for items or programs that need

funding beyond that received by the department in the previous budget cycle. All departments are expected to detail plans for growth in the annual unit plan; this is the document/process used to determine future budgeting. This is the key manner in which the college ties budget to planning. Program review is one of the primary planning documents/processes used on campus.

The second way that the annual unit plan/budget prioritization process ties planning to budgeting is that often the college is aware that there are insufficient funds to meet all departmental requests. However, the process is still followed so that if or when new funds become available, there is a list of priorities for funding based on thoughtful analysis and careful planning. By generating an annual list of priorities, the college always has a plan in place if and when additional funds become available.

Collecting and Using Data

Connecting planning to the budget is a data driven process which requires all participants to share data and information in a timely and transparent fashion. The college researcher and the Office of Institutional Effectiveness provide the bulk of the data collection work. Data from the last three years are considered in the following areas: section count, enrollment, success and persistence rates, FTES/FTEF ratios, labor market demand (for the career and technical education programs only), and survey findings (where applicable). These data are analyzed by looking at the areas of success and determining what worked and by examining areas that need improvement.⁵³

Goals to Action Plans

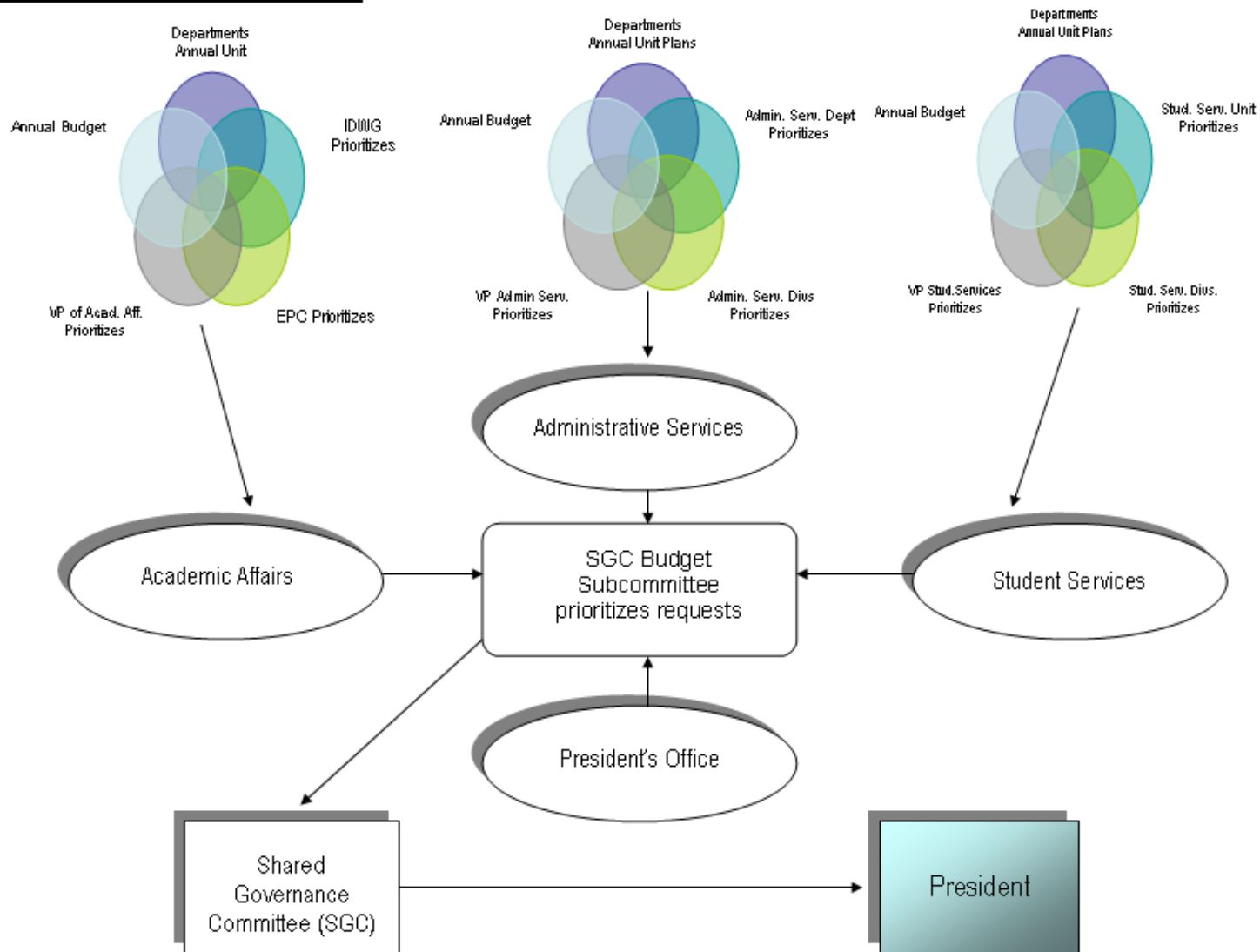
All goals must be clearly aligned with the college Strategic Master Plan and other master planning documents (educational, facilities, technology). All action plans must state exactly what is to be done, how the goal is to be attained, what is needed to attain the goal, what are the expected outcomes, and how the effect of the action plan can be measured. Finally, goals and action plans are presented in the program review document.⁵⁴

Annual Unit Plans

Annual Unit Plans (AUP)⁵⁵ are submitted by each department/program every year. They are used to request funding beyond last year's budget allocation. They must state exactly what is needed and why, what will be accomplished, what the expected cost will be, what the funding source may be, and whether it is a one time cost or an ongoing cost. These requests must tie into and support the college's Strategic Master Plan, and the other master planning documents, and match at least one departmental goal and action plan.

Every department / program at LACC undergoes this process; however, the prioritization process is different depending on the area to which the unit reports.

Budget Prioritization Process



Budget Prioritization Process

Academic Affairs Division

The Interdepartmental Work Group (IDWG) is the structure in which academic departments and programs are organized at LACC. IDWG deans meet at least once a month with the chairs (and any interested faculty) of the departments and programs within their IDWG. Once the departments have drafted their Annual Unit Plans (AUP), each IDWG meets and prioritizes the list of budget requests from the IDWG's departments. In addition to the priority lists provided by the IDWGs, beginning with this budget cycle, it was recommended that the former process be modified to allow the Career and Technical Education (CTE) Committee and the Student Success Committee to accept AUPs for the CTE and BSI funding streams. These proposals are being prioritized for the first time by their respective committees, who have the most knowledge about the goals and priorities of these categorical funds.

The EPC Budget Allocation Subcommittee (BAS) Prioritizes⁵⁶

This subcommittee meets with each IDWG dean and the department chairs of the IDWG. The dean is given fifteen minutes to explain the IDWG's priorities and the chairs are given five minutes each, if needed, to provide any information not provided by the IDWG dean. Chairs present only those items appearing on the IDWG priority list; items not appearing on the priority list are not discussed. After each presentation, the subcommittee discusses how each request fits into the priority lists and after all IDWGs have reported, and the priority lists from the CTE and Student Success Committees have been presented, the subcommittee meets to compile its priority lists for approval by the EPC. The EPC Budget Allocation Subcommittee prioritizes four budgets: the largest is the general fund, the other three are categorical funds including the Basic Skills Initiative (BSI) funding, Career and Technical Education (CTE) funds, and the State Instructional Equipment Funds (SIEF). EPC is also responsible for maintaining the Position Priority List, which is the hiring priority list for tenure track faculty positions. After the budget allocation subcommittee prioritizes these four lists and the full EPC confirms these lists,⁵⁷ the vice president of Academic Affairs presents the results to the SGC.

Student Services Division

As part of the college's budget prioritization process, Student Services programs seeking additional funds complete annual unit plans. The plans must refer back to the department's goals as stated in its program review, and to the college's strategic plan. Annual unit plans from each area are reviewed and prioritized by the supervising dean. All plans are submitted to the vice president of Student Services, who reviews them individually and does a preliminary prioritization. Requests for full time faculty positions and State Instructional Equipment Funds (SIEF) are prioritized separately and submitted to the EPC Budget Allocation Subcommittee for prioritization with all similar requests. Requests for CTE funds are prioritized separately and submitted for prioritization within to the CTE Committee. All other requests are discussed and prioritized at a meeting with the vice president of Student Services and the Student Services deans where the deans present justification for their requests. The vice president of Student Services presents the results to the SGC.

Administrative Services Division

Once the units have submitted their Annual Unit Plans, the department manager meets with the unit supervisors and prioritizes the list of budget requests within the department. At the Administrative Services Management meeting, every department manager presents the prioritized list of budget requests from their department. After each presentation, the management team discusses how each request fits into the priority lists of the division as a whole. As a result, a priority list of budget requests for the division is compiled.

President's Office

Areas reporting directly to the president including the public information office and the office of Staff and Organizational Development submit budget requests to the president who then presents them to the SGC.

Shared Governance Council

The Shared Governance Council Budget Subcommittee⁵⁸ prioritizes requests from Academic Affairs, Administrative Services, Student Services, and the President's Office. The meetings are open to the public and all discussions and deliberations can only be done by the committee-as-a-whole. Decisions are made only after all presenters have explained their budget requests. The subcommittee forwards its recommendations to the Shared Governance Council (SGC) for approval. The recommendations are forwarded to the president. The president makes the final decisions and the information is forwarded to the Academic Senate and other interested constituencies.

Student Learning Outcomes

Institutional Support

Los Angeles City College (LACC) demonstrated its commitment to learning outcomes shortly after the last accreditation cycle team visit in spring 2003. In January 2004, a Student Learning Outcomes (SLO) coordinator was selected from the full-time faculty and given a twelve-month 50% reassigned time position to lead campus efforts to define and assess learning outcomes. This reassigned time position was increased to full release in the fall 2004 semester and has been maintained at that level for five years. This demonstrates a significant financial commitment on the part of the college to learning outcomes. In addition to this faculty position, the dean of Institutional Effectiveness and later a research analyst worked in concert with the learning outcomes coordinator to develop policies and procedures and to collect and analyze data.

Simultaneously, a Student Learning Outcomes Task Force was established in March 2004.⁵⁹ The task force met monthly; the membership included a representative from: the Academic Senate, Curriculum Committee, Staff and Organizational Development, Faculty Guild, Associated Students Organization, Interdepartmental Work Group (IDWG) deans, Student Services deans, and the participation of the vice presidents of Student Services and Academic Affairs. Learning outcomes and assessment processes and procedures were still in their infancy at the college. Over time, task force representatives stopped attending the meetings and the group disbanded.

The response to disbanding the SLO Task Force was to create an Assessment Team.⁶⁰ This team was comprised of up to five faculty members each receiving 20% reassigned time. In addition to the faculty members, the dean of Institutional Effectiveness and a representative from Student Services were on the team. Membership on the Assessment Team fluctuated from a high of six faculty members to the current three faculty members. When the number of faculty members on the team dropped to three, one member received 40% reassigned time to develop support for using eLumen, the data management system the college selected to house and aggregate assessment results. The purpose of the Assessment Team was to support teaching faculty, student services staff, and administrative services staff as they identified student learning outcomes. At this point in the implementation of outcomes and assessment, the college was dedicating from 2.0 to 1.6 FTEF in support of this goal. During the summer of 2008 partially in response to the team not producing expected results and partially due to budget difficulties, total reassigned time for learning outcomes and assessment was reduced to 1.4 FTEF. In addition to staffing an SLO assessment team, the college supported a wide range of trainings⁶¹ sending several individuals and teams of faculty, staff, and administrators to local, regional, statewide, and national trainings on student learning and assessment. One of the trainings took place at Alverno College, an institution that has been in the business of assessment for excellence for over 30 years.

Despite recent budget uncertainties, the college's commitment to learning outcomes remains strong. In January 2009, the current coordinator was offered a full-time position related to a districtwide basic skills project. To ensure that there is continuity in the SLO coordinator position, a job announcement⁶² was sent to the entire campus community describing a

transitional position of 40% reassigned time to work with the current coordinator until she leaves her position at LACC in May 2009. Beginning July 1, 2009, the new learning outcomes coordinator, who was selected on March 6, 2009, will assume a twelve-month full time reassigned time assignment to move our outcomes assessment project forward. The new coordinator is very well qualified for this position. She has served for the last two and a half years as a member of the assessment team with a 20% reassigned time position. While the breadth of work ahead is acknowledged, the college leadership fully expects that the learning outcomes assessment cycle will be completed in 2012 as planned. Over time LACC has increasingly integrated assessment activities into the overall culture of practice.

Processes and Procedures

In 2004, as soon as the first learning outcomes coordinator was selected, information was gathered about how to approach assessment for learning at the course, program or service, and institutional level. Discussion regarding the process both for creating learning outcomes and institutionalizing the process ensued. The kick off activity in support of learning outcomes was the development of LACC's Institutional Core Competencies.⁶³ At that time the Student Learning Outcomes Taskforce, in conjunction with the Academic Senate and Staff and Organizational Development, conducted an open forum in which more than 100 participants—faculty, staff, administrators, and students—responded to the question, “What skills and abilities do we expect all LACC graduates to possess?”⁶⁴ The LACC Core Competencies were derived from the large range of possibilities generated at the forum and refined at subsequent SLO Taskforce meetings. The LACC's core competencies include an emphasis on the basic content and methodology of the major areas of knowledge. The Institutional Core Competencies are:

Area 1: ESSENTIAL ACADEMIC SKILLS

Information Competency: Critical and Creative Thinking

Learners read, gather, evaluate, organize, and synthesize information from a variety of sources and media and use appropriate reasoning, analytic, interpretive, and problem solving strategies to draw logical conclusions or formulate creative solutions.

Written and Oral Communication

Learners produce clear, logical, well-organized papers and verbal presentations using documentation and quantitative tools when appropriate.

Mathematical Competency/Quantitative Reasoning

Learners represent mathematical information symbolically, visually, numerically, and verbally; they use mathematical models such as formulas, graphs, tables, and schematics and draw inferences from them; they arrange data into tables or graphs.

Technological Literacy

Learners use computers and related technologies to achieve academic, personal, and professional goals.

Area 2: PERSONAL GROWTH AND DEVELOPMENT

Self Assessment and Growth

Learners reflect upon their academic, personal, and professional growth and make changes based upon their resulting insights.

Intellectual Engagement and Physical Wellness

Learners develop intellectual curiosity that leads to lifelong learning, using that knowledge and understanding to generate and explore new questions; they establish and maintain a healthy lifestyle that includes practices that result in a healthier mind, body, and spirit for the learner as well as the learner's community and the environment.

Ethical Reasoning

Learners make informed and principled choices regarding conflicting situations in their personal and public lives and foresee the consequences of these choices.

Aesthetic Awareness and Appreciation

Learners evaluate and analyze their own aesthetic responses to the world around them, including natural objects and human creations.

Area 3: INTERPERSONAL/ INTERCULTURAL/ GLOBAL AWARENESS

Interpersonal Interaction and Community Participation

Learners cooperate and collaborate to reach desired outcomes when working with other people, recognizing their personal contribution to the community and to society at large.

Intercultural knowledge and exploration

Learners interact successfully and sensitively with individuals and groups holding a variety of perspectives and who may come with diverse backgrounds and experiences.

Discovering Global Issues

Learners recognize and analyze the interconnectedness of global and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives; they recognize the interdependence of the global environment and humanity.

Academic Outcomes

Following the development of these core competencies as the college's institutional learning outcomes, campuswide dialog focused on the creation of processes to institutionalize course level learning outcomes. This discussion resulted in the decision to include learning outcomes as an addendum to the course outline of record.⁶⁵ In spring 2005, the LACC Curriculum Committee voted to include an addendum to the Title 5 course outline of record, which would identify the specific student learning outcome for each course as new courses were added to the curriculum or as continuing courses were updated. The college Academic Senate supported this decision, and in summer 2005 LACC began to identify learning outcomes for each new or updated course. All SLOs must go through a rigorous technical review process by a member of the Assessment Team and must have the signature of the department chair, three members of the discipline, the SLO

coordinator, and the Curriculum Committee chair. The full Curriculum Committee reviews learning outcomes for all new courses before the course is approved for inclusion in the curriculum. As of fall 2008, approximately 70% of all LACC courses listed in the catalog have identified learning outcomes through this collaborative process.⁶⁶ Every month the Curriculum Committee approves approximately twenty-five courses with learning outcomes. Currently, LACC has 1100 courses in its catalog. During the 2008-2009 academic year, 904 of those courses were actually offered. As of February 2009, 800 courses have approved learning outcomes. By June 2009, the college anticipates that 900 courses will have learning outcomes, which represents 100% of offered courses and over 80% of courses listed in the catalog. The remaining 200 courses will either have approved learning outcomes by spring 2010 or will be archived. In addition to embedding SLOs and core competencies in to the Title 5 process, over the last four years, several assessment related trainings⁶⁷ on subjects ranging from defining assessment to the development of course specific SLOs, rubrics, conducting assessment, and using eLumen were offered on campus to assist faculty and staff in completing their assessment tasks. Furthermore, a pilot assessment taskforce with representatives of approximately eight departments gathered once a month over a year's time to discuss student learning, develop rubrics, become familiar with the features of eLumen, and lead assessment activities in their departments.

Despite all of the positive activities in creating and institutionalizing processes regarding learning outcomes, the college continued to be slow in moving through the assessment cycle. In fall 2007, it was decided that course level outcomes had to be assessed within four years of initial approval. The college allowed for this long window from creation to assessment because the focus at the beginning was development of course level learning outcomes and criteria based rubrics for courses. Additionally, this allowed campus dialog around the issues of how to assess learning outcomes to develop and mature before any one department was required to complete assessment. In retrospect, the college may have allowed too much time to pass until departments, disciplines, and programs were required to assess their outcomes. However, the conversation was not only about assessment but how the data from assessment would be aggregated, how it would be integrated with the institutional core competencies, and finally how it would create and maintain evidence of the cycle of assessment and improvement.

Based on a recommendation from the dean of Institutional Effectiveness, the college conducted a semester-long inquiry on how the college could best house the results, aggregate the data, and produce reports describing learning outcomes at Los Angeles City College. Several SLO Task Force meetings focused on this topic; in addition, representatives from several commercial entities came to present information. After much discussion, the college adopted eLumen to store and report on learning outcomes assessment data. In order to load assessment data into eLumen, the initial learning outcomes information included in the course outline of record needed to be expanded to fully develop the assessment rubric. The campus chose to use faculty and staff developed criteria based rubrics. Each criterion for student learning is linked to a campus core competency. During an assessment, random samples of student work are currently rated as exemplary, acceptable, and unacceptable. However, there is great flexibility in the software; it has the capacity to grow in sophistication as the college learning assessment process matures.⁶⁸ On March 9, 2009, the SLO co-coordinators conducted a workshop on expanding rubrics for assessment.⁶⁹ Twenty faculty members from programs including cinema and television, counseling, disabled students

programs and services, foreign language, the library, mathematics, music, philosophy, physics and engineering, radiological technology, and speech participated. These faculty participants met again on Monday, March 16, 2009 to enter their expanded rubric into eLumen in preparation for the assessments. Data will be collected in classes this semester. Data analysis will include scoring the results, entering the data into eLumen, and examining the reports with the goal of improvements to instruction as appropriate. The SLO coordinator will continue to offer weekly training in eLumen in both group and one-on-one sessions through the end of spring 2009. Training sessions will be regularly scheduled and published in advance over the next three academic years.

In order to accomplish a full, robust, cycle of assessment, the college must fully utilize eLumen and engage as many faculty and staff as possible in the effort to increase assessment of learning outcomes. The college must continue to elicit all stakeholder buy-in to campus assessment procedures and practices, continue assessment trainings, and increase the number of faculty who can assist the SLO coordinator and in tracking the development, implementation, and the meaningful assessment of learning outcomes. The current SLO co-coordinators agree that it is time to return to a learning outcomes committee structure. Initial discussion about an expanded assessment support group is focused on having a minimum of one representative from each academic department. A second but equally important learning outcomes committee should be established to support the assessment of outcomes in Student Services and Administrative Services. To forward the LACC assessment agenda, the coordinator must have sufficient support from the vice presidents and the deans and directors in each area to ensure that the assessment plan is communicated, and there is a mechanism to hold faculty and staff accountable for completing the assessment cycle. These issues must be addressed as assessment cycle plans move forward over the next three years. It has been suggested that each IDWG have a faculty coordinator to work with the IDWG dean to ensure that the goal of assessing 30% of courses in 2009-2010, 40% of courses in 2010-2011, and assessing the final 30% of courses in 2011-2012 is fully realized. Accountability for this goal will be demonstrated through program review, and it will be included in the districtwide online program review that is currently in development.

Photography and child development completed course-level assessment in spring 2008 with the results of their data entered into eLumen.⁷⁰ The Department of Foreign Languages (specifically, Spanish and Korean) has also begun using eLumen to house their assessment data⁷¹. The dance program has an assessment scheduled for March 27, 2009. Some departments have conducted assessments outside of the formal process including English⁷² and mathematics.⁷³ The research analyst will be working with these assessment projects to see if the data can be entered into eLumen. The model created for course level assessments used by LACC is based on a scale of 1-8 with eight (8) being the highest. An eight is defined as "in-college achievement, evaluated by several authorized persons using a jointly developed and shared rubric, with training and attention to inter-rater reliability."

Examples of Assessment

In the child development assessment, the course chosen was an introductory course in the field, CD 002, Principles and Practices of Early Childhood Education; the assessment activity was a written observation of a child development center visit. One faculty member took the

lead as the "course captain" for the department. The SLO and criteria based rubric were jointly established and approved by all full time faculty in the discipline. Each of the faculty teaching the three course sections used in the assessment provided a copy of the rubric to their students along with the writing assignment to be used in the assessment. Using randomizer.org, a set of 10 numbers for each section was used to identify the students' work that would be included in the assessment, which yielded approximately 30 papers from three course sections. The papers were coded and numbered with the names removed, and then copied with a pack of 1-15 for two course assessment committee members and 15-30 for the remaining two committee members. One paper was copied four times to be used to norm the scoring. The remaining papers were scored in the teams of two. Following the scoring, the evaluation partners compared their scores, and resolved through discussion any differences. Finally, the two reading teams came together to discuss their findings. The team captain entered the scores into eLumen with the permission of the participating faculty.⁷⁴ Another meeting was scheduled to discuss the results of the final scoring. At the follow-up meeting the faculty reviewed the student's strengths in writing descriptions and weaknesses in using the text material to back up their arguments for the recommendation section of their paper. Faculty discussed that going forward they would introduce the concept of support for statements/arguments earlier in the semester and provide smaller practice pieces. Faculty noted that using the rubric along with the assignment yielded more papers meeting expectations than they had observed in the past.

The Photography Department conducted an assessment of Photo 28, a co-requisite laboratory class taken concurrently with several different primary photography classes. This course was selected because students from all the photography courses offered are likely to be enrolled in the lab class. A random selection of student photos was presented, jury-style, to a group of seven faculty members from the department. Using the nine-point rubric⁷⁵ developed for assessing photography coursework, the faculty evaluated each of the photos on display and later entered the scores assigned into eLumen. Results were then shared with the full department which was able to pinpoint changes that could be made to address the weak areas observed in the assessment. Interestingly, it was discovered that students actually scored slightly better in the aesthetic component of the assessment rubric than they did in the technical component of the rubric. In response to these results emphasis will be placed on improving students' technical skills.

The Math Department conducted a learning outcomes assessment on Math 227, Statistics.⁷⁶ The assessment involved all four instructors who taught a total of nine sections of this course in fall 2008. They used an imbedded question in the final exam that evaluated student success on hypothesis testing. The assessment committee randomly selected thirty-six (36) final exams from the nine course sections. Each instructor evaluated all thirty-six problems. Assessment criteria assigned two points for an exemplary answer, one point for an acceptable answer, and zero points for an unacceptable answer. The assessment committee concluded that the average result for all thirty-six samples was 1.4 on a scale of 0 to 2. They were pleased with the results because it indicated that the students have a solid understanding of the topic. The next step for this assessment is to enter the results into eLumen and determine if it provides any additional analysis for consideration. In addition to the statistics course, a rubric for Math 115, Elementary Algebra, has been designed. Twenty sections of this course are offered each fall and spring. Assessment is planned for Math 115 in fall 2009.

The English/ESL Department compared English 21, a three hour course, which is a basic skills course two levels below English 101 – Freshman Composition to a paired English 21/47 course, which is a six hour basic skills course.⁷⁷ The department selected random samples of student work from the department final exam. A three-part rubric, created and approved through the established college process, examined five criteria including: content, organization, diction, grammar, and mechanics. The assessment session was scheduled for December 12, 2008; eleven (11) instructors out of thirteen (13) who taught 22 sections of the course participated in the review. The assessment session involved a review of the rubric and criteria because this method of analysis was new to the department members. The goal of the five criteria structure was to more accurately pinpoint areas of student writing that need improvement. Instructors were actively engaged in both the process and the discussion throughout the assessment session. One of the results from the process lead the participants to conclude that five-criteria may have been too specific, and to recommend that the diction, grammar and mechanics criteria be combined under one criteria grammar. If the Assessment Team approves the revised rubric, the department plans to test their results with English 21 again at the end of the spring 2009 semester to determine if their recommendation is valid. By fall 2009, English 28, which is one level below college English, and English 101 will be assessed using the new rubric. By spring 2010, all composition and literature courses will have approved SLO rubrics. The department plans to assess all courses in English, English as a Second Language (ESL) and Linguistics by fall 2011.

Program Level Mapping and Assessment

All academic departments have been directed to map the curriculum for at least one certificate or degree this year. The SLO coordinator made presentations on curriculum mapping at the May 2008, August 2008, and March 2009 Department Chairs Council meetings. Handouts⁷⁸ describing the process of mapping the curriculum were distributed. Departments will be assisted with this process by having department representatives, who will be selected to serve on a newly reconstituted learning outcomes committee, take the lead role in ensuring that the curricula are mapped and program level outcomes are created. The goal is to have 50% of the curriculum mapped during 2009-2010 and the remaining 50% mapped during the 2010-2011 academic year. As the curricula are mapped, eLumen will assess the program outcomes based on course assessments. Likewise, assessment of institutional course competencies will be achieved through course level assessments using eLumen. Each criterion on the course level assessment is tied to one of the core competencies, and eLumen now maps the curriculum to the core competencies automatically.⁷⁹

Student Services Outcomes

Even before the process for determining learning outcomes in Academic Affairs, Student Services programs began developing their student learning outcomes. Student Services staff embraced the concept of learning outcomes identification and assessment before most colleges had even figured out what those outcomes should be, and long before the LACC teaching faculty began to identify SLOs. While the academic programs worked to identify the course level outcomes and learned to use the eLumen program to assess and store the results of SLO assessment, Student Services staff continued working on the development of learning outcomes for their areas, eventually

proposing outcomes for eleven programs or services. During the 2006 biennial program review, all Student Services programs incorporated learning outcomes. Subsequently, Financial Aid assessed their learning outcomes and addressed the results from their assessment during a staff retreat.⁸⁰ This resulted in modifying processes for students to help improve outcomes. This process took place prior to the implementation of eLumen. In the 2008 program review document, the Student Services revised their learning outcomes.⁸¹ At present, the associate dean of Student Life and vice president of Student Services are meeting individually with program directors to assist in re-wording their learning outcomes to accommodate the eLumen format. Of the eleven programs that have established student learning outcomes—Admissions, Career Center, Child Development Center, Counseling, EOPS, Financial Aid, Matriculation, Office of Student Life (OSL), Office of Special Services (OSS)/DSPS,TRIO/Student Support Services, and the University Transfer Center—two student services areas will begin outcomes assessment during the summer of 2009, seven will complete assessment during 2009-2010, and the remaining two areas will complete assessment during 2010-2011.

Administrative Services Outcomes

With the concept fully in mind that learning happens in all areas of the college, not just in classrooms, efforts were made by the Assessment Team to include Administrative Services areas in the SLO identification and assessment process. Relationships were developed with areas such as the bookstore and the business office. However, the focus of SLO identification and assessment shifted exclusively to academic departments and programs in 2007 and has remained focused on that area since then. It is time to include both the Student and Administrative Services areas in the efforts to place learning at the heart of the college and welcome those areas back to the SLO identification and assessment process.

Conclusion

The college has demonstrated its commitment to the creation of learning outcomes, which is evident in the financial support and the established policies and procedures for institutionalizing outcomes. To ensure that the assessment goals are achieved, the college needs to focus its efforts on further development of faculty and staff around the practices of assessment and increase accountability through focused support of the process by the administration. These goals are reflected in the planning agenda items that have been written as a result of the institutional self study and this update to the self study.

Distance Education at Los Angeles City College (LACC) - Spring 2009

The importance of distance education at LACC has increased in recent years as a result of changes in administration. Approximately 60 online classes are currently being offered in spring 2009; the number of online classes has almost doubled in recent years.⁸² Efforts have begun to increase online offerings and to make degrees and certificate programs available online. In spring 2007 and fall 2007, approximately 30 online classes were offered each semester.⁸³

Substantive Change for Distance Education.

In spring 2008, a draft of a Substantive Change for Distance Education was submitted to ACCJC/WASC requesting approval to offer degrees and certificates online.⁸⁴ LACC is in the process of revising and updating the Substantive Change document and is scheduled to meet with the Accrediting Commission for Community and Junior Colleges (ACCJC) in fall 2009.

Distributive/Distance Education Committee.

In spring 2008, the Academic Senate established a distance education committee reporting to the Educational Planning Committee. The committee members include the Academic Senate president, the Curriculum Committee chair (Academic Senate vice president), the chair of Department Chairs Caucus, an Academic Affairs dean, a Student Services dean, the Staff and Organizational Development coordinator (vacant), the Accreditation Liaison Officer, and seven faculty members who have expertise in distance education. The committee has developed the following policies and procedures:

- LACC Distributive/Distance Learning (D/DL) Policy⁸⁵
- LACC Compensation Plan for Course Development⁸⁶
- Faculty requirements for teaching online (certification)⁸⁷
- Distance Education Curriculum Approval Policy⁸⁸
- Developing an Online Syllabus⁸⁹
- Course approval (demonstration that 25% or more of the course is on line using a course management system (CMS))⁹⁰
- Platform Certification⁹¹
- Best Practices for Teaching Online, including proctoring and other methods ensuring that students who receive course credit are the students who complete course work⁹²

Conclusion

LACC's distance education program is still in a developmental phase. Currently, no certificates or degrees are available completely online. The college plans to have its substantive change request to the ACCJC for approval by early 2010 to ensure that all the necessary policies, procedures, and support services are in place prior to offering degrees and certificates online. The final goal of the plan is to make it possible for students to earn a degree or certificate online by 2012.

Revised LACC Self Study Planning Agendas

Standard I

I. B. 1.

The Student Learning Outcomes Coordinator assisted by a learning outcomes committee will monitor the assessment of course level, program, and institutional outcomes to ensure that the assessment cycle is completed by 2012. Thirty percent of assessment will be completed during the 2009-2010 academic year, 40% of assessment will be completed during the 2010-2011 year, and the final 30% of assessment will be completed during the 2011-2012 academic year.

I. B. 2.

The implementation of the current Strategic Master Plan, the current Educational Master Plan, the Information Technology Plan, and the Enrollment Management Plan will begin by fall 2009.

Standard II

II. A. 1. a.; II. A. 2. c.

The Matriculation Advisory Council in conjunction with the Curriculum Committee will ensure that electronic enforcement of prerequisites and corequisites as they exist on course outlines is in place by fall 2010.

The Basic Skills Assessment Task Force, a subcommittee of the Student Success Committee will review the assessment data collected by the Office of Institutional Research on all Projects funded by the Basic Skills Initiative (BSI) in spring 2009. All funded projects will be assessed for effectiveness in meeting the goals of the college's BSI matrix as part of a districtwide BSI effectiveness assessment pilot under the auspices of the new basic skills professional development grant.

II. A. 1. b.

The Technology Steering Committee will develop a plan for coordinating communication and services between the Office of Staff and Organizational Development, the Teaching and Learning Center, and the Instructional Media Center by fall 2010. In line with the recently adopted Board goal promoting the adoption of Web 2.0 interactive technologies, the Office of Staff and Organizational Development will plan workshops and training to facilitate the adoption of new educational technologies throughout the curriculum.

II. A. 1. c.; II. A. 2. a.; II. A. 2. b.; II. A. 2. f.; II. A. 2. h.; II. A. 2. i.; (see I. B. 1.)

The Student Learning Outcomes Coordinator will develop a plan to reconstitute a learning outcomes committee with the goal of each department having at least one representative

participating by winter 2010. A second but equally important committee of representatives from Student Services and Administrative Services will also be established by winter 2010.

The Student Learning Outcomes Coordinator assisted by a learning outcomes committee will monitor the assessment of course level, program, and institutional outcomes to ensure that the assessment cycle is completed by 2012. Thirty percent of assessment will be completed during the 2009-2010 academic year, 40% of assessment will be completed during the 2010-2011 year, and the final 30% of assessment will be completed during the 2011-2012 academic year.

II. A. 2. d.

The Distance Education Committee will, in cooperation with all interested parties, develop and implement LACC's first distance education plan by fall 2010. A complete Substantive Change proposal will be submitted to the Accrediting Commission for Community and Junior Colleges by fall 2010. The first full distance education program will be online by fall 2012.

II. A. 2. e.

The Educational Planning Committee will integrate the assessment of student learning outcomes into the 2010 biennial program review.

II. A. 2. f.

The Student Learning Outcomes Coordinator and the Teaching and Learning Center will facilitate training in eLumen software during the 2009-2010 academic year.

All academic departments will begin to map their curriculum in 2009. Fifty percent of the curricula will be mapped and analyzed by spring 2010, and the remaining 50% will be mapped and analyzed by spring 2011.

The IDWG deans and the Office of Institutional Research will work with Career and Technical Education Committee to monitor the reporting mechanisms for awarding certificates. Increases or decreases in awarded certificates will be monitored on an annual basis. Plans to address decreases in awarded certificates in the prior academic year will be in place during the fall semester in order to improve certificate completions in the spring.

II. A. 2. h.

The reconstituted learning outcomes committee will monitor the assessment of course student learning outcomes ensuring that the results of assessment are used to improve courses and programs. Additionally, the committee will ensure that the cycle of assessment and improvement is documented each semester, and working with the Educational Planning Committee the committee will assist with the integration of assessment into the 2010 biennial program review.

II. A. 3. c.

The college philosophy statement and the district philosophy statement will be included in the next edition of the catalog in summer 2009.

II. A. 4.

During the 2009-2010 academic year, the Curriculum Committee will review all degree programs to ensure that they include focused study in at least one area of inquiry or in an established interdisciplinary core. The results of this review will be reported to the Educational Planning Committee.

II. A. 6. a.

Working in cooperation with the District Curriculum Committee (DCC), the Matriculation Advisory Council and the Curriculum Committee will develop policies and procedures for certifying that learning outcomes for transfer credits that fulfill degree requirements are comparable to the learning outcomes of equivalent Los Angeles City College courses by spring 2010.

II. A. 6. b.

During spring 2009, the Educational Planning Committee will expand the Program Viability Process by defining program discontinuance. The discontinuance process will include specific information regarding how enrolled students may complete their education in a timely manner with a minimum of disruption.

II. A. 6. c.

The Technology Committee will evaluate the results of using mass email broadcasts technology and will develop policies and procedures for emergency notification as well as other types of email notification for the use of that technology by spring 2010.

The Schedule of Classes Production Team will create procedures to ensure that the schedule of classes has minimal errors by fall 2009. These procedures will be reviewed and validated by the Educational Planning Committee as a part of the implementation of the Enrollment Management Plan.

II. B. 1.; II. B. 4.; II. A. 2. f.

Assisted by the Student Learning Outcomes coordinator, Student Services will complete the modification of its SLOs in accordance with eLumen parameters by the end of spring 2009 and will assess outcomes as follows: two student services areas will complete SLO assessment during the summer of 2009, seven will complete during 2009-10, and the remaining two will complete during 2010-11.

II. B. 1.

By spring 2010, the Student Learning Outcomes Coordinator assisted by the Office of Institutional Effectiveness will work with departments and programs to help them enter results into eLumen in support of program and institutional outcomes assessment.

II. B. 2. a-d.

Academic Affairs will investigate issues that prevent the production of a timely catalog and resolve those issues by spring 2009. A production timeline will be drafted and monitored by the curriculum dean.

II. B. 3. a.

Student Services and Administrative Services will work cooperatively to develop a plan and procedures to provide online matriculation services including admissions, orientation, counseling, and business services by spring 2010.

II. B. 3. b.

Through the annual unit planning process in spring 2009, Student Services will propose an adequate annual budget to support the activities of the Office of Student Life.

II. C. 1. c.

The Facilities Subcommittee of the Shared Governance Committee will review issues of access in high profile areas to determine the most advantageous process for assessing custodial needs and scheduling regular cleaning by fall 2009.

Administrative Services will review security issues in high profile areas to develop adequate security procedures by fall 2009.

II. C. 1. d.

Administrative Services will develop a plan for the Facilities Department based on standards established by the Association of Physical Plant Administrators that will guide the need for resources based on an analysis of maintenance needs by fall 2009.

Standard III

III. D. 1. d.; III. D. 3.

The Budget Subcommittee of the Shared Governance Committee will develop and implement a process for the creation of strategic budget plans that project college revenues and expenditures over a three-year cycle.

Standard IV

IV. A. 2. a.

The Shared Governance Committee, as a part of the biennial review of the college's governance and decision-making processes, will explain the process for initiating a change in policy or procedure through the governance process. This explanation will be posted on the college website and included in the new Faculty Handbook by fall 2010.

IV. A. 5.

The Staff Development Committee will develop a Faculty Handbook to include specific information regarding the shared governance process and its regular evaluation at LACC. The handbook will be distributed by fall 2010.

Evidence

- ¹ LACC Strategic Master Plan 2008-2013
- ² LACC Program Review website
- ³ LACC Vision and Mission statements, LACC website
- ⁴ Shared Governance Planning Committee website
- ⁵ Shared Governance Council website – Planning Documents
- ⁶ Comprehensive Educational Master Plan, 1996 to 2002
- ⁷ Creating an Urban Oasis of Learning: Los Angeles City College Strategic Plan, 2002-2008
- ⁸ Creating an Urban Oasis of Learning - Strategic Implementation Grid
- ⁹ Shared Governance Planning Committee Agendas and Minutes
- ¹⁰ Strategic Plan Priority Measures presentations
- ¹¹ Shared Governance Planning Sub-committee, Update of Recommendations for Priorities 1-8 November 2007
- ¹² Shared Governance Planning Committee Agendas and Minutes
- ¹³ Shared Governance Planning Committee Minutes
- ¹⁴ Shared Governance Planning Draft Minutes December 17, 2007
- ¹⁵ Academic Senate website
- ¹⁶ Minutes March 17, 2008 Shared Governance Planning Subcommittee
- ¹⁷ Draft Minutes May 19, 2008 Shared Governance Planning Subcommittee
- ¹⁸ "Building Essentials" – LACC Staff & Organizational Development website
- ¹⁹ Minutes Shared Governance Planning October 20, 2008
- ²⁰ Minutes Shared Governance Planning February 28, 2008
- ²¹ Minutes Shared Governance Planning April 21 2008
- ²² Shared Governance Council website
- ²³ Educational Planning Committee website
- ²⁴ Six Years in Review- Version 2002-2008
- ²⁵ Educational Planning Committee, Subcommittee on Educational Master Plan Revision, Wednesday, June 6, 2007 – Notes
- ²⁶ Los Angeles City College Educational Master Plan, revised, 2008-2018
- ²⁷ Enrollment Management Team website
- ²⁸ Enrollment Management Reports
- ²⁹ EMaP taskforce minutes and agendas
- ³⁰ Enrollment Management Plan 2008-2011 - "A Vision for Change" - Implementation Grid
- ³¹ Enrollment Management Plan Spring 2009
- ³² LACC Strategic Plan for Technology 2009-2013
- ³³ Technology Steering Committee website
- ³⁴ Review of 2003-2008 Plan
- ³⁵ LACC Facilities Long Range Plan Update
- ³⁶ "Creating an Urban Oasis of Learning" (Strategic Implementation Grid)
- ³⁷ Educational Master Plan 2002-2008 "A Vision for Student Success" Implementation Grid
- ³⁸ Goal and Objectives: Implementation Matrix
- ³⁹ Academic Services Program Reviews, 2008
- ⁴⁰ Comprehensive Program Review 2008, XI. Dean's Review and Recommendations & XII. EPC Validation Review
- ⁴¹ Educational Planning Committee minutes and agendas

- 42 Academic Program Review Online website
- 43 Academic Affairs Program Review Background, Guidelines, and Documentation 2008
- 44 Student Services Program Reviews, 2008
- 45 Student Services Comprehensive Program Review Evaluations, 2008
- 46 Student Services Program Review form
- 47 District Planning Committee Program Review Taskforce, "Online Program Review Development Process" and Program Review "Mind Maps"
- 48 Student Services Program Review Background, Guidelines, and Documentation 2008
- 49 Administrative Services Program Reviews, 2008
- 50 Administrative Services Comprehensive Program Review Recommendations, 2008
- 51 LACC Plan Builder website
- 52 Administrative Services Program Review – Background, Guidelines and Documentation Fall 2008
- 53 Institutional Research reports for Academic Affairs, Student Services and Administrative Services
- 54 Academic Affairs goals and action plan report from PRO
- 55 Annual Unit Plan form
- 56 EPC Budget Allocation Process
- 57 Educational Planning Committee Minutes, November 5, 2008
- 58 Shared Governance Council Budget Subcommittee webpage
- 59 Student Learning Outcomes Task Force Meeting Notes, March 19, 2004
- 60 Assessment Team Member(s) - Student Learning Outcomes (April 15, 2005)
- 61 SLO Assessment Team Proposed Meeting/Worship Schedule, Fall 2006
- 62 Coordinator of Student Learning Outcomes and Assessment, Job Announcement
- 63 Learning Outcomes Timeline, 2004-2005
- 64 Open Forum summary, October 2004
- 65 Los Angeles City College Academic Senate Curriculum Committee Minutes, September 20, 2005, Course Outline form
- 66 SLO Accreditation Report, 3/13/07
- 67 Student Learning Outcomes Workshop Schedule, Spring 2007
- 68 eLumen Manual
- 69 Assessment Rubrics Workshop presentation, March 9, 2009
- 70 eLumen Report: Assessments by Program – Program: Child and Family Studies
- 71 eLumen Report: Assessments by Program – Program: Foreign Languages
- 72 Report: The Assessment of SLOs in English 21 and English 21/47
- 73 Assessment Report: Math 227 - Statistics
- 74 eLumen Report: Assessments by Program – Program: Child and Family Studies
- 75 Photo 28 Assessment Rubric
- 76 Assessment Report: Math 227 - Statistics
- 77 Report: The Assessment of SLOs in English 21 and English 21/47
- 78 Department Chairs' Council presentation handouts
- 79 eLumen Curriculum Mapping Report
- 80 Financial Aid Staff Development Retreat Affinity Activity, November 8, 2007
- 81 Student Services Program Review form
- 82 Report: Online Classes, Spring 2009

- 83 LACCD Enrollment Management System: Enrollment, FTES, FTEF & Section Counts by Location (including Online) – Los Angeles City College
- 84 Substantive Change Proposal – Distance Learning, Los Angeles City College
- 85 LACC Distributive/Distance Learning (D/DL) Policy
- 86 Compensation for Developing a Distributive/Distance Learning Course
- 87 Approval for Teaching D/DL Courses
- 88 Distance Education Course Outline
- 89 Developing an Online Syllabus
- 90 Approval for Teaching D/DL Courses
- 91 Etudes certification list
- 92 Suggestions for Evaluation Distance Education Exams Including Proctoring Examinations