



## Accreditation Follow-up: Continuing the Process of Institutional Improvement

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The result of the Accreditation Self Study and Evaluation Report is LACC's recommitment to developing a process of continuous, sustainable quality improvement. The self-study and site visit has provided an opportunity for the college to reflect on the processes and systems in place. As a result of this reflection, we have already begun work to address the recommendations in the evaluation report and summarize these efforts here.

### **Recommendation 1: "...the college more systematically use the results of program/unit reviews to continually refine and improve program practices..."**

As the site visit team has recognized, LACC's program review is a well established process with college-wide participation. We are continuing the work of integrating program review into the college decision making processes in a systematic way:

- LACC's current biennial program review process includes a review cycle with recommendations that are monitored by the Educational Planning Committee workgroups and the academic deans.
- We are creating a program review *action list* to ensure that program review recommendations are implemented and that program review data is used to inform campus decision making.
- Using our existing online program review, we are adding elements to more effectively capture and document the use of program review results.
- The program review subcommittee has redesigned the input and evaluation process for the biennial program review to strengthen the linkage between planning, program review and learning outcomes.

### **Recommendation 2: "...develop a robust and comprehensive professional development program..."**

LACC's professional development program has been strong historically. There is a faculty website, a new faculty academy and workshops on student success conducted in conjunction with the Academic Senate.

- The college has filled the staff development position and this person has begun to work with faculty and staff to develop a comprehensive development program.
- Professional Development workshops will focus on student learning and student success.
- The college expects continued active participation in District professional development initiatives, including the Faculty Teaching and Learning Academy, Administrative Leadership Program and Faculty Inquiry Groups (FIG).
- Increased activity involving department collaborations such as the English/ESL department's SLO and assessment planning group.

### **Recommendation 3: "...engage in succession planning to increase leadership capacity..."**

In addition to efforts to expand participation and engagement, City has been working to build the capacity of college leaders by:

- Providing training for new chairs, as well as to formalize the information chair support network that is already in place. Provide a *New Chair* handbook.
- Participating in annual District training (held in the early Fall) for new administrators.
- Creating communication mechanisms so that more of the college can be informed about critical student learning and student success issues.

- Created a Department SLO and Assessment Committee with a minimum of one representative from each department and expanded the membership of the SLO Steering committee.
- The Distance Education Committee is being expanded by requiring a representative from every academic department wishing to offer online classes.

**Recommendation 4: “...strengthen the research function...”**

LACC is working on integrating our research and planning processes and systems to create more efficient and effective ways to use our research results. We believe that these efficiencies will provide the opportunity for more analysis and also allow us to implement our SLO and Assessment action plan by 2012.

- LACC has hired a Dean of Institutional Effectiveness who comes from the District Office, where he worked on strategic planning, program review and the development of information systems for research and planning. He also has experience as the college researcher at one of our sister colleges.
- Over the past year, we have been working with the District and our sister colleges to identify common and more sustainable solutions for planning, program review and SLO management.
- In order to enhance research and assessment practices and move the college towards data driven decision practices, several workshops and training on research and assessment practices, including *How to Understand and Use Your Data*, have been offered and will continue to be offered to the campus community.
- A new data request and usage form has been developed and individualized for each department to document the full cycle of assessment and the use of data to drive decision making to improve course, program and institutional outcomes.

**Recommendation 5: “...development and assessment of student learning outcomes...”**

LACC has taken a focused approach towards the development and assessment of SLOs by providing support activities and specific timelines. All departments are identifying 30% of their courses to be assessed by 2010. Departments have been provided with two templates. The first grid provides prompts to record the assessment progress for each course in each discipline and the 2<sup>nd</sup> grid provides a mapping template to assist in program level assessment activities. Both documents include a description of implementation of recommendations toward course or program improvement. Ninety percent of the disciplines have created Program Level Outcomes for their AA and AS degrees and will soon do the same for discipline certificates. Program level outcomes will be posted in the catalog (the electronic version initially) and on the LACC webpage.

- The new SLO and Assessment Coordinator presented on Program Level SLOs and Assessment at two Department Chairs Meetings and two Student Services Deans meetings during April and May 2009.
- To broaden campus-wide participation and develop expanded expertise in SLO and assessment work, each academic department identified one or more SLO and Assessment Department Representatives. Representatives will be the SLO and Assessment liaisons to their departments and help manage SLO and assessment plans and timelines. The approximately 35 SLO and Assessment representatives meet with the SLO Coordinator at the conclusion of the Curriculum meetings. They will also meet face-to-face and through CCC Confer in smaller groups of Interdepartmental Workgroups (groups are headed by a Dean of Academic Affairs) and in groups representing general education throughout the summer.
- Institutional Effectiveness, and SLO and Assessment, and Student Services are actively participating in the district-wide SLO and Assessment meetings and regional trainings.
- From April to the present an additional dozen courses are actively being assessed from the disciplines of: physics, foreign languages, library, woman’s PE. cinema/TV, child development, and English/ESL.